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EDUCATIONAL PLANNING, SCHOOL PLANT UTILSATION AND TEACHERS' TASK PERFORMANCE IN EDUCATION DISTRICT II, LAGOS STATE, NIGERIA

By

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Abstract

This study examined how educational planning and school plant utilisation influence teachers' task performance in Education District II, Lagos State, Nigeria. Specifically, it evaluated the effects of resource allocation, strategic goal setting, and facility deployment on instructional delivery and classroom management practices. The study was guided by four research objectives and four hypotheses. A descriptive survey research design was used, and self-structured, validated and reliable questionnaire designed on a 4-point Likert-type scale of Strongly Agreed, Agreed, Disagreed, and Strongly Disagreed with a reliability coefficient of .78 was administered to participants. The data collected was analysed using Pearson Product-Moment Correlation Statistics with the aid of Statistical Package for Social Sciences (SPSS). