

Assessment of School Development Planning on the Implementation of Universal Basic Education Programme in Kwara State, Nigeria

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Abstract- *The study assessed school development planning on the implementation of universal basic education programme in Kwara State. School development planning is a part of school-based management committee aimed at making schools better places for pupils' to learn by changing the way that schools work with their communities, the staff and the Local Government Education Authority (LGEA). The study covers the three senatorial district of Kwara State which comprises of Kwara Central, North and South. The study used descriptive survey method while stratified random sampling technique was used to select 150 out of 328 basic schools representing 45.7%. 150 Principals, 450 Vice Principals and 900 Teachers were used as subjects. The findings of the study revealed that 64.8% of the respondents agreed that school environment was secure for pupils in the implementation of UBE programme. 59.8% of the participants also agreed that the classrooms are conducive for pupils learning for the implementation of UBE programme in the State. Finding also revealed that 66% of the respondents agreed that the school authority shared school management to achieve school goals in the implementation of UBE programme in Kwara State, while 64.1% of the respondents disagreed that teaching and learning resources are adequate for the pupils' in the implementation of UBE programme in Kwara State and 67.3% agreed that teachers' teaching effectiveness enhance pupils' learning in the implementation of UBE programme in Kwara State.*

Keywords – *School Development Planning, School Environment, School Management, Teaching and Learning Resources, Universal Basic Education Programme*

INTRODUCTION

School Development Programme (SDP) is about making schools better places for children to learn by changing the way schools work with their communities, with staff and with the Local Government Education Authority (LGEA). The schools work with their communities through the School-Based Management Committees (SBMC) representing the community taking the lead in building development plans based on the school's own analysis of its needs. School Development Planning according to Education Sector Support Programme in Nigeria (ESSPIN) [1] requires the support and commitment of all stakeholders in the school community. Plans developed in this way lead to solutions which are relevant and realistic for the local community and help to bring the school closer to its stakeholders. Ezeali [2] believes that SBMC is a

system of administration in which the school is the primary unit of educational decision-making. It is through the planning process, SBMC will be able to reach a recommended set of yearly activities based on needs expressed by the children and adults for whom the school is important.

It is believed also that through this SDP the school heads are encouraged to develop a more open and participatory management style which is about better coordination of school activities to achieve optimum results. Alabi [3] stressed that participation leads to improved decisions, because where knowledge, experiences and broader perspectives are made available resulting in more alternatives. Decisions are made by people, thus at the school level, a school head must frequently make decisions regarding the appropriate steps to take in achieving the stated educational objectives.

The Local Government Education Authority (LGEA) is the supervisory agent of the school system at the local level. This body deals directly with all the schools under States Universal Basic Education Boards in each state of the federation. With the LGEA current status in SDP, the planning is done 'by' the schools and communities rather than 'for' them. Although the local Supervisors play a key support role, and this leads to better communications between the schools and the LGEAs. The strength of this approach is that although the activities cover a range of school development areas, they all relate to the primary goal of improving teaching and learning and participation especially for girls and the poorest which were the basis for the establishment of Universal Basic Education (UBE) programme in Nigeria.

School development planning as a widely adopted approach to the management of planned change, advocated as a facilitating mechanism to aid the implementation of multiple innovations introduced in the educational system. 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 [4]. 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 [5]. 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. Accordingly, the process is sharply focused on the educational needs and achievements of the students and concomitantly on the professional development and empowerment of the teachers.

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 [6]. 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 resources, 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.

Specifically, researchers differentiated effective schools from ineffective ones by considering certain factors. For instance, Lezotte and Jacoby [7], researchers have consistently identified those factors as the characteristics of effective schools, namely; instructional leadership, teacher behaviour, parental or community involvement, and continuous assessment on student progress, and so on.

Successful school development planning efforts produce many benefits. Bryson [8] identified several benefits: 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.

Schraeder [9] argued that planning can help an organization to clarify future direction, to establish priorities, to diversify its products or services and to deal effectively with rapidly changing circumstances. In this era of globalization, school development planning requires knowledge in project management processes, which are normally divided into initiating, planning, execution, controlling and closing processes.

Olembo [10] and Okumbe [11] noted 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, and evaluating. Effective execution of these tasks requires that head teachers be adequately trained. However, secondary school head-teachers are appointed from serving teachers and ensure that the school is developed educationally in order to accomplish the set goals of educational system. It is view of this, the present study intends to assess the school development planning on the implementation of UBE programme in Kwara State, Nigeria.

