



IMPACT OF PLANNING OF HISTORY INSTRUCTIONS ON ACADEMIC ACHIEVEMENT IN HISTORY AMONG SENIOR SECONDARY SCHOOL STUDENTS IN NORTH-WEST STATES OF NIGERIA.

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Abstract

The study examined impact of planning of history instructions on academic achievement in history among senior secondary school students in North-West States of Nigeria. To achieve this, the researchers employed Quasi-Experimental research design and formulated objective with corresponding research question and hypothesis. The population of the study comprised of 5,765 students of all the public senior secondary schools offering history in North-West States. The instrument for data collection was Planning of History Instruction (PHI) with reliability coefficient of 0.87 and History Achievement Test (HAT) with reliability of 0.67. Sample of the study consisted of 203 participants. Multi-stage sampling which consists of cluster, simple random and purposeful sampling technique was used to select the samples from four states that represented all the seven states of North-West States. The samples were grouped into Experimental and Control groups. Mean and standard deviation were used to answer the research question; t-test independent sample was employed in testing the null hypothesis at 0.05 significance. Results revealed that there was significant difference between achievement in history of students taught using planning of history instruction and those taught without using the planning. The difference was in favour of students whom their teacher planned his instruction before teaching. The study recommended that history teachers in the public senior secondary schools should plan their lesson for effective teaching and learning.

Keywords: Planning, Academic Achievement, Instructions.

Introduction

Planning in education emphasizes the translation of government educational policy into goals and objectives to

programmes and projects, projecting school enrolment, number of teachers, human, material and financial resources, their disbursement, mobilization,



maintenance, recruitment, assignment and supervision for results. Resources in an educational establishment include students, personnel, physical facilities, curriculum and finance (Adam, 2017). For the objectives of the school system to be accomplished, Physical facilities are the essential materials that must be put in place and into consideration. School planning programmes include teachers' incentives, motivation and facilities to work with. Planning of History in this study entails: motivation, planning of scheme of work, lesson planning, recording of work done, delivering of lessons, assessment of students, recording of results allocation of facilities and maintenance of facilities (Adam, 2017). These could only be achieved through effective and efficient administration of senior secondary schools. Professional development is an important part of an ongoing teacher's education concerned with improving teachers' instructional methods, classroom management skills, ability to adapt education to meet student needs and establish a professional culture important in teaching and learning. Professional development emphasizes the development of professional skills by involving teachers in problem-solving and action research.

The study conducted by Bua (2020), found out that good planning cannot alone transform to education success unless the administration is effective. In addition, the findings of the study carried out by Singh (2019) revealed that implementation and administration effectiveness fine-tuned the effectiveness of educative plans. Adam (2017) studied student perceptions and

experiences of history teachers; school results in history in secondary schools in the Kigoma region of Tanzania. The study focused on teachers' perceptions of the meaning of history teaching and learning, teaching methods, perception of how students learn history, perception of learn ability of History, and perceived challenges. About fifteen history teachers from seven secondary schools took part in the study. Data was collected through semi-structured interviews. The data was analyzed using the content analysis method. The results indicated that teachers strongly perceived history as an important subject in secondary education. They recognized the use of teacher-centered and learner-centered teaching methods in teaching history, with increased use of teacher-centered methods. The study recommends that priority should be given to capacity building for teachers in form of in-service training and ensuring that materials for effective pedagogy are provided in schools. When viewed from the perspective of history pedagogy, teaching materials are no doubt essential for the realization of learning outcomes, which is a major focus of the present study.

The result of the study carried out by Alaka and Obadara (2021) buttressed the importance of planning and the commitment of schools towards teaching of History. It further found out that, whenever the school communities, management and teachers as well as their students viewed teaching and learning as enterprise, their planning toward success were always outstanding. Luke and Mavis (2022). Did a study on factors that contributed to the decline in students'



academic performance in Secondary Schools in Botswana since 2010. The researchers recommend for boosting of teacher's morale, provision of adequate resources and involvement of parents to attain high quality education in Botswana secondary schools. This study is also considered because there is poor academic achievements among History students in NorthWest States of Nigeria as WAEC results in the area revealed. Students' academic achievements in History in West African Senior School Certificate Examination (WASSCE) administered by the West African Examination Council (WAEC) in recent times has recorded a massive failure by secondary School Students in North-Western Nigeria from 2010 to 2013. The percentage pass in four years at credit level in Jigawa State were 25.17%, 19.89%, 27.67%.

