



# EVALUATION OF TEACHERS ACADEMIC PERFORMANCE BASED ON LESSON PLAN.

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## ABSTRACT

Lesson plan is a very vital role of teachers pointing to whether their service will be effective or not and signifying their level of proficiency and efficiency. The study examined the Evaluation of Secondary School Teachers' Academic Performance Based on Lesson Plan. Four research questions and three null hypothesis guided the study. The descriptive survey was adopted and simple random sampling technique was used in selecting the study sample of 200 teachers. A researcher's structured instrument titled "ESSTAPBLPQ" was the instrument for data collection. The data collected were subjected to appropriate analysis such as frequency counts, percentage, mean, standard deviation and t-test Analysis at 0.05 level of significance. Its reliability coefficient was computed at 0.77.

Findings of this study revealed that planning, time scheduling and priority setting in lesson delivery in the classroom is very essential. It was recommended that teachers should be very serious about planning lesson ahead of the time and prioritizing tasks to avoid clash of interest.

## Keywords:

Lesson plan, Teachers' academic performance, Secondary Schools.

## 1. INTRODUCTION

Education is a process through which an individual develops attitude, ability and other forms of behaviour which are important contributions to the positive development of the society. Education globally is aimed at developing an individual to be useful to himself and the society. For development to take place in any nation,

the training of citizens in the physical, intellectual and emotional aspects would help to manifest positive behaviour and mental activities of every individual. It therefore means that for any educational development to take place, growth in quality and quantity in time and space must be upheld. Education should enable a child to get appropriate knowledge, values and skills for personal and national development. Peaceful and conducive environment is a determinant for successful teaching and learning as well as students' academic performance [1]. Ultimately, the main target of National Policy on Education of Nigeria is that education should continue to be highly rated in national development plans because it is the most important instrument of change, as any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational system. According to [2], educational and training facilities must be multiplied and be made more accessible to afford the individuals a far more diversified and flexible choice and that modern educational techniques will be increasingly used and improved at all levels of the educational system. Also, asserts that, in achieving any meaningful development in the society, teachers play crucial roles. For these reasons educators, researchers, and policy makers are now increasingly interested in identifying practices that can contribute to improve students' learning performance, and achievement. In the light of this, many remarkable numbers of policy and approaches had been directed at teacher education to prepare and to give support in order to make positive impact on their profession. Unarguably, teaching and learning activities depend greatly on teachers. [3] opined that there can be no meaningful socio-economic and political development in the society without teachers, upon their number, their quality and their devotion rest on the effectiveness of all educational arrangements. In the same vein, [4] viewed the teachers' role in quality education as someone who is expected to have sound knowledge of their subject areas to be able to select appropriate and adequate facts for planning of lesson notes, effective delivery of lesson, proper monitoring and evaluation of students' academic performance, providing regular feedback on students' academic performance, improvisation of instructional materials, adequate keeping of records and appropriate discipline of students. More so, for effective delivery of teachers mandate in classrooms, good planning of lesson is essential to the process of teaching and learning. Hence, the decision making process of lesson planning requires teachers to pull together an array of knowledge and understanding.

## 2. RELATED WORKS

A lesson plan is a teacher's detailed description of the course of instruction, or learning trajectory for a lesson. A daily lesson plan is developed by a teacher to guide class learning. Details will vary depending on the preference of the teacher, subject being covered, and the needs of the students. More detailing, a lesson plan is the teacher's guide for running a particular lesson, and it includes the goal (what the students are supposed to learn), how the goal will be reached (the method or procedure) and a way of measuring how well the goal was reached (test, worksheet, homework etc). Furthermore, it is important to know that a lesson taught without the lesson plan will be unsatisfactory and will fail to fulfil the purpose of teaching and will not cover the entire text or the subject matter. The lesson plan can be done mentally but one can always forget a thing or two and regret it. Writing it down with notes and points makes it a lot easier. It helps the teacher to stay focused and get not confused. The main purpose of lesson plan is to save the teacher's time and not to mix up concepts somewhere in between teaching. That is why what to teach is more effective. As Callahan (1971) stated, "A lesson plan permits making the daily adjustments necessary for effective teaching". This is just in the same way that a teacher in a school is employed to guide and stimulate students' learning. In [5] Stressed that modern guidance and counselling must lay emphasis on the general aim of education, which strives towards achieving full and total development of the school child. To this end, this study focuses on the influence of lesson plan on secondary schools teachers' academic performance in the classroom. It is a known fact that education is a strong factor of social mobility which implies that education is a sound investment that is expected to enhance economic growth of individual and the society. So disappointing, education is faced with myriad of problems. Prominent among the problem area is poor planning of lesson which has led to failure of students such as in the SSCE. The woeful performance in WAEC and NECO has been a source of worry to parents and other stakeholders in the sector, considering the resources parents and Government invest in educating the learners without any commensurate performance to match the vast investment. It has been documented that the performance of students in the SSCE administered by WAEC and NECO recently has indicated a massive failure rate of 72, 74, 74 and 75 percent in

2008, 2009, 2010, 2011 respectively; this has been partly attributed to poor planning of lesson by teachers (Ugochi, 2011).

Earlier researchers such as [6] worked on lesson planning and students' performance feedback data use. The study was carried out to study two main aims: Firstly, to investigate the quality of lesson plans and secondly, to explore teachers' thinking and implementation of externally generated feedback data on their students' performance. The study followed a qualitative approach with multiple data sources. The participants of the study were four physics teachers, teaching at different grade levels. They were given pseudonyms called has, kaise, land and main. The findings showed that the participant teachers clearly delineated the important concepts involved under the topic force hierarchically. It also showed that the sequence of teacher decision on the lesson planning areas vary from lesson to lesson. And finally, the analysis of interview data revealed that participated teachers had no scheme or blueprints to follow in sequencing lessons. Hence teachers suggesting using task of differing difficult levels, setting different level of performance criteria on a similar task and involving less competent students during instruction as intervention strategies to improving the low scoring students' learning and achievement.

The information in [9] examined lesson planning: Effectiveness of a case-based system lesson planning in Malaysia. The work was carried out and designed a formative study, involving a small sample of new in-service teachers to assess the effectiveness of smartLP (Smart Lesson Planning-a case base system) in assisting teacher in lesson preparation. These teachers come from a similar education background, qualification and experience. The result showed that all the lesson plans with smartLP assistance took significantly less time than the control lessons. Participants in the experimental groups could make adaptation to the returned lesson plan by using customization function in the smartLP system.

The reported in [10] provide that lesson plan is a great feat which takes a concerted training for the teacher to accomplish. Many pre-service teachers were observed during teaching practice exercise by the researcher evaded the preparation of the unit lesson plan correctly. They felt it was a skill that must be acquired by teachers .

The information in [11,12] worked on “Planning to teach: Interrogating the link among the curricula, the syllabi, schemes and lesson plans in the teaching process”. The study was motivated by the failure to distinguish between curriculum and syllabus by trained teachers in a secondary school. A framework on Big Data was developed to extract knowledge based on the activities of the insurgency[13].It is of very low standard and quality, little or no integrity, very easy to forge in,[14].This failure to spell out the distinction between these two educational concepts means that most students leave their colleges without clear understanding of the distinction between the concepts. This shows that they are inadequately prepared, trained, supervised and supported in their work. Yet, teachers are the key to effective learning. Thus recommends a revisit to existing teachers’ colleges training strategies to ensure that they produce teachers who know their subject. Consequently, more studies are needed in Nigeria to examine the connection between lesson planning and teachers’ beliefs about instructional practices, the effects on students’ learning, and the supporting conditions that are needed for lesson planning and study to grow in demand. In the light of the highlighted problems, the study would provide answers to the research questions with a view to finding pragmatic measures to how lesson planning have remarkable influence on improving the teachers’ job performance and the academic achievement of students in Oyo State and Nigeria in general.

### **3. DEVELOPED MODEL**

The study is a descriptive survey involving teachers in secondary schools, it is explored to evaluate secondary schools teachers’ academic performance based on lesson plan (A case study of public secondary schools in Oyo State). However, this study purposely focused on evaluation of secondary school teachers’ academic performance in Oyo state. There are 690 public Senior Secondary Schools and 64,922 teachers in the 33 Local Government Areas of Oyo State. This study would therefore be limited to 5 LGAs, sample of 100 schools and 200 teachers were randomly selected as respondents from the schools under study.

The main purpose of this study is to evaluate secondary schools teachers’ academic performance based on lesson plan in Oyo state, Nigeria. The researcher specifically intends to:

- a. Investigate the influence of lesson plan on secondary schools teachers' academic performance in Oyo state.
- b. Find out the difference in the influence of lesson plan on secondary schools teachers' academic performance on the basis of age.
- c. Examine the difference in the influence of lesson plan on secondary schools teachers' academic performance on the basis of gender.
- d. Find out the difference in the influence of lesson plan on secondary schools teachers' academic performance on the basis of entry qualifications.

### **Research Questions**

The following research questions were raised for this study:

1. What influence does lesson plan has on secondary schools teachers' academic performance?
2. Is there difference in the influence of lesson plan on secondary schools teachers' academic performance on the basis of gender?
3. Is there difference in the influence of lesson plan on secondary schools teachers' academic performance on the basis of entry qualification?

### **Research Hypothesis**

The following null research hypotheses were formulated to guide this study.

- Ho<sub>1</sub>: There is no significant difference in the influence of lesson plan on secondary schools teachers' academic performance on the basis of age.
- Ho<sub>2</sub>: There is no significant difference in the influence of lesson plan on secondary schools teachers' academic performance on the basis of gender.
- Ho<sub>3</sub>: There is no significant difference in the influence of lesson plan on secondary schools teachers' academic performance on the basis of entry qualifications.

#### 4: RESULT AND DISCUSSION

The data collected were analysed using both the descriptive and inferential statistics. For the demographic data, frequency counts and percentage were employed while, t-test statistical tools were employed to analyse the hypothesis at 0.05 level of significance. This section presents the results of data obtained from the respondents in frequency and percentages.

**Table 1: Distribution of the Respondents Based on Age**

Age (Years)	Frequency	Percentage %
Below 25	79	39.5
25 & above	121	85.5
<b>Total</b>	<b>200</b>	<b>100%</b>

Table 1 indicates that 200 respondents participated in the study out of which 79(39.5%) of the respondents were below 25 years, and 121(85.5%) of the respondents were above 25 years

**Table 2: Distribution of the Respondents Based on Gender**

Gender	Frequency	Percentage %
Male	98	49
Female	102	51
<b>Total</b>	<b>200</b>	<b>100%</b>

Table 2 indicates that 200 respondents participated in the study out of which 98 (49%) of the respondents were males and 102 (51%) of the respondents were females.

**Table 3: Distribution of the Respondents Based on Entry Qualifications**

Qualification	Frequency	Percentage %
NCE	85	42.5
B.Sc	115	57.5
<b>Total</b>	<b>200</b>	<b>100%</b>

Table 3 indicates that 200 respondents participated in the study out of which 85 (42.5%) of the respondents have NCE qualifications, 115 (57.5%) of the respondents have B.Sc qualifications.

(1) **Hypothesis 1:** There is no significant difference in influence of lesson plan on academic performance of secondary school Teachers based on age.

Table4: Mean, Standard Deviation and t-test analysis of respondents on the basis of age.

Age	No	Mean	SD	Df	Calculated t-value	Critical t-value
Below 25 years	79	114.9367	10.07	198	4.35*	1.96
25 years & above	121	105.7107	17.01			

\*Significant,  $p < 0.05$

**Hypothesis 2:** There is no significant different in the influence of lesson plan on academic performance of secondary school Teachers on the basis of gender.

Table 5: Mean, Standard Deviation and t-test analysis of respondents on the basis of Gender.

Gender	No	Mean	SD	Df	Calculated t-value	Critical t-value
Male	98	110.9388	15.36	198	1.44	1.96
Female	102	107.8333	15.20			



**Hypothesis 3:** there is no significance difference in the influence of lesson plan on the academic performance of secondary school Teachers on the basis of Entry qualification.

Table 6: Mean, Standard Deviation and t-test analysis of respondents on the basis of Entry qualification.

Entry Quali- fication	No	Mean	SD	Df	Calculated t-value	Critical t- value
NCE	85	107.5059	17.49	198	-1.47	1.96
BA/B.sc	115	107.72217	13.41			

There is significant difference in the influence of lesson plan on secondary school teachers' academic performance on the basis of age. The result of the analysis of t-test revealed that the null hypothesis was rejected. This means that age has significant influence on the influence of lesson plan on secondary school teachers' academic performance in the classroom. The implication is that age may be a determining factor on the role of planning lesson. And age can be further explained in term of the respondent's age and years of experience.

There is no significant difference in the influence of secondary school teacher's academic performance on the basis of gender. The result of the t-test revealed that the null hypothesis was accepted. This means the gender has no significant influence.

There's no significant difference in the influence of lesson plan on secondary school Teacher's academic performance on the basis of entry qualification. The result of t-test used revealed that the null hypothesis was accepted. This means the entry qualification has no significant influence.

### Discussion of the Findings

Results showed that 200 respondents participated in the study, out of which 79 (39.5%) of the respondents were between ages below 25years, and 121 (85.5%) 25 & above years. 98(49%) of the respondents were males, while 102 (51%) of the respondents were females. 85(42.5%) of the respondents have NCE qualification,

115 (57.5%) of the respondents have B.sc qualification. The hypothesis which stated that there is no significant difference in the influence of lesson plan on secondary schools teachers' academic performance as expressed by secondary schools teachers in Oyo state on the basis of age is rejected. This implies that secondary school teachers, though they have varied ages. This means that age has significant influence on secondary school teachers' academic performance in Oyo state.

## **5. CONCLUSION**

The government through ministry of education should make strict laws concerning writing and planning effectively for lesson by teachers. It has been found that a well-planned lesson is a strong basis for both teachers and students' achievement therefore; the issue of lesson plan should not be handled with levity. Teachers who default should be sanctioned. School administrators should monitor teachers on daily basis to ensure that they write lesson plan and to also comply with the appropriate format. They should also monitor whether they actually deliver in the classroom. Teachers should be ready to assist students achieve maximally in school by writing lesson plan adequately and by delivering the lesson content effectively in class. Teachers should update themselves for the importance of lesson plan and how to effectively plan for lesson.

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