

**EFFECTIVE INSTRUCTIONAL DECISION IN SECONDARY SCHOOLS: A TOOL  
FOR NATIONAL DEVELOPMENT**

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**Abstract**

*The development of a nation rests on its citizens. Education is seen as the tool for individual and national development. Consequently, the acquisition of knowledge could be truncated if the school instructional decision is defective. This research therefore investigated “effective instructional decision in secondary school: a tool for national development”. Two research questions were raised and answered to guide the study. The study employed the descriptive survey research design, the sample constituted two thousand and thirty (2,030) SSS 2 financial accounting students in public secondary schools in South-West, Nigeria. Multi-stage sampling was adopted. Ballot was used in selecting three states out of the six states in the South-West, Nigeria. Sample was taken from the selected three states using stratified sampling technique and schools were selected at random from the local governments. Purposive and random sampling was applied in taking samples from the different schools within each local government area because the study is applicable to only students of financial accounting. Questionnaire was the instrument used to collect data and analysis was done using mean and standard deviation. The result revealed among others that having to learn financial accounting in the afternoon is an instructional decision affecting learning. Conclusively, there are certain instructional decisions that affect the acquisition of knowledge. It is therefore recommended that teachers and school administrators should take good instructional decision that will not jeopardize the academic development of the child and the nation’s development.*

*Keywords: Education, Development, Performance Monitoring and Instructional Decision.*

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### Introduction

Development is a concept that occurs in all facets of life. It plays a significant role in the evolution of humans, plants, organizations, societies or nations from simple stages to more advanced ones. According to Sid (2018), development is a process that creates growth, progress, optimistic change or the addition of physical, economic, environmental, social and demographic components. The development of any nation is intrinsically connected to the quality of education available to the citizenry. Education as the process of acquisition of knowledge leads to both individual and national development. Formal education takes place in a school. A school is a place where resources (human and material) are put together for the purpose of transforming lives and the nation. A school system is an establishment which includes the plant and equipment for providing education from kindergarten through high school (NOUN, 2008). Usman (2016) noted that a school is an institution designed for the attitude modification and teaching of students under the direction of teachers. It is a place or institution for teaching and learning established for the purpose of education (Musgrave (1978) in Usman (2016). But is the school upholding this responsibility? The educational resources of schools play an important role in order to diminish the effect of socioeconomic features on academic achievement and create equal opportunities for students, but if the right instructional decisions are not taken the quality or quantity of facilities available may not be effectively or efficiently put to use.

Resources in Education are of vital importance in terms of its role in attaining educational aims and objectives (Savasci and Tomul, 2013). The primary aim of any school system is to offer the society with the necessary manpower for development and to enhance quality of the living conditions of their products. Musgrave (1978) in Usman (2016) opined that a school as institution for teaching and learning has various goals and objectives that include the following:

- (i) Cognitive goals: The school is expected to produce individuals equipped with empirical knowledge and mastery of technology.
- (ii) Moral or Value goals: The school is expected to produce citizens which are equipped with the proper values for their participation in the development of the society.
- (iii) Integrative goals: The school is expected to produce well-adjusted individuals, skilled in inter-personal relationship.

The school is a system composed of many elements that work together for the purpose of imparting knowledge into the learners. Aside the teachers and the learners, there are other factors in the school that could hinder or facilitate the teaching-learning process and thereafter have a negative or positive effect on the academic achievement of the learners. These school factors could be resources, work load, class size, school leadership, instructional decision, learning environment and monitoring, but not limited to these. But for the purpose of this study the factor will be limited to instructional decision.

### Instructional Decision

A great part of teaching excellence is tied to making instructional decisions that are effective. The content of teachers' decision making is related to several layers of items, including curriculum, teaching method, classroom management and evaluation of students. In classroom teaching, teacher decision-making is regarded as some sort of "professional autonomy" and "self-specific performance" (Jiang, 2017), and the purposes for teachers' instructional decisions are basically to achieve the target of education, promote the development of students and teacher professional development.

Wilson (2019) noted that there are certain basic assumptions people make about the rudimentary skills of all teachers. Many of these expectations have to do with instructional decision-making skills concerning what content and processes to teach, and how to best organize and deliver content in the most effective ways possible. In that vein, the following listings are meant to be both a guide for novice and pre-service teachers, as well as a reflective tool for those teachers well into their careers.

