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Full Length Research Paper

The impact of Effective Planning on Teaching and Learning among some Selected Secondary School Students in Ethiope West Local Government Area of Delta State

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ABSTRACT: The goal of this study was to assess the impact of effective planning on teaching and learning among some selected secondary school students in Delta State's Ethiope West Local Government Area. Seven research questions were developed, three of which were hypothesized to help guide the study. A review of some related literature was conducted. The study sample consists of 300 secondary school teachers from the Ethiope West Local Government Area, which represents 50% of the population. The study employed a questionnaire. The collected data were analyzed using percentages, means, standard deviations, and the t – test statistic at the 0.05 level of significance to confirm or reject the stated hypothesis. The study discovered that effective planning improves, fosters, smoothens, and has a positive relationship with effective teaching and learning among secondary school students in Delta State's Ethiope West Local Area. It was also discovered that there is a significant relationship between effective planning and academic performance of secondary school students in Delta State's Ethiope West Local Government Area.

Keywords: Education, effective planning, Ethiope West local government, Secondary schools, students' academic performance

INTRODUCTION

The impacts of planning on teaching and learning cannot be over emphasized, in the views of Ojo (2011) planning facilitate the provision of required information that has favourable impact on the teaching learning situation. The implication is that through planning, meaningful information that impacts on learning are provided. Obu (2012) posits that effective planning has a tremendous effect on knowledge acquisition, planning in the realm finds expression in seeking the relevant finds expression in seeking the relevant sources of information, the utilization of the sources of information. Peretomode (2012) is of the views that effective planning helps the teacher to determine the aspects of the curriculum that are relevant to his teaching and learning activities thus, it helps to directs the meaningful and relevant sources of information utilized to build up the programmes of activities. There is no doubt that "planning" occupies a prominent position in the teaching and learning process as well as the development of educational system of a country. Generally, 'planning' compels educational administrators to visualize the overall programme of their institution. It enables members of staff to have a better understanding of their tasks or responsibilities and be better prepared for the future events. Through planning the educational system i.e., the teaching and learning process is in a better position to respond positively to the needs and aspirations of both the students, the society and the nation at large for growth and development.

Planning is the process of setting out in advance a pattern of action to bring about a given overall policy by the shortest possible articulation of means. This implies that planning is the process of identifying the means and ends. Planning helps us to understand the targets and enables us to map out strategies of attaining such targets, according to Musaazi (1982) planning is a rational process of preparing a set of decision for future actions directed at achieving goals and objectives by optional means. Thus, planning in the context of educational entails the process of setting objectives and determining the means to achieving the objectives, it entails deciding in advance what to be taught, how to teach, who is to be taught and the evaluation of the recipient. Planning is the beginning of teaching and learning process, before a teacher goes to the class to deliver any lesson he/she plans such lesson, while educational administrators make policy and plan the curriculum for the school to implement them, teaching – learning encounter valuable and productive impacts.

In the view of Omotayo (2008) opined that effect of planning on teaching in the form of lesson plans gives directive to teaching and results in a meaningful learning. Similarly, Okoya (2011) posit that planning enhance teaching and learning among schools' students and the teacher, such that planning direct the speeds and methods of teaching and determine the extent at which meaningful learning would be achieve. Obi (2002) inferred that planning is an instrument that promote and enhance the teaching and learning process in schools, this implies that planning facilitates teaching and result in a meaningful learning, to attain the sets goals and objectives of the curriculum.

Obeghe (2012) opined that planning guide and motivate the teaching learning process of a lesson, and makes sling learning process of a lesson, and makes it more interesting and inviting, reason because planning takes the process of thinking about and organizing the activities required to achieve the desired goals. Obeghe (2012) further expressed that, the nature of planning by an orderly or step – by step conception or proposal for achieving an objective, is a means of enhancing teaching and learning process. Thus the extent at which planning affect teaching cannot be over emphasized in the view of Okofor (2009) inferred that the benefits effects of planning on teaching plays the vital role in all functional areas of teaching. Such as content standards, teaching aids, content goals, lesson duration, and student performance evaluation. This is due to the fact that effective planning compares alternative techniques and selects the best option suitable for a specific subject or level of students. According to Okpako (2010), the benefits effect of planning on teaching assists teachers in clarifying and determining the job to be done and requires every teacher to define what constitutes their job, time and duration to teach a specific class. i.e., without planning, teaching and learning would have had a hazy outlook. Therefore, planning effectively have a beneficial effect on teaching and learning, in the process of implementation of the national curriculum in schools, that bring about an objectives and a suitable performance appraisal by relating what is taught and what have been assimilated by the learner. Adoff Jaja (2010) opined that the key to quality education depends or counts on effective planning of lesson and schools' administration, that lesson plans are the indicators of the intention and implementation of curriculum. This clearly shows that aspects of classroom activities that should be taught at a particular time, this give a direct statement of the content and performance levels desired for students. He further posits that the benefits effects of planning on teaching helps as a guide and enable the teachers to improve in their duty of teaching, as they are imparting knowledge to their students.

Obiya (2009) stated that the beneficial effects of planning on teaching are those components that guide, direct, boost facilitates, increase and enhance the teachers level of competence and performance in trying to perform his/her teaching duties in the classroom. He expressed that teacher levels of performance and competence are determining and evaluated by the extent at which planning affects and promote the teaching and learning among school students. Similarly, Ojokor (2012) suggested that the benefits effects of planning on teaching is mostly revealed round the teacher centers not learners' centers, he further point out the benefits effects of planning on teaching as follows:

i. Planning guides the teaching of a teacher.
ii. Planning direct the teaching of a lesson
iii. Planning helps to identify the goals and objective of a particular lesson
iv. Planning makes the classroom teacher to plan his/her note accurately
v. Planning makes the teacher to be more organized and confident of his or herself when teaching in the classroom.
vi. Planning help to determine the extent at which meaningful teaching can be achieve as such planning helps in ensuring effective acquisition and use of limited resources to achieve the goal of teaching.

Furthermore, there is an impression that planning affects learning. Polomu (2010) posits that the effect of planning on learning are determine by the achievement of a specific objective of a lesson and the actualization of the teaching and learning of a subject matter. This means that the lesson is designed into a logical pattern to suit for an effective learning, which will result from teaching. In the view of Ohokpa (2010) opined that planning effectively promote learning in schools, such that planning facilitates the enhancement of growth and development of the learning process in schools though both internal and external efficiency in education system

