

SCHOOL DEVELOPMENT PLANNING AND ITS EFFECTIVENESS IN UNIVERSAL BASIC EDUCATION IN PUBLIC SECONDARY SCHOOLS OF KWARA STATE, NIGERIA

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Abstract

The study was a correlation research of descriptive type which examined the existing relationship between school development planning and school effectiveness in Universal Basic Education (UBE) Public Secondary Schools of Kwara State in Nigeria. Stratified random sampling technique was used to select 150 (45.73%) out of the 328 schools. 1500 (42%) respondents out of 3585 consisting of 50 Principals, 450 Vice-Principals, and 900 Teachers were drawn from the population of the entire staff. Two instruments tagged "School Development Planning Questionnaire" (SDPQ) and "Junior Secondary School Certificate Examination Results Pro-format" (JSCEPF), designed by the researchers were used to collect data for the study. The instruments were validated and Pearson Product-Moment Correlation was used to obtain the reliability of 0.87 for SDPQ. Pearson Correlation was also used to test the main hypothesis and five operational hypotheses at 0.05 level of significance. The study indicated that there was a positive significant relationship between school development planning and school effectiveness in UBE Public Secondary Schools of Kwara State. It is recommended that school development planning process should be allowed to give direction to variety of works to perform by the whole staff in order to ensure that learners receive quality education in terms of both holistic development and academic achievement. This may be achieved by the State government through improvement on the existing policy of education reforms in the State.

Introduction

The best way on how the effectiveness of schools can be measured and reported is a question that perhaps has no single correct answer. One difficulty has been that there is little or no agreement on what is meant by effectiveness. Reid, Hopkins and Holly (1987) concluded that while all reviews assume that effective schools can be differentiated from ineffective ones, there is no consensus yet on just what constitutes an effective school. Most current definitions have in common a focus in student outcome and in particular the concept of the value added by the school (McPherson, 1992). This focus implies that performance of a school is to be judged not only on results alone but on other factors.

The definition adopted by an international study of the quality in schooling by the Australian Council of Educational Research (ACER) in Chapman, 1988 states that:

"An effective school is one that promotes the progress of its students in a broad range of intellectual, social and emotional outcomes, taking into account socio-economic status of family background and prior learning (p.1)."

A study of the perceptions of what constitutes an effective school by the ACER has found that rather than the narrow concentration on test results in literacy and numeracy commonly found in many studies, Australian school communities valued most highly the followings:

- Positive relationship with learning
- Development of positive self-concept
- Sense of self-discipline and self-worth
- Student's living skills, that is, becoming a productive and confident member of the adult world in time
- The development of appropriate value system and
- The preparation of the student for the next stage of learning (McGraw *et al.*, 1992).

Various attempts of what constitute school effectiveness made Education Sector Support Programme in Nigeria (ESSPIN) in 2009 to look at other aspects that may affect school effectiveness especially at basic level of education in the country. The introduction of School Development Planning (SDP) was another attempt at making schools better places for children to learn by changing the way schools work with their communities through School-Based Management Committees (SBMCs) within schools and with the Local Government Education Authority (LGEA) based on the improved teaching and learning of pupils at the basic levels of our educational system. In other to make schools better places for children ESSPIN (2009) identified five Developmental Areas that may influence school effectiveness. The thrust of the paper, therefore, is to examine how the existing relationship in school development planning affects school effectiveness in UBE Public Secondary Schools in Kwara State, Nigeria.

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 & 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 (Broadhead & Cuckle, 2002; SDPI, 1999; Bell, 1998).

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 (McNamara, O'Hara & Ni Aingleis, 2002).

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 (MSTP, 1998; SPI, 2003)

In terms of this framework, the school has to formulate its vision, mission and fundamental aims which articulate the reason for the school's existence, what it wants to create and achieve, and what it considers to be the fundamental purpose of education (MSTP, 1998; SDPI, 1999). In this regard, the school plan should arise out of discussions involving all the people in and connected with the life of the school and should thus focus on whole school issues which define the quality of learning and teaching, management and organization of the school, planning for the curriculum, monitoring, evaluation and review process (Guyana Ministry of Education, 2004).