### Considerations in organizing and delivering instruction:

The following should be put into consideration:

- i. Your end vision of the learner (What do you want them to be able to do, know and understand, and at what level of mastery? As you consider these questions, be specific!)
- ii. The nature of the content and concepts you are responsible for teaching (from simple to complex),

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- iii. The teaching style (What you feel comfortable doing or attempting.) and
- iv. Your knowledge of your students (Their learning styles, instructional preferences, how they best retain information, and their educational, social and cultural backgrounds).
- v. Domain (Which area(s) does the content or process fall into to – cognitive, affective, psychomotor [kinesthetic, tactile, haptic]
- vi. Level of learning (Are your learners novices, intermediates, or masters?)
- vii. Size of the learners or class
- viii. Time allotments (length of the period, term, or school year)
- ix. Sequence within the curriculum (Is it a beginning skill on which other skills or content depends or builds on later, or is it something that can stand alone?)
- x. Availability of materials/resources, and/or fiscal support for activities.
- xi. Conducive learning environment.

An operative monitoring scheme engenders effective instructional decision, Miller (2017) stated that monitoring is seeing if you are doing what you supposed to do and being done in a systematic approach to overseeing planning, teaching and learning. It was further noted that it is part of the evaluation that ensures that information is gathered so that judgments can be made and questions answered accordingly. School monitoring helps in providing a consolidated source of information, showing the progress of the school, individual teacher and student. Therefore, it should be an integral component of any particular school since it helps in planning.

Performance monitoring entails assessments which help in providing information that is needed in assisting students, teachers, administrators, and policy makers take decisions. The dynamisms in present-day education have led to the quest to effectively and efficiently monitor students' performance in educational institution. Monitoring in schools brings about better practices, decision making, leadership, good performance and improvement is

achieved in the long run. Effective monitoring of school inputs (resources – both human and material) and outputs (students - academic achievement) can best be achieved through record-keeping (attendance register, result booklet etc) and regular reporting systems, in order to figure out whether or not school resources are being used according to plan. Also, to determine if, the teaching-learning process is delivering the desired educational goals. Regular monitoring gives formal and informal assessments with valuable information on the progress and achievements of students. It gives teachers the opportunity of more informed instructional decisions in order to change their teaching style to improve the quality of their teaching (Victoria, 2016). Hence, an instructional decision is seen as a tool which aid teaching and learning process in educational system. Therefore, this study determines the effect of instructional decision in public secondary school as a tool for national development.

### Statement of the Problem

The development of a nation has its origin in the citizenry's development and the import of education on the individual citizen cannot be disregarded. It is worrisome when students who are supposed to be the nation's future builders are taught and they are under performing. It then means that certain factors could be hindering their knowledge acquisition and as a result of this they might be performing below expectation. Hence, the performance of students may have a long term effect on the development of the nation. This study therefore determined effective instructional decision as a tool for national development.

### Objective of the Study

The purpose of this study was to determine the instructional decision factors that affect the learning of financial accounting in public secondary schools, South-West Nigeria.

### Research Question

1. To what extent do school instructional-decision factors affect the learning of students in financial accounting in senior secondary schools, South-West Nigeria?
2. What are the instructional-decision factors that affect the learning of students in financial accounting in senior secondary schools, South-West Nigeria?

### Significance of the Study

The finding of the study would be of benefit to teachers, school administrators, students and parents. The

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teachers and the school administrators would be better informed on the instructional decisions that could have negative impact on the learning of financial accounting in secondary schools. Students and parents would also be abreast of instructional factors of the school that could affect their/children's learning respectively. With needed information the beneficiary would be able to take proactive steps.

**Methodology**

The study adopted a descriptive survey research design and questionnaires were used as instrument for data

collection. The population of the study constituted two hundred and sixty one thousand six hundred and sixty seven (261,667) SS 2 students in public secondary schools South-West Nigeria. The sample constituted two thousand and thirty (2,030) SS 2 students. The sampling was done using multistage sampling technique. At the first stage ballot was used to select three states out of the six states in South-West, stratified sampling technique was used to allot sample to the states. Schools were selected at random from the local government and purposive was used to select SS 2 financial accounting students. Data were analysed using descriptive statistics.