ensuring competent manpower required in school and making rational decision that brings about effective allocation of human and maternal resources required in school and making rational decision that brings about effective allocation of human and maternal resources required to improved learning in school. Similarly, Obodio (2011) stated that meaningful learning is observed in schools, when effective planning of the programme curriculum are implemented by schools administration and teachers, this means that planning is the most required instrument that facilitate, promote and enhance learning in schools. As such, there may be some problems militating against planning in schools. Edafe (2012) suggested that the problems facing with educational planning is lack of required and valid information on the part of the experts and that some of the variables, that are originally inherent in the plans but outside the plans makes the objectives looks abstract in the process of implementation by the classroom teachers further to expressed that the problems of these variables that are not inherent in the plans, makes the teacher find it difficult to initial and achieve the objective in the class. Obadua (2011) opined that the problems militating against planning in schools includes the formulation of vague objectives, political, cultural, economic, religion, inaccurate planning facilitates inaccurate statistical and demographic data, further to posite that to survived the educational system of any society or nation, that the problems that are associated with the process of educational planning needs a remedies in other to minimize such problems. Thus, several educational plans that are tagged as good plans have failed because of some variables that are not originally inherent in the plans, but outside the plans. The ability of teachers, educational experts and government to be committed to the set of objectives makes planning effective. This stem from lack of knowledge about the purpose and goals of the educational system. Lawal, (1996) opined that the problem of education planning is the lack of adequate information on the part of the experts involved in the planning process. This is sequel to inadequate and reliable data. This lead to the formulation of vague objectives and consequently improper plans. Conversely, no planning leads to a wasteful and unproductive lesson. The motion pervades education at all levels and in all subjects area (Egbe, 2008). There appear to be a widespread agreement not only on the value of planning, but also on the substance and formate of plans; the plan that enlisted universal acceptance contains the purposes, experiences and their organization and evaluation. If a lesson is to be effective, the teacher needs to make decision in the areas before the lesson, he needs to identify the objectives he intend to develop, the knowledge or subject matter, objective as well as the process. He needs to select the organize students learning experience that will develop the objectives, needs to make decision about activities to be used, materials to be gathered, amount of time to be spent, and other matters. Finally, he needs to decide what method or instrument to use to determine whether the teaching accomplished the objectives of the lesson. Thus, it is on this basis educational planning is concerned with the application of a rational and systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the need and goals of the student and the society. As a result, it provides the basis for future decisions and active on issues related to education. Therefore, educational planning is a continuous process, it does not end when the plan is completed on paper and approved by the relevant authorities such as the state executive council or the ministry of education. It is also concerned with the implementation of the planning the progress. The impression that effective planning will give directive to teaching and result in worthwhile efficient and meaningful meaning has as considerable logical validity, it would seem that a careful detailed planning concerning purpose, experiences and evaluation would result in useful and appropriate teacher behavior in the classroom, but is thus assumption valid and reliable? Does planning increase the effectiveness of teaching and learning? But it is against this background that the research deemed the subject matter. The impact of effective planning on teaching and learning among some selected secondary school students is worthy of investigation.

Concept of education planning

In the past, educational planning in Nigeria was mainly short ranged in outlook-covering a period of a year or two such plans were not fully integrated with the overall national economic plans. However, since (1970) the situation has changed considerably and efforts are being made to integrated education plan in Nigeria with the overall economic plans. This development is as a result of some of the problems that have been confronting the nations educational system, which are expected to be reduced by a more adequate planning. Dare (2009) opined that effective educational planning facilitates the enhancement of growth and development of the learning process in schools though both internal and external efficiency in education system ensuring competent manpower required in schools and making rational decision that brings about efficient and effective allocation of human and material resource required to improve learning in school. This in the view of Onoyase (2007) inferred that educational planning and economics of education can hardly be separated. Lewis (1995) viewed educational planning as “a process that involves the formulation of educational policies objectives and the co-ordination of various educational proposals. It could be interred from the above definition that the educational proposal mentioned in Lewis” definition of educational

planning may include the projection of school enrolments, compilation of school statistics, educational costing and budgeting, establishment of new schools and the expansion of the existing Ones. Other aspects of educational proposals contained, this also includes a systematic forecasting of education growth rate, staffing experimentation. National policy on education (1979), see educational planning as a continuous process of obtaining and analyzing facts and from empirical base of providing information to decision makers on how well the education system is accomplishing its goals in particular on how the cost effectiveness of education programmes and specific projects can be improved.

Purpose of the study

The purpose of the study is to examine the impact of effective planning on teaching and learning among some selected secondary schools students in Ethiope West Local Government Area of Delta State. Thus the specific objective for this study are:

i. To examine the beneficial effect of planning on teaching
ii. To identify the relationship between effective planning and effective teaching and learning.
iii. To examine the relative contribution of effective planning to teaching and learning process.
iv. To evaluate how planning effect learning performance.

METHODOLOGY

This section described the methodology and the technique adopted in collecting relevant data for the study. It also includes the method of data analysis. It is structured under the following sub-headings.

- Research design
- Population for the study
- Sample and sampling procedure
- Validity of the instrument
- Reliability of the instrument
- Method of data collection
- Method of data analysis

The research design of the study is a descriptive survey research design.

Population of the study

The population of the study comprises of all secondary schools in Ethiope West Local Government Area of Delta State. A comprehensive list of all the selected secondary schools male and female teachers are shown in (Table 1).

Sample and sampling producers

The sample of this study consist of three hundred (300) teachers drawn from twenty (20) schools. The researcher used 50% of the teachers (130 males and 170 females' teachers) of the selected secondary schools in Ethiope West Local Government Area. The researcher makes used of simple random sampling technique through balloting.

Research instrument

The instrument used for this study was the questionnaire tagged "The impact of effective planning on teaching and learning among secondary school students". It comprises of two section A and B.
Section A comprises of personal data of the respondent like sex, years of experience, location of school and class taught by the teach. While section B consist of twenty-six (26) items of 4 points Likert type ranging from Strongly Agree, Agree, disagree to Strongly Disagree for which the respondents indicate their opinion with 4 and 3 point of the likert indicate positive response (Strongly Agree and Agree) while 2 and 1 point indicate negative responses (Disagree and Strongly Disagree).

Validity of the instrument

The instrument was subject to strict and thorough screening by the supervisor of this study to ascertain whether or not the instrument measure what it was purposed to measure. The corrections, comments, and suggestion was affected to improve upon the validity of the instrument.

Reliability of the instrument

The instrument was subjected to reliability using twenty teachers in Ethiope West Local Government Area who were not sampled and was further subjected to test retest to obtained a coefficient of 0.74. This indicate that the instrument is highly reliable.

Method of data collection

The questionnaire were accompanied by letter to the principals of the selected schools. This was meant to introduce the researcher to the respondents and to state the purpose and significance of the study, besides the letter earned the cooperation of the respondents to fill the questionnaire. In the administration of the instrument, the researcher with the help of the head of schools administered and collected respondents were given five

Table 1: Names of secondary schools in Ethiope West Local Government Area of Delta State and number of male and female teachers.

SCHOOLS	MALE TEACHERS	FEMALE TEACHERS
Mosogar secondary school, Mosogar	14	18
Ighoyota secondary school, Mosogar	15	20
Upper standard group of schools Mosogar	11	16
Royal international college, Mosogar	12	14
Ideherhe secondary school, Jesse	14	18
Boboruku secondary school, Jesse	12	16
Ogimi grammer school, Oghara – Eki	15	20
Ogharefe secondary school Oghara	1	14
Oghareki secondary school Oghara	12	18
Otefe secondary school Oghara	12	20
Ibori secondary school Oghara	14	16
Udu – Aka secondary school, Mosogar	11	14
Ijomi secondary school, Oghara	15	20
Udu – urhe secondary school, Mosogar	12	18
Okuavbe secondary school Otefe	14	14
Kings/Queens group of school, Oghara	11	16
Happy land international school Oghara	15	20
Glory land international school, Oghara	11	14
Our lady catholic group of school, Oghara	14	18
Star academic group of school Oghara	12	16
Total	260	340

days to filled out the questionnaire. The five days enabled the respondents to reflect on the instrument and fill them properly.

Method of data analysis

In analyzing and interpreting the data generated from the study, percentage, mean standard deviation and t – test statistic was used to analyze and test the hypothesis at 0.05 level of significant to either retain or reject the stated hypothesis.

RESULTS

This section deals with discussion of findings. The researcher used percentage, mean, standard deviation and one sample t – test to analysis the data. From the Table 2, it was revealed that effective planning enhances and smoothen effective teaching and learning among secondary school students. This was observed as 173 respondents representing 58% agreed that effective planning enhance and smoothen the teaching-learning process among secondary school students, however, 127 respondents representing 42% disagreed. From (Table 3) analysis above, 183 respondents representing 61% agreed that effective planning has a positive relationship with teaching and learning while 117 respondents representing 39% disagreed to this. Therefore, it can be concluded that effective planning has a positive relationship with teaching and learning among secondary school students as it gives direction to the teacher. From the analysis in table 4 above, it was revealed by 185 respondents representing 61.7% that effective planning foster teaching and learning as they agreed to this while 115 respondents representing 38.3% disagreed to this. Hence when teachers planned their lesson their lesson effectively, it fosters effective teaching and learning among secondary school students. From table 5 above, it was revealed by 215 respondents representing 71.7% who agreed that planning gives teachers' direction on their teaching pedagogy. While 85 respondents representing 28.3% disagreed to this. Thus, planning gives direction to teaching pedagogy of a teacher.