The current situation of school development planning at the school identifies developmental priorities, targets, action planning, performance indicators and the mode of monitoring and evaluation (Bell, 2002). The crucial part of the development planning process relates to the review of areas of the review phase, namely mission, vision and aims, context factors, curriculum, care and management of learner, staff organization and development, school-home community links and

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school management and administration (SDPI, 1999; Broad head, Cuckle & Hodgson, 1999; SDPI, 2003)

School development planning, being a process for the school, relies heavily on stakeholder participation (Republic of South Africa, 1996). SDPI (1999) emphasizes that school development planning is essentially a collaborative process that draws the whole school community together in shaping the school's future.

A process of school development planning exposed above highlights the challenges it poses for schools. At secondary school level, this process seems even more arduous due to the way in which it was introduced at schools, as well as due to departmental expectations. These places the onus entirely on provincial departments of education at both federal and state levels, their support structures and schools to develop an understanding and parameters within which school development planning is to be done (McNamara *et al.*, 2001; SDPI, 199; Republic of South Africa, 1996).

Statement of the Problem

School development planning depends on effective change and innovation for school improvement and it is therefore a comprehensive long-term planning process. The purpose of development planning is to assist the school to introduce changes successfully so that the quality of teaching and learning is improved to bring about effectiveness. School development planning can bring about school effectiveness if it is properly drawn up and systematically followed through technical knowledge and skills of its execution. For example, determining and setting, inter-alia, realistic objectives, time-frames, performance indicators and costing are some of the activities that require knowledge and skills to determine its effectiveness.

Review of available literature shows that few studies have been carried out on the relationship between school development planning and school effectiveness particularly in Kwara State UBE public secondary schools. For example, Ezeali (2011) carried out research on school-based management, teacher efficiency and effectiveness in secondary schools in the South-Eastern States of Nigeria. Macharia (2012) worked on the impact of in-service training of head teachers on their effectiveness in school development planning in Gatundu Delta Senatorial district. The study of Eric (2013) centered on professional development of teachers academic performance in secondary schools in Etched Local Government Area, Rivers State, while, Olanrewaju (2015) devoted her study on school development planning and school effectiveness in Kwara state public secondary schools in Nigeria. It was noted however, that none of the studies was conducted on the relationship between school developments planning and school effectiveness in UBE public secondary schools in Kwara state. It was observed that the work of Olanrewaju (2015) used sub-variables such as professional development of teachers, community participation, curriculum development and educational resources to measure school development planning, while the present study attempted to use sub-variables such as safe and secure environment, conducive classrooms, shared school management, adequate educational materials and effective teaching as a measure of school development planning. These are observed missing gaps this study intended to fill. The present study therefore, was another attempt to investigate the relationship between school development planning and school effectiveness in UBE Public secondary schools of Kwara state, Nigeria.

This study would be of significance to school heads and policy makers in various ways particularly at UBE public secondary school level. The findings are meant to lure head teachers to seek ways of sharpening their skills in school development planning. The study would be useful in guiding educational managers and teachers about their roles in educational development and provide information to policy makers on problems affecting school development planning and propose the ways forward. The significance of the school development planning would provide introduction of a collaborative planning process in which each school staff would be required to consultate a School Development Plan (SDP), complete with a mission statement, students' achievement and a Management Information System (MIS). Finally, the study would serve as the accountability policy guiding the actions and effectiveness of classroom teachers.

Objectives of the Study

The purpose of the study is to examine the existing relationship between school development planning and school effectiveness in Kwara State UBE public secondary schools. Specifically, the study aims at examining the existing relationship between:

1. Safe and secure environment and school effectiveness in Kwara State UBE public Secondary Schools;
2. Conducive classroom environment and school effectiveness in UBE public secondary schools of Kwara State;
3. Shared school management and school effectiveness in UBE public secondary schools of Kwara State;
4. Adequate educational materials and school effectiveness in Kwara State UBE public secondary school. And
5. Effective teaching and school effectiveness in UBE public secondary schools of Kwara State.

Main Hypothesis

Ho: There is no significant relationship between school developments planning and school effectiveness in UBE public secondary schools of Kwara State, Nigeria.

Operational Hypotheses

- Ho₁:** There is no significant relationship between safe and secure environment and school effectiveness in UBE public secondary schools of Kwara state, Nigeria.
- Ho₂:** There is no significant relationship between conducive classrooms and school effectiveness in UBE public secondary schools of Kwara State, Nigeria.
- Ho₃:** There is no significant relationship between shared school management and school effectiveness in UBE Public Secondary Schools of Kwara State, Nigeria.
- Ho₄:** There is no significant relationship between school educational resources and school effectiveness in UBE public secondary schools of Kwara State, Nigeria.
- Ho₅:** There is no significant relationship between effective teaching and school effectiveness in UBE public Secondary Schools of Kwara State, Nigeria.

Methodology

The population for the study comprises all the 328 UBE public Secondary Schools, as at the time of the study, spread across the State. The schools had Junior School certificate Examination (JSCE) results for five consecutive years 2011-2015. Stratified random sampling technique was used to select 150 (45.73%) out of the 328 schools as sample for the study. In addition, stratified random sampling technique was also used to select 1500 (42%) participants out of the 3585 Principal, 450 Vice-principals and 900 teachers drawn from the population. Students' academic performance was based on the results of the students for five years.

Two research instruments were used to collect information. The first was titled "School Development Planning Questionnaire" (SDPQ) and it was used to collect information on the practice of school development planning as regards the five sub-variables used in the study. The second instrument tagged "Junior Secondary Certificate Examination Results Pro-forma" (JSCEPF) was used to measure school effectiveness and this was done by collecting the average performance score of students in Junior Secondary School Certificate Examinations in five consecutive years (2011-2015) in the selected UBE public secondary schools of Kwara State, Nigeria.

In other to ascertain the face and content validity of the instrument used to collect the data for the study, copies of SDPQ and JSCEPF were given to three experts in the field of Educational Management. The reliability of the instruments was determined through a test re-test method. The results of reliability yielded co-efficient of 0.81. Analysis of the data was done using Pearson product moment correlation statistics at 0.05 level of significance.

Results and Discussion**Main Hypothesis**

Ho: There is no significant relationship between school development planning and school effectiveness in UBE public secondary schools of Kwara State, Nigeria.

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Table 1: Correlational analysis of school development planning and school effectiveness

Variables	N	Mean	SD	df	Cal-r-value	Criti-r-value	Decision
School Development Planning	1500	64.47	21.26	1499	0.7457	0.195	Ho: Rejected
School Effectiveness	1500	34.47	11.26				

As shown in table 1, the Pearson calculated r-value (0.7457) is greater than the critical r-value of 0.195 at 0.05 level of significance and for 1499 degrees of freedom. Thus, there is positive significant relationship between school development planning and school effectiveness in UBE public secondary schools of Kwara State, Nigeria. This finding was in line with the finding of a qualitative study of schools with outstanding results in several Latin American countries in 2002 by Latin American Laboratory for Assessment of Quality Education. The finding shows that there was a strong relationship between school-based management and teachers' effectiveness. The finding also agreed with Ezeali (2011) that there was a significant relationship among school-based management, teacher efficiency and effectiveness in secondary schools in the South-East, Nigeria.

The implication of this finding is that school development planning should be adopted as a facilitating mechanism to aid the implementation of multiple innovations introduced in the educational system.

Operational Hypotheses

Ho₁: There is no significant relationship between safe and secure environment and school effectiveness in UBE public secondary schools of Kwara State, Nigeria.

