

Effective Educational Planning and Teaching Staff Performance: A Correlational Study from Zamfara State, Nigeria

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ABSTRACT

This study examined the relationship between effective educational planning and teaching staff performance among public secondary schools in Zamfara State, Nigeria. A research null hypothesis was established to guide the research work. The study adopted correlational survey design. The population of the study comprised 24 public secondary schools with 670 in-service teachers. From the population of the study, a total number of 12 public secondary schools and 225 in-service teachers were sampled to serve as participants in this study using simple random sampling technique. The sample size was determined using Krejcie and Morgan's (1971) table of determining sample size. Two (2) self-structured questionnaires entitle: "Effective Educational Planning Assessment Questionnaire (EEPAQ) and "Staff Performance Evaluation Questionnaire (SPEQ)" were constructed and utilized as instruments for data collection. The data analysis was computed using Descriptive Statistics and Inferential Statistics. The Pearson Moment Product Correlation Coefficient analysis results ($r=0.514$, $P<0.05$) revealed that there is a moderate but significant relationship between effective educational planning and school staff performance among public schools in Gusau Local Government Area, Zamfara State, Nigeria. Based on findings, the study recommends that in order to maintain the high level of the effectiveness of educational planning in Nigeria, the Federal, State, and Local, and Governments as well as other relevant international and local organizations should put hands on deck in employing more professional planners and deploy them to the ministries and agencies for effective planning of education.

Submission
November 2023

Accepted
January 2024

Published
March 2024

Keywords: effective, educational planning, staff performance, teaching staff

Suggested citation:

Dahiru, A. S., Almustapha, J., & Sambo, Z. (2024) Effective Educational Planning and Teaching Staff Performance: A Correlational Study from Zamfara State, Nigeria. *Universal Journal of Educational Research*, 3(1), 59-68.

INTRODUCTION

Experimentally, high-quality functional education supports the progressive development of a country. Education frees individuals from ignorance and advances the political, social, and economic advancement of a country. Nigeria uses education as a model tool for national development because of this (Federal Republic of Nigeria [FRN], 2014; Mba & Ugwulashi, 2020). Planning is the process of determining ahead of time what has to be done, when, where, how, and by whom in order to accomplish preset goals and objectives. Therefore, education must be properly and efficiently planned in order for it to play a crucial role in a country's transformation. This is because poor educational planning might threaten a country's progress for years. In the sector of education, planning is essential for both government and private partnership agencies and organizations, as neither can accomplish long-term nor short-term goals without adequate planning.

Planning is a thoughtful, national process that involves organizing or planning a series of choices for potential future actions (Okwori, 2011). The intimate connections that must be made between the goals and the resources and methods by which they can be accomplished are recognized by educational planning as a development tool. It includes the options and priorities of the government and highlights potential financial, social, and economic repercussions of the plan. The federal, state, and local governments of Nigeria share administrative duties for the education sector. The accomplishment of Nigeria's educational goals depends critically on effective educational planning.

Based on the relevant prior research investigations consulted in conducting this study, it was found that there are numerous issues with educational planning in Nigeria and such issues include: 1. Insufficient funding for planning; 2. Insufficient educational planners; 3. Lack of data or information; 4. Lack of planning materials; 5. Political influence; 6. Political instability; and 7. Inadequate capacity development of educational planners (Gregory & Jegede, 2021). According to Ogundele (2014) and Okon & Ebuara (2015), education planning has several obstacles nowadays that need for more advanced and effective planning techniques in order to succeed. A few of these issues included curriculum design, decision-making, leadership, and environmental restrictions.

Academic program implementation is done without a thorough examination of the issues and difficulties it is supposed to solve. Plans for education and the channels through which decisions are carried out are made randomly and without sufficient planning. In other words, there is a lot of whims and caprices involved in the planning and execution of educational programs in schools, especially unity schools. This is possibly because the government responds to political pressure, occasionally out of a desire to gain quick political points, and occasionally as a way to encourage systemic corruption. Among other things, inadequate educational planning has been pointed out by several experts as a significant contributing element to the difficulties. According to Thompson (2002), coordinated planning and thoughtful discussion have been determined to have helped to development, regardless of the educational institutions involved. In order for a program to be successful, a well-thought-out and meticulously detailed strategy is necessary.