Hypothesis one

There is no significant influence of effective planning on teaching and learning among secondary school students.

From the analysis of one sample t – test on (Table 6) above, testing at 0.05 level of significant with 299 degree of freedom, it was observed that, the t – calculated is greater than the t - table value (i.e. 54.430 > 1.960) therefore, the null hypothesis of there is no significant influence of effective planning on teaching and learning process is rejected. Hence, effective planning significantly influence teaching and learning among secondary school students in Ethiopa west LOCAL Government Area of Delta State, the mean value of

Table 2: Benefit of effect of planning on teaching and learning in the study area.

	A	SA	%	D	SD	%
Effective planning leads to effective teaching and learning.	85	88	58	70	57	42
When teachers planned his/her lesson it enhance smooth teaching and learning among secondary school students.	83	90	58	67	60	42

Table 3: Analysis show the relationship of effective planning and teaching and learning.

	A	SA	%	D	SD	%
Effective planning has a positive relationship with teaching and learning	85	98		55	62	300
Percentage	28.3	32.7		18.3	20.7	100

Table 4: The relative contribution of effective planning to teaching and learning.

	A	SA	%	D	SD	%
Effective planning foster teaching and learning process among secondary school students	98	87		55	60	300
Percentage	32.7	29.0		18.3	20	100

Table 5: Analysis showing the effect of planning on teaching learning process.

	A	SA	%	D	SD	%
When teacher planned their lesson it gives direction to them.	110	105		45	40	300
Percentage	36.7	35		15	13.3	100

Table 6: One sample t – test show the influence of effective planning on teaching and learning.

	N	Mean	STD D	t – cal	df	t – tals	Remark
Effective planning	300	12.14	2.868	54.430	299	1.960	Rejected

P ≥ 0.5

effective planning by the teacher on teaching and learning.

Hypothesis two

There is no significant difference between skilled and unskilled teachers in planning. Table 7 shows the difference between skilled and unskilled teachers in planning. It was revealed from the table that, the t – calculated value of 2.810 at 0.05 level of significant is greater than the t – critical value of 1.960 with degree of freedom 298. Therefore, the null hypothesis – there is no significant difference between skilled and unskilled teacher in planning – is rejected in favour of the alternative hypothesis. Hence, there is a significant difference between skilled and unskilled teachers in planning.

Hypothesis three

There is no significant relationship between effective planning and academic performance of secondary school students. Table 8 shows the relationship between effective planning and academic performance of secondary school students in Ethiope West Local Government Area of Delta State. It was revealed from the table that, the t – calculated value 104.059 is greater than the t – critical value of 1.960 at 0.05 level of significant with 299 degree of freedom. Therefore, the null hypothesis of there is no significant relationship between

Table 7: t –test analysis showing the difference between skilled and unskilled teachers in planning.

	N	Mean	STD D	t – cal	df	t – tals	Remark
Skilled teachers	168	13.4	3.4	2.81	298	1.960	Rejected
Unskilled teacher	132	12.6	2.8	2.81	298	1.960	Rejected

P ≥ 0.05

Table 8: t – test showing the relationship between academic performance and effective planning

	N	Mean	STD D	t – cal	df	t – tabs	Remark
Effective planning	300	9.976	1.976	1.607	104.059	1.960	Rejected

P ≥ 0.05

effective planning and academic performance is rejected while the alternate hypothesis is retained. Hence, there is a significant relationship between academic performance and effective planning.

DISCUSSION

From the research, it was revealed that effective planning enhanced and smoothen teaching and learning among secondary school students as 173 respondents representing 58% agreed to this fact while 127 respondents representing 42% disagreed to this. This finding is in consonant with Peretomode (1991) that effective planning helps to enhance teaching as it helps the teacher to determine the aspects of curriculum that are relevant to his teaching and learning activities and thus, helps to directs the meaningful and relevant sources of information utilized to build up the programmes of activities. Again Obi (2010) agreed that effective planning is an instrument that promote and enhance the teaching and learning process in schools. These findings agreed with Musaazi (1982) who found out that planning is a set of decision for future actions directed at achieving goals and objectives by optional means. Also Okpako (2010) posits that effective planning has a positive relationship as it helps the teacher to clarify and determine the job to be done and makes every teacher to define what constitute their job, time and duration to teach a particular class. It was observed that effective planning foster teaching and learning process among secondary school students. These findings were supported by 185 respondents representing 61.7 % of the total respondents while 38.3% disagreed to this. These findings agreed with Ohokpa (2010) who also found out that effective planning facilitates the enhancement of growth and development of the learning process in school can be determine. The study also reveals out how planning affect the teaching learning process among secondary school students in Ethiope West Local Government Area. It was observed by 215 respondents representing 71.7% that effective planning gives teachers' direction on their teaching pedagogy though 85 respondents representing 28.3% disagreed to this. This finding agreed with Obiya (2009) that also found that the effect of planning on teaching are those components that guide, direct boost, facilitates increase and enhance the teacher level of competence and performance in trying to perform his/her teaching duties in classroom. Also, the study reveals that planning has influence on teaching and learning among secondary school students. It was revealed from the (Table 6) that t – calculated value of 54.430 was greater than t – table value of 1.960 which leads to the rejection of the null hypothesis that effective planning has a significant influence on teaching and learning process. The Research also find out that there is a significant difference between skilled and unskilled teachers in planning. It was revealed from table 7 by t - test analysis that the t – calculated value was greater than the t – table value (i.e. 2.81>1.960) therefore, it showed that there is a significant difference between skilled and unskilled teachers in planning. This finding agrees with Brunn (2011) who also found out that effective planning is determine by the expertise and experience of a teacher. Finally, the study revealed that there is a relationship between effective planning and academic performance of secondary school students. Table 8 shows the t – test analysis that the t – calculated was greater than the t – table value (i.e. 104.059 > 1.960) which leads to the rejection of the null hypothesis of no significant relationship in favour of the alternate hypothesis that there is a significant relationship between effective planning and academic achievement of students. This finding is in agreement with Obodio (2011) who found out that meaningful learning is observed in schools when effective planning of the programme

curriculum are implemented by the schools administrators and teachers. Conclusively, planning plays a vital role in educational sector as it helps to determine the outcome of teaching and learning and academic achievement among students.

Conclusion

The results of the study reveal that there is an indication that effective planning provides a more rational, efficient and timely information required to impact knowledge as well as aid coordination of students. Planning equally provides an optimal means of actualizing a long term objective of school as well as policy framework education. It also provides direction and sense of purpose for teaching – learning process it enhances and foster teaching and learning by establishing set standards to be followed by teachers. However, planning is constraint with problems of lack of commitment to effective planning as well as shortage of skilled personnel and material resources including poor implementation.

Recommendations

1 It is therefore recommended in this study that teachers should be provided with the opportunity for regular in-service training workshop seminars in effective lesson planning. This will make them too familiar with operational procedures and guidelines of effective planning.
2 Government at every level should motivate the teachers to become more committed to effective planning and see planning as an imperative tool in educational achievement of a child.
3 However, with the above recommendation for this study, teacher will not only be good in planning as it will and foster their teaching pedagogy but students will be well impacted. It will also improve the academic performance / achievement of secondary school students in Ethiope West Local Government Area.

Suggestion for further research

Based on the experience gained from this study, further study, should be carried out on the following areas:

1. Teachers' commitment to effective planning and its resultant effect on achievement.
2. The role of monitoring on effective planning among secondary school teachers.

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