Table 2: Correlational analysis of safe and secure environment and school effectiveness

Variables	N	Mean	SD	df	Cal-r-value	Criti-r-value	Decision
Safe and Secure Environment	1500	71.29	36.76	1499	0.5457	0.195	Ho: Rejected
School Effectiveness	1500	34.47	11.26				

As depicted in table 2, the calculated r-value of (0.5457) is greater than the critical r-value of 0.195 at 0.05 level of significance and for 1499 degrees of freedom. Hence, the null hypothesis is rejected. This shows that there is a positive significant relationship between safe and secure environment and school effectiveness in UBE public secondary schools of Kwara State, Nigeria.

This finding was in line with the finding of Nakpodia (2011) who stated that there was positive significant relationship between secured environment for learning and school goals. This study also agreed with the finding of Pashiarols (2000) who found that hygienic environment for pupils in schools enhance their performance.

The implication of this finding is that school environment together with the surrounding is to be made neat, hygienic, secure and safe for the pupils in UBE secondary schools in order to enhance school effectiveness in Kwara State, Nigeria.

Ho₂: There is no significant relationship between conducive classrooms and school effectiveness in UBE Public Secondary Schools of Kwara State, Nigeria

Table 3: Correlational analysis of conducive classrooms and school effectiveness

Variables	N	Mean	SD	df	Cal-r-value	Criti-r-value	Decision
Conducive Classrooms	1500	31.69	12.26	1499	0.4829	0.195	Ho: Rejected
School Effectiveness	1500	34.47	11.26				

As shown in Table 3, the Pearson Product Moment Correlation Calculated r-value (0.4829) is greater than the critical r-value of 0.195 at 0.05 level of significance and for 1499 degrees of freedom. Hence, the null hypothesis is rejected. This clearly shows that there is a significant relationship between conducive classrooms and school effectiveness in UBE Public Secondary Schools of Kwara State, Nigeria.

This finding is in sharp contrast to the finding of Ahmad (2003) who found that teaching and learning take place in unconducive environment in most Secondary Schools in the country. This may be as a result of recent development through education reforms which made the Kwara state government to provide some basic materials such as renovation of classrooms, provisions of chairs and tables for both students and teachers, provisions of teaching and learning aids.

Ho₃: There is no significant relationship between shared school management and school effectiveness in UBE Public Secondary Schools in Kwara State, Nigeria

Table 4: Correlational analysis of shared school management and school Effectiveness

Variables	N	Mean	SD	df	Cal-r-value	Criti-r-value	Decision
Shared School Management	1500	27.69	9.241				
				1499	0.3126	0.195	HO: Rejected
School Effectiveness	1500	34.47	11.26				

Table 4 shows that the calculated r-value (0.3126) is greater than the critical r-value (0.195) at 0.05 level of significance and 1499 degrees of freedom. Thus, the null hypothesis is rejected. This shows that there is significant relationship between shared school management and school effectiveness in UBE public secondary schools of Kwara State.

The finding is in line with that of Ezeali (2011) which ascertained that there was significant relationship between school-based management and teacher effectiveness in secondary school in the South-East, Nigeria. This finding was also in conformity with Ajayi (1991) who reported the finding of a similar study that there was a strong relationship between participatory decision-making and administrative effectiveness in Nigeria Universities. The finding is equally in agreement with that of Jesson (2004) who reported about schools practising school-based management and others where it was not in practice. In a study of student outcomes in England, Jesson noted that results for students at specialist schools where School-based management was practiced were improving three times faster than in those where the practice was yet to be adopted.

Ho₅: There is no significant relationship between educational resources and school effectiveness in UBE public secondary schools in Kwara State, Nigeria

Table 5: Correlational Analysis of Educational Resources and School Effectiveness

Variables	N	Mean	SD	df	Cal-r-value	Criti-r-value	Decision
Educational Resources	1500	20.36	8.269				
				1499	0.2818	0.195	Ho: Rejected
School Effectiveness	1500	34.47	11.26				

Table 5 shows that the calculated r-value (0.2818) was greater than the obtained critical r-value (0.195) at 0.05 level of significance and for 1499 degrees of freedom. Since the calculated r-value is greater than the critical value, the null hypothesis is hereby rejected. This means that there is no significant relationship between educational resources and school effectiveness in UBE public secondary schools of Kwara State.

