



Quality Educational Planning and Senior Secondary Education Goal Attainment in Ilorin Metropolis, Kwara State

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Abstract

This study determined the relationship between quality educational planning and senior secondary education goal attainment in Ilorin metropolis, Kwara State. The study adopted a descriptive design of correlation type while its population comprised all the 3594 teachers across the public secondary schools in Ilorin metropolis. Simple random sampling technique was used to select 346 teachers in the metropolis. An adapted questionnaire titled “Quality Educational Planning Questionnaire” (QEPO) and “Secondary Education Goal Attainment Proforma” (SEGAP) were used to collect data. Descriptive statistics of frequency count and percentage was used to answer the research questions while inferential statistics of Pearson product-moment correlation statistics was used to test the hypotheses at 0.05 level of significant. The findings of the study revealed that quality educational planning has a significant relationship with secondary education goal attainment in Ilorin metropolis, Kwara State. It was recommended that adequate classrooms and instructional facilities should continue to be adequately planned in order to keep the tempo of academic performance and enhance the level of senior secondary education goal attainment in Kwara State.

Keywords: Quality, Educational, planning, Goal, Attainment.

Citation: Isiaka, B. A., Abdullateef, A. A. and Oyedeji, N. B. (2022). Quality Educational Planning and Senior Secondary Education Goal Attainment in Ilorin Metropolis, Kwara State. *Kashere Journal of Education*, 3(1): 40-48.

Submitted: 30/1/2022

Accepted: 29/3/2022

Published: 1/6/2022

Introduction

Education has received a lot of attention around the world since it is generally recognized as the most important tool for any country's growth and development. It is the yardstick by which every society's level of development is measured. The Nigerian educational system is divided into different sections which are: Early Child Care and Development for children aged 0 to 4 years, Basic Education for children aged 5 to 15, Pre-Primary Education lasts one year, Primary Education lasts six years, Junior Secondary Education lasts three

years; Post-Basic Education lasts three years in Senior Secondary Schools and Technical Colleges; Tertiary Education lasts three years in Colleges of Education, Monotechnics, Polytechnics, and Universities (FRN, 2013). All levels of education play an important role in shaping positively the future of the younger generation so that they would become useful to themselves and the society where they find themselves.

Senior secondary education serves as a link between basic and higher education. It is the level at which young members of the



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society are taught skills and competencies that will enable them to be self-sufficient and contribute meaningfully to their society's growth and development. It is offered to students directly following the completion of basic education and it is otherwise called post basic education. The goal of senior secondary education according to National Policy on Education (2013) includes among others; provision of opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background; inspire students with a desire for self-improvement and achievement of excellence; and to provide trained manpower in the applied sciences, technology and commerce at sub-professional grades. Different instructional resources have been offered at a significant rate in our schools in order to ensure that these objectives are met. Secondary education goal achievement is a hot topic among educational administrators and other stakeholders because it allows them to see how well the resources introduced into the system have been used for good teaching and learning.

Academic performance is one of the indices used to determine how far pupils have progressed in realising the stated educational goals. This is justified by Adewale (2003) who describes academic performance as a means of academic progress, not only to indicate readiness for 'next step' but to evaluate students' progress towards educational goals. Bamidele and Bamidele (2013) lamented that the menace of poor students' academic performance in senior school certificate examination has been a basis for worry to educational stakeholders in the country. In Kwara State specifically, the effectiveness of secondary schools in terms of students' academic performance in SSCE has not been encouraging over the years

(Sulayman, Abdulrauf, Alao & Ayinde, 2020). The dwindling quality of education in the state was depicted by poor pupils' achievement in the basic skills (Ijaiya, 2004).

Educational planning is the process of identifying and classifying educational needs of a nation and the direction education should take and the strategies for implementing decisions concerning educational development (Akpan, 2018). This viewpoint encompasses the educational content that should be supplied, as well as the resources and labor required to facilitate delivery. As a result, in order for Kwara State to fulfill its goal of secondary education, the state's educational planning must be of high quality. Human resource planning, curriculum planning, school plant planning, and financial planning are all important aspects of educational planning, according to this study.

Human resource planning is the process of anticipating the demand for secondary school teachers and establishing measures to ensure that the required number and quality of teachers are available to meet the secondary educational goals. Human resources are the foundation of all other resources in any organization since they are easily replaced, however a dedicated and industrious teacher cannot be replaced. This is why Orluwene and Ndioho (2018) said that the role of instructors as veritable resources for goal attainment has been well documented in schools and other learning organizations.

Curriculum planning is the process of developing a school's curriculum, which includes all of the learning experiences that the school provides to a student or group of students. Careful curriculum design is needed to ensure that lessons covered the content designed in the curriculum and that



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they are in line with the government basic education standards (Olorunleke, 2014). The curriculum depicts the school's obligation to its students. Without an adequate curriculum, effective teachers' job delivery will not be attained. As a result, adequate curriculum preparation is required to help students achieve their secondary school goals. All efforts involved in ensuring that needed physical facilities are available for effective learning in the school are referred to as school plant planning. It includes comfortable classrooms, chairs, and tables, as well as administrative buildings, a laboratory, a fully working library, and recreational facilities. The importance of proper school plant preparation cannot be overstated because it has an impact on children's academic success. According to Odufowokan (2011), the level of school plant planning and students' academic achievement were relatively close in a study. Much can be done to improve students' academic performance in secondary schools in Kwara State with proper physical facilities.

All efforts related to the financial component of secondary schools that are aimed toward the achievement of educational goals are referred to as financial planning. Financial resource determines the extent to which educational programmes can be fully implemented for the realization of educational objectives. Hence, its availability and maximum utilisation cannot be over emphasized in an educational industry. Based on the above analysis, it was determined that quality educational planning had an impact on students' academic performance, and the work explored the relationship between quality educational planning and secondary education goal attainment in Ilorin, Kwara State, Nigeria. Human resource planning,

curriculum planning, school plant planning, and financial planning were all used as indicators of good educational planning.

Statement of the Problem

The Nigerian education system is facing numerous obstacles in recent decades as it continues to struggle with quality education delivery due to lack of good planning, which contributes to low student performance and limits educational goal accomplishment year after year. The emphasis is thus based on the adage that "if you plan it, it will happen." The first step in management is planning. As a result, it is reasonable to conclude that if quality planning is prioritized in our educational system, students' academic performance will increase. Several researches have been carried out to investigate the factors that contribute to pupils' poor performance. For instance, Sulyman, Abdulruf, Alao and Ayinde (2020) examined educational resources adequacy as determinant of public secondary schools effectiveness in Kwara State, Nigeria. Similarly, Ibukun, Oyetakin and Akinfolarin (2012) studied impact of human resources allocation and utilization on academic performance of students in Ondo State Secondary Schools. These experts concentrated on resource deficiency while ignoring the planning process for those resources. Therefore, this research looks into the link between good educational planning and senior secondary education goal attainment in Ilorin, Kwara State. Because prior researchers had not addressed this topic, this study was necessary to cover some of the found gaps.

Objective of the Study

The main objective of this study was to investigate the relationship that exists between quality educational planning and



Isiaka, B. A., Abdullateef, A. A. and Oyedeji, N. B. secondary education goal attainment in Ilorin metropolis, Kwara State.

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Other specific objectives were to:

1. determine the relationship between human resource planning and secondary education goal attainment in Ilorin metropolis, Kwara State.
2. investigate the relationship between curriculum planning and secondary education goal attainment in Ilorin metropolis, Kwara State.
3. ascertain the relationship between school plant planning and secondary education goal attainment in Ilorin metropolis, Kwara State.
4. examine the relationship between financial planning and secondary education goal attainment in Ilorin metropolis, Kwara state.

Operational Hypotheses

- H₀₁: there is no significant relationship between human resource planning and secondary education goal attainment in Ilorin metropolis, Kwara State.
- H₀₂: there is no significant relationship between curriculum planning and secondary education goal attainment in Ilorin metropolis, Kwara State.
- H₀₃: there is no significant relationship between school plant planning and secondary education goal attainment in Ilorin metropolis, Kwara State.
- H₀₄: there is no significant relationship between financial planning and secondary education goal attainment in Ilorin metropolis, Kwara State.

Research Questions

The following research questions were raised to guide the study:

1. Is there any significant relationship between human resource planning and secondary education goal attainment in Ilorin metropolis, Kwara State?
2. Is there any significant relationship between curriculum planning and secondary education goal attainment in Ilorin metropolis, Kwara State?
3. Is there any significant relationship between school plant planning and secondary education goal attainment in Ilorin metropolis, Kwara State?
4. Is there any significant relationship between financial planning and secondary education goal attainment in Ilorin metropolis, Kwara State?

Methodology

The research design adopted for this study was descriptive research of correlational type. The design enables the researchers to collect data from sample of population, analyze the data and make relevant conclusion about the population and it seeks to establish what relationship exists between quality educational planning and secondary education goal attainment. The independent variable is quality educational planning while the dependent variable is secondary education goal attainment.

The population of the study comprised all the 3594 teachers in all the public secondary schools in Ilorin metropolis, Kwara State. Simple random sampling technique was used to sample 346 teachers out of the entire 3594 public secondary school teachers in Ilorin metropolis, Kwara State using Krejcie and Morgan (1970) sample table.

Two sets of instruments were used to collect data for the study. An adapted questionnaire titled "Quality Educational

Research Hypotheses

Main Hypothesis

- H₀: there is no significant relationship between quality educational planning and secondary education goal



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 The data collected were subjected to analysis using SPSS version 21. All the generated research questions were converted to hypotheses and were tested using inferential statistics of Pearson product-moment correlation at 0.05 level of significance. This was used in other to determine the relationship between the two variables.

Results: Hypotheses Testing

H₀: There is no significant relationship between quality educational planning and secondary education goal attainment in Ilorin Metropolis, Kwara State.

Table 1: Quality Educational Planning and Secondary Education Goal Attainment

Variables	N	Mean	SD	Df	Cal. r-value	Crit. r-value	Decision
Quality Edu. Planning	346	12.19	2.63	344	.418	.195	H ₀ Rejected
Goal Attainment	346	25.78	9.45				

Source: field work

Table 1 shows that the calculated r-value of .418 is greater than the critical r-value of .195 at .05 level of significance for 308 degree of freedom. Thus, the null hypothesis which states that there is no significant relationship between quality educational planning and secondary education goal attainment was rejected. Therefore, there was significant relationship between quality educational planning and secondary education goal

attainment. This implies that quality educational planning had significant relationship with secondary education goal attainment.

Operational Hypotheses

H₀₁: There is no significant relationship between human resources planning and secondary education goal attainment in Ilorin Metropolis, Kwara State.

Table 2: Human Resource Planning and Secondary Education Goal Attainment

Variables	N	Mean	SD	Df	Cal. r-value	Crit. r-value	Decision
Human Resource Planning	346	11.22	2.32	344	.312	.195	H ₀₁ Rejected
Goal Attainment	346	25.78	9.45				

Source: field work

Table 2 shows that the calculated r-value of .312 is greater than the critical r-value of

.195 at .05 level of significance for 308 degree of freedom. Thus, the null



hypothesis which states that there is no significant relationship between human resource planning and secondary education goal attainment was rejected. Therefore, there was significant relationship between human resource planning and secondary education goal attainment. This implies that teachers as human resource had

positive impact on secondary education goal attainment.

H₀₂: There is no significant relationship between curriculum planning and secondary education goal attainment in Ilorin Metropolis, Kwara State.

Table 3: Curriculum planning and secondary education goal attainment

Variables	N	Mean	SD	Df	Cal. r-value	Crit. r-value	Decision
Curriculum Planning	346	10.99	2.29	344	.301	.195	H ₀₂ Rejected
Goal Attainment	346	25.78	9.45				

Source: field work

Table 3 shows that the calculated r-value of .301 is greater than the critical r-value of .195 at .05 level of significance for 308 degree of freedom. Thus, the null hypothesis which states that there is no significant relationship between curriculum planning and secondary education goal attainment was rejected. Therefore, there was significant

relationship between curriculum planning and secondary education goal attainment. This implies that curriculum planning had positive impact on secondary education goal attainment.

H₀₃: There is no significant relationship between school plant planning and secondary education goal attainment in Ilorin Metropolis, Kwara State.

Table 4: School plant planning and secondary education goal attainment

Variables	N	Mean	SD	Df	Cal. r-value	Crit. r-value	Decision
School Plant Planning	346	10.59	2.25	344	.218	.195	H ₀₃ Rejected
Goal Attainment	346	25.78	9.45				

Source: field work

Table 4 shows that the calculated r-value of .218 is greater than the critical r-value of .195 at .05 level of significance for 308 degree of freedom. Thus, the null hypothesis which states that there is no significant relationship between school plant planning and secondary education goal attainment was rejected. Therefore, there was significant relationship between school plant planning and secondary education goal attainment. This implies

that school plant planning had positive impact on teaching and learning process which yielded secondary education goal attainment.

H₀₄: There is no significant relationship between financial resources planning and secondary education goal attainment in Ilorin Metropolis, Kwara State.



Table 5: Financial resources planning and secondary education goal attainment

Variables	N	Mean	SD	Df	Cal. r-value	Crit. r-value	Decision
Financial Resources Planning	346	10.98	2.33	344	.202	.195	H ₀₄ Rejected
Goal Attainment	346	25.78	9.45				

Source: field work

Table 5 shows that the calculated r-value of .202 is greater than the critical r-value of .195 at .05 level of significance for 308 degree of freedom. Thus, the null hypothesis which states that there is no significant relationship between financial resources planning and secondary education goal attainment was rejected. Therefore, there was significant relationship between financial resources planning and secondary education goal attainment. This implies that financial resources planning had positive impact on secondary education goal attainment.

Discussion of Findings

Main hypothesis revealed that there was a significant relationship between quality educational planning and secondary education goal attainment. This finding corresponds with Akpan (2018) who revealed that educational planning is the process of identifying and classifying educational needs of a nation and the direction education should take and the strategies for implementing decisions concerning educational goal and development. This shows that both the strategic and operational planning is relevant. The school heads are expected to plan, implement and evaluate the entire educational system like human and physical resource, financial inputs and curriculum development. Hence, quality planning influences the success of a school system, and there is therefore, the need for

adequate preparation of school heads in educational planning.

Hypothesis one indicated that there was a significant relationship between human resource planning and secondary education goal attainment. This is line with Suleiman et.al (2020) who opined that, if teachers are not adequately staffed, effective teaching and learning in the school subjects might not take place and this could lead to ineffectiveness in the school system.

Hypothesis two indicated that there was a significant relationship between curriculum planning and secondary education goal attainment. This finding is in line with the view of Olorunleke (2014) who stated that no matter the amount of time spent on the documentation of the curriculum, the most important factor in bringing out the desired objectives is through the implementation.

Hypothesis three indicated that there was significant relationship between school plant planning and secondary education goal attainment. This finding supports Jaiyeoba and Atanda (2003) who revealed that a school with adequate and needed facilities would be comfortable for recipients to learn and improve teaching and learning process. Oluchukwu (2000) opined that if physical and material facilities are not adequately provided in the school, teaching and learning may in jeopardy.

Result of hypothesis four indicated that there was a significant relationship between financial resources planning and



secondary education goal attainment. Ottiemo, Kute & Yambo (2016) posited that a school financial management is important for the actualization of effective education. This corroborates with the study carried out by Nyaga (2016) that poor performance in public secondary schools is closely related to insufficient plan concerning the school finance by school administrator.

Conclusion

This study has shown that quality educational planning had a positive relationship with secondary education goal attainment. This implies that quality educational planning in terms of human resource, curriculum, school plant and financial planning will go a long way in improving the standard of education in Ilorin Metropolis, Kwara State.

Recommendations

The following recommendations were made to enhance further the quality educational planning and to improve secondary education goal attainment.

1. Government should try more in the provision of adequate infrastructure and physical facilities to make learning profitable and thereby motivate students in the classroom.
2. Governmental allocation of funds for capital and recurrent projects in the school should be improved upon. This will assist further quality education and the recipients will be able to compete favourably with their international counterparts.
3. Relevant stakeholders such as parents, teachers, societal members and students should be incorporated while planning educational system for effective implementation.

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