Available literature shows that no studies have been conducted on the assessment of school development planning on the implementation of UBE programme in Kwara state, Nigeria to the best of researcher's knowledge. For example, Macharia [12] carried out research on the impact of in-service training of head teachers on their effectiveness in

school development planning in Gatundu district. Nwachukuwu [13] carried out research on academic and professional qualification of teachers' and job effectiveness in secondary schools in the south-eastern states of Nigeria. Ezeali [2] studied school-based management, teacher efficiency and effectiveness in secondary schools in the south-eastern states of Nigeria. Also, Eric [14] centred his study on professional development of teachers' and academic performance of students' in secondary schools in Etche local Government Area of Port-Harcourt, Rivers state, Nigeria, while, Omosidi [15] carried out a study on school development planning and its effectiveness in UBE public secondary schools of Kwara state, Nigeria.

It is however noted, that all these studies were correlational studies in the sense that school development planning was correlated with variables, such as, students' academic performance, teachers' and school effectiveness, while the present study is on the assessment of the UBE programme in Kwara state, Nigeria. These were the missing gaps of the present study intends to fill.

OBJECTIVES OF THE STUDY

The main purpose of this study is to assess and examine the school development planning in the implementation of Universal Basic Education programme in Kwara State, Nigeria. Specifically, the study set to assess the extent does the school environment secure for pupils under the implementation of UBE programme in Kwara State; determine the extent to which the classrooms are conducive for pupils in the implementation of UBE programme in Kwara State; determine how authority shared school management to achieve the school goals in the implementation of UBE programme in Kwara State; determine how does teaching and learning resources adequate to the pupils in the implementation of UBE programme in Kwara State; and determine how the teachers' job effectiveness improves the pupils learning in the implementation of UBE programme in Kwara State.

METHODS

The study is a descriptive survey. It is a survey method that attempt to describe the characteristics of a given population or area of interest factually. The population for this study comprises all the 328 basic public schools as at the time of study, spread across the three senatorial district of Kwara State (Central, North and South). Stratified random sampling

technique was used to select 150 (45.73%) out of the 328 schools. In addition, stratified random sampling technique was used to select 1,500 (42.00%) participants out of the 3585(150principals, 450 vice principals, and 900 teachers).

Only one research instrument was used to collect information titled "Questionnaire on Implementation of School Development planning in the UBE Programme" (QISDPUBEP). The questionnaire was in two sections A and B. Section A was used to collect the respondents' personal data while section B was used to collect data on the assessment of school development planning on the implementation of UBE programmes in Kwara state. The questionnaire comprised of 7 item questions for secured environment, 5 item questions for conducive classrooms, 6 item questions for shared school management, 7 item questions for adequate teaching and learning resources and 8 items questions for effective teaching, totalling 33 item questions. Likert four scale was used with SA means Strongly Agreed, A means Agreed, D means Disagreed and SD means Strongly Disagreed. Each of these responses were analysed into Frequency (F) and Percentage (%). In the discussion of results, attempts were made to merge strongly agreed and agreed to 'Agreed' while disagreed and strongly disagreed were also merged to 'Disagreed' only.

The questionnaire was validated for face and content validities. A test re-tests reliability technique yielded co-efficient of 0.76. The data collected were analysed with the use of mean and percentage count.

RESULTS AND DISCUSSION

The results of the study were presented in a tabular form. There were five tables each corresponding to the research questions developed to analysis data from the respondents.

Table 1 shows the responses on the extent to which the school environment secure for pupils in the implementation of UBE programme in Kwara State. On the average, 972 (64.8%) agreed that school environment was secured for pupils in the implementation of UBE programme in the state. The implication of this is that the school environment and the surrounding were secured and safe for pupils, while at the same time, there were positive behaviors among the pupils in the class and towards each other. The school environment was a suitable place for children to play and learn which translated to good relationship between the teachers and pupils.

This finding was in line with what Wehrich and Koontz [16] believed that a good school environment allow individual to work together as a group and encourages efficiency in accomplishing selected aims. Hagman [17] also stressed that the school plant is used

not only to provide conducive environment for both teaching and learning, but also to ensure a safe, secure, hygienic and comfortable shelter for students, teachers and other staff as teaching, learning and other activities of the school take place.

Table 1: Analysis of the extent of school environment secure for pupils in the implementation of UBE

S/N	ITEMS	A		D		TOTAL	
		F	%	F	%	F	%
1	The school environment and the surroundings secured and safe for pupils	1194	79.6	306	20.4	1500	100
2	Is there positive behaviour among the pupils in the class and towards each other	1170	73.8	330	26.2	1500	100
3	The school environment is a suitable place for children to play and learn	1060	70.7	440	29.3	1500	100
4	There is good relationship between the teachers and the pupils	1185	79.0	315	21.0	1500	100
5	The teachers treat all the pupils in the same way	828	55.2	672	44.8	1500	100
6	Does the school encourage children who are orphans or very poor	1048	69.9	452	30.1	1500	100
7	Is the environment of girls less than boys in your school	327	21.8	1173	78.2	1500	100
Average Total		972	64.8	528	35.2	1500	100

Table 2: Analysis of the extent to which the classrooms are conducive for pupils learning

S/N	ITEMS	A		D		TOTAL	
		F	%	F	%	F	%
8	The condition of the classroom is suitable for teaching and learning for pupils	1286	85.7	214	14.3	1500	100
9	The security and cleanliness of the classroom is conducive for learning	1023	68.2	477	31.8	1500	100
10	The teaching aids and pupils work are displayed in the classrooms	731	48.7	769	51.3	1500	100
11	The classroom facilities are design and constructed to address the future development of the school	497	33.1	1003	66.9	1500	100
12	There are absence of dust and mould in ceilings and walls which can lead to respiratory in the classroom	948	63.2	552	36.8	1500	100
Average Total		897	59.8	603	40.2	1500	100

Table 3: Analysis of shared school management to achieve school goals

S/N	ITEMS	A		D		TOTAL	
		F	%	F	%	F	%
13	Parent Follow-up their children's progress and activities	725	48.3	775	51.7	1500	100
14	Meetings between parent and teachers' take place frequently in the school	1089	72.6	411	27.4	1500	100
15	Notices of the meetings are sent to the parents a week before the meeting in the school	993	66.2	507	33.8	1500	100
16	The entire community supports the school activities	1143	76.2	357	23.8	1500	100
17	The school helps the community where necessary	1004	66.9	496	33.1	1500	100
18	Head-teacher helps the new teaches to settle down in the school	978	65.2	522	34.8	1500	100
Average Total		990	66.0	510	34.0	1500	100

Table 2 revealed the extent to which the classrooms are conducive for pupils' learning in the implementation of UBE programme in Kwara State. The response shows that 897 (59.8%) of the respondents agreed that the classrooms are conducive for pupils learning in the implementation of UBE programme in the state. This finding is contrary to the finding of Jimoh [18] and Ogonor and Sanni [19] that classrooms in Kwara State primary schools were not conducive for learning. This implies that the condition of the classroom is suitable for teaching and learning for pupils, while the classroom facilities are designed and constructed to address the future development of the school. The finding also implies that there was absence of dust and mold in ceilings and walls which can lead to respiratory infections in the classrooms.

Table 3 shows how the authority shared school management to achieve school goals in the implementation of UBE programme in Kwara State. The responses revealed that 509 (33.9%) strongly agreed and 481 (32.1%) agreed that the authority shared school management to achieve school goals in the implementation of UBE programme in Kwara State. However, it was discovered that 289 (19.3%) and 221 (14.7%) disagreed and strongly disagreed that authority does not shared school management to achieve school goals in the implementation of UBE programme in Kwara State.

The finding revealed that 990 (66%) of the respondents agreed that the authority shared school management to achieve school goals in the implementation of UBE programme in the state. The implication of this is that meetings between parent and teachers take place frequently in the school, while the entire community supports the school activities.

Parents do follow-up their children's progress and activities in the school. The findings also shows that the school helps the community where necessary and with Head-teacher helping the new teachers to settle down in the school.

This finding collaborate with the findings of Omosidi [20] and Oloyede [21] that leadership behavior influence subordinates attitudes and subsequently affect performance in achieving organizational goals. This is also in line with Marzano, Water and Ma Nuty [22] who had earlier established that leadership strategies central to organizational goals.

Table 4 shows the responses on the extent to which the teaching and learning resources adequate for the pupils in the implementation of UBE Programme in Kwara State. The finding revealed that 962 (64.1%) of the respondents disagreed with the statement. This shows that teaching and learning resources are not adequate for the pupils in the implementation of UBE programme in Kwara State. The implication of this finding is that there were not enough textbooks and guides to pupils and parents did not buy textbooks for their children. It was also discovered that the schools has no library where pupils or teachers can read and most of the school has no resources to enable teachers to prepare teaching aids.

Abolade [23] believes that teachers need leaning and instructional materials that will facilitate and dissemination of information to the learners. The more creative teacher is the more resourceful and effective teaching would be which adversely promote the leaning of the pupils.

Table 4: Analysis of adequacy of teaching and learning resources for pupils

S/N	ITEMS	A		D		TOTAL	
		F	%	F	%	F	%
19	There are enough textbooks and guides to pupils	734	48.9	766	51.1	1500	100
20	Parents do buy textbooks for their children	485	32.3	1015	67.7	1500	100
21	The school has a library where pupils or teachers can read	276	18.4	1224	81.6	1500	100
22	There are rules on how textbooks are looked after	327	21.8	1173	78.2	1500	100
23	All pupils have access to basic stationery and writing materials	770	51.3	730	48.7	1500	100
24	The school has resources to enable teachers to prepare teaching aids	836	55.7	664	44.3	1500	100
25	The school makes use of the skills, expertise or resources from the community in teaching	336	22.4	1164	77.6	1500	100
Average Total		538	35.9	962	64.1	1500	100

Table 5: Analysis of Teachers' Teaching Effectiveness in enhancing pupils' learning

S/N	ITEMS	A		D		TOTAL	
		F	%	F	%	F	%
26	Some Subjects are harder to teach or learn than others	852	56.8	648	43.2	1500	100
27	The teachers try to make the lesson interesting	1172	78.1	328	21.9	1500	100
28	The teacher know enough about their subjects	1062	70.8	438	29.2	1500	100
29	The school lessons start on time	1101	73.4	399	26.6	1500	100
30	The teachers encourage pupils' to learn	1007	67.1	493	32.9	1500	100
31	The teachers encourage clever children to learn	1016	70.7	439	29.3	1500	100
32	The teachers help slow learners to learn	933	62.2	567	37.8	1500	100
33	The methods of assessment of pupils promote learning among pupils	884	58.9	616	41.1	1500	100
Average Total		1009	67.3	491	32.7	1500	100

Table 5 reveals the extent to which teachers teaching effectiveness enhance pupils learning in the implementation of UBE programme in Kwara State. It was revealed that 1009 (67.3%) of the respondents agreed that teachers' teaching effectiveness enhance pupils, learning in the implementation of UBE programme in Kwara State. This implies that the teachers try to make the lessons interesting to the pupils, and most of the teachers encourage pupils' to learn. It was also discovered that the teachers encourage clever and show learners to learn.

Adaralegbe [24] submits that teachers' performance and effectiveness are functions not only of initial academic and professional preparation but also the result of insights, concepts and personality traits of the individual. The finding collaborates with the findings of Ezeali [2] who discovered that school-based management was a strong predictor of teachers' effectiveness in Secondary Schools in the South-Eastern States of Nigeria.

CONCLUSION AND RECOMMENDATION

The study x-rayed the assessment of school development planning on the implementation of Universal Basic Education Programme in Kwara State, Nigeria. The findings revealed that the respondents opined that there were remarkable improvements in the practices of school development planning which were reflected in the implementation of UBE programme in the state. The result of the finding obviates the need to provide enough teaching and learning resources for teachers and pupils for more effective and efficient academic performance to achieve the target goals.

It is recommended that, in conjunction with State Universal Basic Education Board (SUBEB) the Principals/Head-teacher should improve on the present practices of security in the school environment to be more secure and safe for the pupils. In doing

this, it will go a long way in improving the existing positive behavior among the pupils in the class and toward each other.

Under the supervision of SUBEB the current maintenance of the condition of the classrooms which were suitable for teaching and learning for pupils needs to be maintained and be improved upon. The present classrooms facilities designed and construction need to be redesigned to address the future development of schools.

Parents should be encouraged to improve on the follow-up of their children progress and activities of the schools. This would let parents discover areas where they can assist the schools. The entire community should also be more involved in activities of the schools since the schools are sub-set of the community in which the schools were located.

No matter how small it is, a room should be created to serve as a library where pupils and teachers can have private reading and study, while relevant textbooks be provided to improve teaching and learning of teachers and pupils.

To improve on the current effectiveness of the teachers, workshops and seminars should be re-introduced to the teachers on the areas teachers of specialization and pedagogy. This would go a long way for the teachers to be more effective.

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