This finding is contrary to the study of Akunnubi and Ayinla (2014) who discovered that learning materials as well as human resources are limited everywhere, particularly in developing countries. However, the study of Bakori (2014) supported this finding in his study where he discovered that basic primary education curriculum and resources have positive relationship with classroom teachers' effectiveness in Sokoto State, Nigeria.

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This implies that though there was low correlation between the two variables (educational resources and school effectiveness), there is the need for adequacy of textbooks and teachers' guides, access to basic stationery and writing materials in UBE public secondary schools of Kwara State.

Ho₆: There is no significant relationship between effective teaching and school effectiveness in UBE public secondary schools in Kwara State.

Table 6: Correlational analysis of effective teaching and school effectiveness

Variables	N	Mean	SD	df	Cal-r-value	Criti-r-value	Decision
Effective Teaching	1500	30.29	14.86				
School Effectiveness	1500	34.47	11.26	1499	0.5218	0.195	Ho: Rejected

Table 6 shows that the calculated r-value (0.5218) is greater than the critical r-value (0.195) at 0.05 level of significance and for 1499 degrees of freedom. Hence, the null hypothesis is rejected. This means that there is significant relationship between effective teaching and school effectiveness in UBE public secondary schools in Kwara State. The finding is in line with Ezeali (2011) who reported the finding of a similar study that there was a strong relationship between school-based management and teacher effectiveness in secondary schools in the South-East, Nigeria. This finding also corroborates the outcome of a similar research conducted by Ohuche (1991) on the relationship between teacher quality and students' academic performance in public secondary schools in Imo State.

However, Hassan (2010) posited that the low level of academic performance in secondary schools today in Nigeria could be attributed to the quality of training given to teachers and lack of dedication to teaching. All these findings were further corroborated by the statement which says that to be effective is to be efficient or else one would be thinking of encouraging students through any means to achieve excellent academic performance without the teacher being efficient in his duty. What this means is that the teacher must possess relevant qualities to be efficient before achieving effectiveness.

Conclusion and Recommendations

This study indicated that school development planning has significant relationship with school effectiveness in UBE public secondary schools of Kwara State. The implication of the finding is that school development planning is a strong predictor of school effectiveness. The finding can be translated to mean that schools practicing development planning are likely to improve school effectiveness which is in the long run is expected to translate to positive students' academic performance if adequate commitment is given to it by all relevant stakeholders.

It is therefore on the basis of finding of the study that it is recommended that:

1. School development planning should be allowed to give direction to perform work of the whole school in order to ensure that learners receive quality education in terms of both holistic development and their academic achievement. This can be achieved by the state government by improving on the existing policy of education reforms in the State.
2. The present practice of ensuring neat, hygienic and secure school environment should be maintained, while efforts should be made to encourage development of more positive value laden behaviour among the pupils in the classroom in particular and the school in general.
3. The recent innovation of making adequate provision for classrooms and furniture should be adequately maintained. This would enable the current status of instructional materials displayed in the classrooms have long span of utilization.
4. Teachers, parents and relevant community members should be adequately empowered to contribute their knowledge, talents, as well as physical efforts to the promotion of change towards improvement and well being of students in schools.

5. Since education is one of the social services, the state government should subsidize the cost of textbooks at the lower level of education to enable pupils of poor background to have minimum access to quality education.
6. Teaching effectiveness can be enhanced through teacher preparation that starts with collaborative efforts of the principal, the community and school boards to recruit teachers of promise who have the aptitudes and willingness to make a career in teaching and not as a perfunctory job or stepping stone employment into other professions.

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