Despite the importance of planning in the education sector, Gregory and Jegede (2021) found that Nigerian education planning faces a number of issues, including insufficient funding, insufficient educational planners, a lack of data and information, a shortage of planning materials, political influence, unstable political environments, and inadequate capacity building for educational planners. Additionally, Mgbekem (2004) and Thompson (1981) concurred that the Nigerian educational system has frequently been criticized for having inadequate planning that was left over from colonial rulers. It has been criticized for lacking functionality, having an unrelated curriculum, providing experiences that are relevant to the classroom, and generally failing to satisfy the needs and goals of the nation. There is a possibility that the lack of proper adherence to the state's educational planning documents has contributed to the deterioration in the growth of the educational sector in Zamfara State.

Public schools in the state have a number of difficulties, such as deteriorating buildings, outdated educational planning papers that prevent effective administration of education, and decaying educational infrastructure (Zamfara State Government, 2017). To achieve the school's objectives, personnel performance is ideally crucial (Lawal, 2014; Olohundare et al, 2019). Hence, the degree to which educational objectives are met is impacted by subpar performance. This suggests that the success of the plan papers that direct the organizational operations of schools is influenced by the caliber of staff performance. This contribution served as the basis for the research project's analysis of the connection between staff performance in Nigeria and efficient educational planning.

One of the main issues preventing the appropriate development of education in Zamfara State has been the performance of the teaching staff and other supporting personnel in the public secondary school. The effectiveness of school activities as outlined in the national policy on education and other planning documents is hampered by the below average performance of school instructors, which has a significant impact on their degree of efficiency.

Objectives of the Study

The main objective of this study is to analyse the relationship between effective educational planning and teaching staff performance among public secondary schools in Zamfara State, Nigeria.

Research Hypothesis

There is no significant relationship between effective educational planning and staff performance among public secondary schools in Zamfara State, Nigeria.

Literature Review

Concept of Educational Planning

According to Ekaette (2018), educational planning is a methodical, organized, and meticulous process that establishes a plan of action for the whole educational system and chooses the most cost-effective techniques, processes, policies, and accomplishment models. Additionally, there are several ways to define educational planning. Mbipom (2000) pointed that educational planning is the process of formulating a set of choices for future educational actions.

Comparable to this is the application of logical, systematic analysis to the process of educational development, with the goal of improving the effectiveness and efficiency of education in meeting the requirements and objectives of society and students. According to Denga (1986), educational planning entails creating educational policies and objectives, coordinating different educational proposals, projecting environments, compiling data on schools, budgeting for education, building new schools, and growing existing ones.

According to Ojunamiri et al. (2009), educational planning is the process of formulating a set of decisions regarding the educational enterprise in a way that ensures the goals and objectives of education will be suitably realized in the future, using the human and material resources that are at hand. This suggests that the goal of educational planning is to guarantee the methodical completion of a number of tasks that contribute to the attainment of predetermined educational development objectives.

The Phases of Educational Planning

Planning, according to Okunade (2019), is the act of incorporating logical or scientific methods into the growth and development of education in order to guarantee the efficacy and efficiency of the educational system. As a result, educational planning comprises several crucial setups in every area of the school. Okunade (2019) offered the following conceptual planning steps in order to actualize a successful education plan:

1. **Planning Administratively.** This kind of planning relates to planning from an administrative standpoint. The division of duties and authority among the various educational levels is the subject of administrative planning. The administrative authorities and duties are phase-wise planned in accordance with the various levels of educational administrators.

2. **Academic or Curricular Planning.** This is the process of organizing activities to ensure that classes run well or of completing the syllabus for a course at a certain educational level. Additionally, it includes planning for education in light of societal and individual objectives and requirements. The components of the curriculum or academic planning are as follows: (a) Creating learning objectives and targets; (b) Establishing a curriculum committee to oversee curriculum development and the selection of appropriate teaching strategies; arranging course content units; arranging for assessment; arranging for curriculum review; arranging for library use; organizing for the gifted; organizing for the physically challenged; organizing for remedial instruction for slow learners, etc.