Statement of the Problem

In Kaduna State, students who passed History in WASSCE exam at credit level were 40.74%, 50.86%, 52.85% and 57.65% for 2019 to 2023 years respectively. The WASSCE results for students in Katsina State showed that 15.34%, 10.45%, 11.77% and 20.32% for the 2019 to 2023. Kebbi State recorded 40.03%, 32.83%, 22.33% and 71.74% as the proportion of students who passed WASSCE at credit level for the years 2019 to 2023. The WASSCE results for History students in Sokoto State that passed at credit level were 12.46%, 11.7%, 3.05% and 36.23% respectively for the years 2019 to 2023. While that of Zamfara State for the same years were 31.09%, 31.48%, 17.59% and 19.93% (WAEC, Lagos, 2020).

Relevant stakeholders in the education sector in the NorthWest States of Nigeria

considered this trend of massive failure of History students for four years indicated above as unacceptable considering the huge investment in education by respective state governments and parents. There is a growing concern in the society about the realization of secondary schools' education objectives due to the steady decline in the students' academic achievements in history, which depicts non-realisation of unity and tolerance assurance in secondary schools. It was against this background that the researcher thought it would be pertinent to investigate whether there is relationship between Planning of history and senior secondary school students' poor academic achievements in History in the NorthWest states of Nigeria or not.

The rationale for this study was since investment in education high and the failure rate in History high, there was need to investigate the underlying causes of inconsistency in the investment and students' academic achievements in History. It was against this background that the researcher thought it would be pertinent to investigate whether Planning of history instructions predict academic achievements in History among public senior secondary students in the NorthWest state of Nigeria or not and bridge the gap since no research of this nature was carried out in the geo-political zone.

Research Objective

1. To find out if there is difference between academic achievement of students taught using planning of history instruction and those taught without using planning of history

instruction among senior secondary schools in Northwest states of Nigeria.

Research Question.

1. Is there difference in academic achievement between students taught using planning of history instruction and those taught without planning of history instruction among senior secondary schools in Northwest states of Nigeria?

Research Hypothesis.

1. There is no significant difference between academic achievement of students taught using planning of history instruction and those taught without planning of history instruction among senior secondary schools in Northwest states of Nigeria.

Methodology

The research design adopted for this study was Quasi-Experimental research design. The research design describes at which variables are related (Haruna 2010). Quasi-Experimental of post-test only was used. Two groups of Experimental and Control were formed. Students in Experimental group were taught using planning of history instruction while students in control group were taught

without planning of history instruction. After six weeks of teaching, post-test was conducted using History Achievement Test. The area of the study was North West States of Nigeria which comprised of Kano, Kaduna, Katsina, Kebbi, Sokoto, Jigawa and Zamfara states. The population of this study comprised of all the students offering history in all the Senior Secondary Schools across North-West Geo-Political Zone and they were 5,765 students. Cluster sampling technique was used to select four states (Kano, Kaduna, Katsina and Sokoto States) from all the seven states. Simple random sampling technique was used to select one school each from all the selected four states, making a total number of four schools. Since the research design was Quasi-Experimental, the researchers used purposeful sampling technique to select four intact classes from all the four selected schools and the total number of students was 203. Therefore, the sample size of the study was 203. The instrument used for data collection were Planning History Instruction (PHI) and History Achievement Test. The reliability value of PHI was 0.87 while that of HAT was 0.67 which were obtained from the test retest reliability procedure calculated by the use of pearson product moment coefficient.



Presentation of Results

Research Question:

Is there difference in academic achievement between students taught using planning of history instruction and those taught without planning of history instruction among senior secondary schools in Northwest States of Nigeria?

Table 1: Descriptive Statistics showing between in achievement of students taught using planning of history instructions and those taught without it.

Variables	N	Mean	SD	Mean Difference
Experimental Group	102	11.19	3.232	3.43
Control Group	101	7.76	0.567	

Table 2 above shows mean, standard deviation and mean difference of respondents' views and students' achievement in history. The mean score of Experimental group is 11.19 and standard deviation 3.232 while the mean score of Control group is 7.76 and standard deviation score recorded at 0.567 with mean difference of 3.43. This reveals that

planning of history instruction relatively predicted students' achievement in history.