**Result**

Items	Mean	Std. Deviation	Remark
Not having enough instructional materials	2.57	1.16	High
Not having enough period on the timetable	2.01	1.04	High
Having to learn accounting in the afternoon	2.19	1.12	High
Changing accounting teachers	1.57	.97	Low
Not having accounting teacher	1.64	1.02	Low
Not having a well-equipped library	1.96	1.09	Low
Not having accounting textbooks in the library	2.05	1.12	High
Not having good monitoring of assignment	1.87	1.05	Low
Not giving sufficient practical experiences	2.10	1.25	High
Ineffective monitoring of account teachers	1.95	1.10	Low

**Note:** \*NA = Not at All (1), VL = Very Little (2), TE = To Some Extent (3), AL = A Lot (4)

\**Decision* = Any value of the weighted average between 0.00 and 2.00 is taken to mean **Low Extent** while the weighted average value between 2.01 and 4.00 is taken to mean **High Extent**

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Above Table showed the extent to which school instructional-decision factors affect the learning of Financial Accounting in senior secondary schools in South-West Nigeria. The table showed that the students responded that to a high extent, not having enough instructional materials in the school was one of the school instructional-decision factors affecting the learning of Financial Accounting in senior secondary schools ( $\bar{x}$ = 2.57). The table also showed that the students responded that the following school instructional-decision factors affect the learning of Financial Accounting to a high extent: not having enough periods on the timetable ( $\bar{x}$ = 2.01), not having accounting textbooks in the library ( $\bar{x}$ = 2.05), having to learn accounting in the afternoon ( $\bar{x}$ = 2.19) and not giving sufficient practical experience ( $\bar{x}$ = 2.10). Also, the study showed that the following affect students' learning of financial accounting in a low extent; changing accounting teachers ( $\bar{x}$ = 1.57), not having accounting teacher ( $\bar{x}$ = 1.64), not having a well-equipped library ( $\bar{x}$ = 1.96), not having good monitoring of assignment (1.87), and not monitoring account teachers ( $\bar{x}$ = 1.95).

### Discussion of Findings

The above analysis showed that, not having enough instructional materials in the school was one of the school instructional-decision factors affecting the learning of Financial Accounting in senior secondary schools. No wonder Opere (1999) came up with the claim that the provision of the needed human and material resources goes a long way to enhance academic performance. He carried out a research by comparing the performance of public and private basic schools. One of his findings was that the schools that were well equipped in terms of resources did better than those that did not have the necessary resources for teaching and learning. This study corroborates the assertion of Atakpa and Ankomah (1998) who noted that effective teaching and learning lies greatly on the competence of its human resources as well as material resources which are needed for the impartation of knowledge. Okendu (2012) stressed the idea that human and material resources are to be assembled together by educational administrators within the school system for effective teaching and learning. All materials and non-material factors that are necessary and are contributive to the attainment of goals in any institution are regarded as resources. So, if the school administrators and the teachers do not take effective instructional decision the learning/academic achievement of the learners might be truncated.

Also, not having enough periods on the timetable, having to learn accounting in the afternoon, not giving sufficient practical experience and not having accounting textbooks in the library were identified as factor affecting the learning of financial accounting to a high extent. While the following affect the teaching of financial accounting on a

low extent: changing accounting teachers, not having accounting teacher, not having a well-equipped library, not having good monitoring of assignment, and not monitoring account teachers.

Again, the items that showed high extent on the table are the major instructional-decision factors that affect the learning of students in financial accounting in senior secondary schools, South-West Nigeria. The items are: Not having enough instructional materials in the school for teaching and learning of Financial Accounting in senior secondary schools, not having enough periods on the time table for the teaching of financial accounting, not having accounting textbooks in the library, having to learn accounting in the afternoon and not giving sufficient practical experience.

### Conclusion

Convincingly, there are certain instructional decisions that affect the acquisition of knowledge in financial accounting and if necessary action is not taken, the academic achievement of the learners may be threatened. On the long run the nation's development would also be at risk.

### Recommendations

Based on the findings and conclusion of this study, it is therefore recommended that:

- i. Teachers and school administrators should take good instructional decision that will not jeopardized the academic achievement of the child and the nation's development.
- ii. Parents also can give necessary information and suggestion that would help the school administrators in making the right instructional decision.
- iii. Instructional decision should be taken as it is applicable to different localities and schools.

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