3. **Co-Curricular Planning.** This refers to activities that take place outside of the students' assigned coursework. It has more to do with extracurricular activities that children engage in while attending school, but it still has an impact on a child's overall development. In order to do this, co-curricular planning comprises, among other things, planning for student welfare services, sports and games, social activities and programs, cultural activities and programs, and hobbies.

4. **Instructional Planning.** This is a macro-level planning for education. This is due to the fact that it concerns classroom planning for a certain subject's assigned topic. The organizational and emotional atmosphere of the classroom is discussed in this preparation.

5. **Institutional Planning.** This type of planning focuses on the demands and prerequisites of each institution, and it is accomplished by establishing and preserving a planning environment inside that institution. Still, they are: Administrative planning for program or academic development, non-academic or co-curricular activity planning, school-community relations planning, discipline planning, developmental activity or program planning, and appropriate use of community resources for the institution's overall development are all included in this planning.

The Rationale for Educational Planning in Nigeria

The Federal Republic of Nigeria (2014) stated that planning for education was necessary for the following reasons, making it a crucial factor in human existence:

1. To guarantee proper and efficient preparation for educational services.
2. To offer effective managerial and administrative oversight for system upkeep and transportation.
3. To guarantee quality control by ongoing oversight of training and routine inspection.
4. To offer all educational services sufficient and equitable financial assistance.

Concept of Staff Performance

One of the key elements that greatly influence an organization's success is staff performance. By giving their workers training and development opportunities, learning companies play a significant role in improving staff performance (Gitongu et al, 2016). Performance is the culmination of employees' activities carried out in accordance with their knowledge and abilities. Staff performance in an organizational environment is the culmination of all employees' talents, efforts, and skills that have helped the organization become more productive and reach its objectives. More work is needed to increase staff performance, although better organizational performance shows that goals are being achieved (Ellinger et al., 2003).

Furthermore, since management standards for assessing employee performance give an accurate picture of real performance and how it compares to benchmarks, they are also essential for enhancing employee performance. In the event that disparities are discovered, these criteria assist in regaining the outputs close to the necessary levels (Mackay et al, 2004). The degree to which employees are internally

satisfied with their jobs affects their performance. Employees are more motivated to work effectively in order to attain organizational goals if they are happy with both their jobs and the company (Harter et al., 2002).

Factors Influencing Staff Performance

1. Professional Identity. The various meanings or perceptions of oneself that one has, either independently or in relation to others, are referred to as one's professional identity. Teachers' conception and understanding of the nature of their profession are fundamentally shaped by their own identities (Lawal, 2021).

2. Self-Efficacy. The professional self-image of teachers, or how they see themselves in terms of learning instructions, pedagogy, and interpersonal skills that are essential to good teaching performance, is probably connected to staff efficacy (Lawal, 2021).

3. Motivation. According to Latham and Pinder (2005), motivation is a collection of energy factors that come from both inside and outside of an individual, start an effort at work, and decide on its course, tenacity, and intensity.

4. Effective School Management Style. Typical methods of decision-making and communicating with subordinates are referred to as management styles. The primary goal of management styles is to enhance employee performance, which in turn raises organizational productivity by making effective use of the organization's human resources. Because of this, the human component needs to be carefully considered from the perspective of employee performance in order to provide successful and efficient organization management (Watetu, 2017).

5. Staff Engagement. Emergent working conditions and a positive cognitive, emotional, and behavioral state directed toward organizational outcomes are the definitions of staff engagement. Staff engagement may also be defined as employees' ability and willingness to adapt to changing circumstances in order to support the success of their firm (Perrin's Global Work Study, 2003).

6. Work-Related Participation. By fostering teamwork, communication, and other "supportive human resource policies," decision-making involvement can improve employee-employer cooperation. The management literature commonly assumes that improved job satisfaction and more worker engagement in organizational decision-making are directly related to the informative consequences of participatory types of work organization (Summers & Hyman, 2005).

7. Productivity. Employee success as it relates to their own objectives and contributes to improved organizational performance is measured by staff productivity, which is a subjective measure that also includes service delivery efficacy (Watetu, 2017).