Hypothesis Testing.

There is no significant difference between academic achievement of students taught using planning of history instruction and those taught without planning of history instruction among senior secondary schools in Northwest states of Nigeria.

Table 2: t-test analysis of difference between academic achievement of students taught using planning of history instruction and those taught without planning of history instruction among senior secondary schools in Northwest states of Nigeria.

N	Data	\bar{X}	Std. Deviation	DF	p
102	Experimental Group	9.28	5.320	201	0.036
101	Control Group	4.28	2.100		



The table 2: shows that significant difference exists between students taught by history teacher who planned his instruction and those taught by history teacher who did not plan his instruction. The result of the analysis indicated that there was significant difference between academic achievement of students taught using planning of history instruction and those taught without planning of history instruction among senior secondary schools in Northwest states of Nigeria, $p=.036$ $p<.05$. By implication, any teacher who plans his lesson well will help to improve students' academic performance in history. Hence, the hypothesis was rejected meaning that planning of history instruction favours achievement in history among Northwest history students

Discussion of Major Findings

The results of t-test independent sample analysis showed that planning of History instructions is a contributor toward predicting Senior Secondary Schools Students' Academic Achievement in History in Northwest States of Nigeria. This implies that, the measures taken by the senior secondary school teachers in the study area to ensure successful implementation of history curriculum in their classes, such measure predict success in students' academic achievement. This finding concurred with that of Yusuf (2018) whose results disagreed with effective planning regarding the teaching of History as subject in Senior Secondary Schools in Nigeria, rather, the study attributed the academic achievements of students in many subjects at external examinations to self-efforts through extra mural classes, self-arranged classes and other possible malpractices during

examination. In contrast, the study conducted by Alaka and Obadara (2013) shows that whenever the school communities, management and teachers as well as their students viewed teaching and learning as enterprise, their planning toward success were always outstanding. Likewise, the study conducted by Usman (2020) linked students' academic achievements in any subject to effective planning.

In contrast to the finding of the present study, Cynthia and Megan (2019) found that only good administration of instructions can yield best results. Above all, effective administration of History and facilities can guarantee successful academic achievement among Senior Secondary Schools students across the NorthWest states of Nigeria. However, James (2010) in the study on the issue of teaching of History had earlier argued that History as a subject at all levels of education had what it takes to yield expected results among the students, While the senior secondary schools in the study area may be taking appropriate supervision measures to ensure successful implementation of History curriculum in their classes, such measures were not potent enough to predict success in SSCE. This finding deviates from the finding by Usman (2015) that supervision of any education activity takes almost 50% of the positive efforts toward successful implementation. This finding also disagreed with that of Okendu (2020) that supervision of educational activity complemented the planning and administration. John (2018) argued that the supervision of any educational activity in



the senior secondary schools setting should start with schools' principals. This agreed with the conclusion drawn by Asiabaka (2019) that supervision was a collaborative effort between principals and teachers, thereby, supervision stimulates, directs, co-ordinates, and cultivates good interactions for effective achievement of the set goals in any school subject. Supervision of teaching History in the Senior Secondary Schools in the NorthWest states of Nigeria, influenced

Conclusion

Planning of history instructions is a vital tool used by teachers to achieve their instructional objectives and it is commonly used by history teachers to facilitate teaching and learning. Students of history understand learning and teaching of history when taught by teachers who planned his instruction before the lesson. Students' academic achievement in history can be improved if all the history teachers plan their instruction before going to the class. The study therefore, concludes that planning of history instructions is a predictor of academic achievements in

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- The recent study carried out by Nwakpa (2017) established that the poor government disposition toward History subject accounted for lack of modern historical materials in our schools. This view was also shared by Andrew. (2014), they unanimously expressed that the lack of recognition to the History subject accounted for lack of particular modern historical facilities in secondary schools. history among senior secondary school students in the NorthWest States of Nigeria.
- ### Recommendations.
1. History teachers in the public senior secondary schools should plan their lesson for effective teaching and learning.
 2. School principals and inspectors should make it mandatory for all history teachers to use Planning of History Instruction as to enhance students' academic achievement in history.
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