8. Job Satisfaction. Harter et al. (2002) state that employee satisfaction precedes employee engagement since contented employees are more involved with their work and the business. Employers who want higher performance should prioritize making their staff members happy. When businesses effectively align employees' personal objectives with the organizational goals, they are satisfied. This alignment also encourages employees to be more involved in their work because they believe that the completion of the organizational goals will eventually lead to the realization of their own goals (Dahkoul, 2018; Mokaya and Kipyegon, 2014).

METHODOLOGY

This study adopted correlational approach but survey design. It is correlational approach because it is aimed at finding out the relationship between the two variables of the research (i.e. Effective Educational Planning and Staff Performance).

The study was plotted on survey design because it was in conformity with the characteristic of the survey research in finding out the extent of effectiveness of educational as well as the extent of the

performance of the staff in a school setting. The population of the study consisted of all Public Secondary Schools in Gusau Metropolis of Zamfara State, having a total of 24 public secondary schools with 670 teachers. From the population of the study, a total number of 12 public secondary schools and 225 in-service teachers were sampled to serve as participants in this study using simple random sampling technique.

The sample size was determined using Krejcie and Morgan (1971) table of determining sample size. For the purpose of data collection, two (2) self-structured questionnaires were constructed. First, “Effective Educational Planning Assessment Questionnaire (EEPAQ)” was employed to determine the level of effective educational planning. Second, “Staff Performance Evaluation Questionnaire (SPEQ)” was utilized in assessing the extent of teaching staff performance in the sampled public secondary schools. In order to analyse the relationship between effective educational planning and staff performance the constructs of the aforementioned questionnaires were merged together.

The two instruments were structured on 4-point Likert’s Scale, that is, 1. Strongly Disagree; 2. Disagree; 3. Agree; and 4. Strongly Agree, respectively. The research instruments were subjected to expert review by academics in the Faculty of Education, Federal University Gusau before embarking upon the data collection exercise. To ascertain the reliability of the instrument, a test re-test of the instrument was carried out amongst a small number of the respondents who are personnel among the sampled public secondary schools in Gusau Local Government Area, Zamfara State, Nigeria.

The questionnaire instruments were distributed to the respondents with the help of a trained research assistant who helps in the distribution and immediate collection of the questionnaires in order to avoid missing or misplacement of the responses by the respondents.

The data analysis was made using two (2) statistical tools, they are: 1. Descriptive Statistics was employed in analyzing the demographic data of the respondents using Frequency Distribution (F) and Simple Percentage (%); while, Mean (M) and Standard Deviation (S.D.) were employed in determining the extent of effective educational planning and that of staff performance. 2. Inferential Statistics was used to test the correlational strength and significance of the relationship between the two research variables using Pearson Product Moment Correlation Coefficient on Microsoft Excel 2013 and SPSS Version ‘22.

RESULTS

Table 1. Demographic Data of the respondents

Demography	Category	Frequency	Percentage (%)
Sex:	Male	181	80.44
	Female	44	19.56
Qualification:	Masters	5	2.22
	B.Sc/B.Ed	31	13.78
	NCE	189	84
Nature of Employment	Teaching of Instructions	177	78.67
	Administrative Staff	20	8.89
	Supporting Staff	28	12.44
Years of Experience:	1-5	113	50.22
	6-10	87	38.67
	11 – Above	25	11.11
Total		225	100

Source: Researcher’s Field Survey, 2023

Table 1 revealed that 181 (80.44%) of the respondents were male, while 44 (19.56%) of the respondents were females. This implies that most of the participants in the study were males and their female counterparts were the least. On the educational qualifications of the respondents, it was indicated that, 189 (84%) of the respondents were NCE holders, 31 (13.78%) were B.Sc/B.Ed. holders, and only 5

(2.22%) of the respondents were the holders of Master's degree. This exposed that, most of the school personnel who participated in this study were NCE holders, followed by those with bachelor's degree, while those with master's degrees were the very few.

On the nature of employment, 177 (78.67%) of the respondents were teachers, 28 (12.44%) of the respondents were employed as supporting staff, while 20 (8.89%) of the respondents were administrative staff. This expressed that, the majority of the members of staff in the public schools were employed as instructional teachers, while supporting and administrative staff were the least.

On the years of experience, 113 (50.22%) of the respondents have the in-service experience of between 1 and 5 years. 87 (38.67%) of the respondents have the in-service experience of between 6 and 10, and finally, 25 (11.11%) of the respondents have the in-service experience of 11 years and above. The indicated that, most of the respondents had between 1 and 5 years of in-service experience.

Table 2. The Pearson moment product correlation analysis on the relationship between effective educational planning and teaching staff performance in public schools

Variable	Effective Educational Planning	Staff Performance
Effective Educational Planning	1	0.514
Sig. (2-tailed)		0.05
N	225	225
Staff Performance	0.514	1
Sig. (2-tailed)	0.05	
N	225	225

Source: Researcher's Field Survey, 2023. Note: Correlation is significant at $p < 0.05$ (2-tailed)

The Pearson Moment Product Correlation Coefficient analysis results from table 2 ($r = 0.514$, $P < 0.05$) determined that there is a moderate significant relationship between effective educational planning and school staff performance among public schools in Gusau Local Government Area, Zamfara State, Nigeria. On this ground, the null hypothesis formulated in this study which stated that "there is no significant relationship between effective educational planning and staff performance among schools in Zamfara State is hereby proved rejected. Thus, in other words, effective educational planning has significant relationship with teaching staff performance among schools in Zamfara State.

DISCUSSIONS

The study's findings showed that, among public schools in Zamfara State, Nigeria's Gusau Local Government Area, there is a modest correlation between good instructional planning and staff performance. This result is consistent with Dare's (2009) conclusion that there is a strong correlation between the performance of school staff members and good instructional planning.

The elements that support, direct, boost, assist, raise, and enhance a teacher's level of competence and performance while they attempt to carry out their teaching obligations in the classroom are the positive impacts of planning on instruction. According to Dare (2009), the degree to which planning influences and fosters teaching and learning among pupils is what determines and evaluates a teacher's performance and competency.

A study conducted by Innocent (2021) examined the effects of efficient planning on the teaching and learning of a subset of secondary school students. The findings indicated a noteworthy correlation between staff performance and efficient educational planning. Additionally, Innocent stated that the advantages of preparing for instruction help teachers define their roles, identify the tasks at hand, and estimate the time and resources needed to teach a particular class. That is, instruction and learning would have had a vague purpose in the absence of planning.

Planning, thus, has a positive impact on both teaching and learning during the national curriculum's implementation in schools. It does this by connecting the curriculum's teachings to the knowledge and skills that students have acquired. According to Innocent (2021) lesson plans serve as indications of the curriculum's goal and implementation, and excellent lesson planning and school management are essential to providing high-quality education. This demonstrates unequivocally which components of the curriculum should be taught at certain times and provides a clear indication of the subject matter and standards of performance expected of the students.

While this study was conducted in the Gusau Local Government Area of Zamfara State, Innocent's work was conducted in the ethiope West Local Government Area of Delta State. According to Jafar's (2018) research work, there was a modest relationship between school staff performance and instructional planning. But whereas Jafar's research objectively examined the relationship between teachers' commitment and teachers' empowerment in Katsina State, the goal of this study was to investigate the relationship between effective educational planning and teaching staff performance among public secondary schools in Zamfara State, Nigeria.

CONCLUSIONS

The intimate connections that must be made between the goals and the resources and methods by which they may be accomplished are recognized by educational planning as a development tool. The accomplishment of national education goals and the identification of high and low educational quality are significantly influenced by teacher performance. A good school staff carries out a specified strategy with the help of instructors who possess the necessary training, experience, competence, motivation, accountability, and drive to achieve their goals (Enni et al, 2013).

Based on this finding, this study recommends that in order to maintain the high level of the effectiveness of educational planning in Nigeria, the Federal, State, and Local, and Governments as well as other relevant international and local organizations should put hands on deck in employing more professional planners and deploy them to the ministries and agencies for effective planning of education.

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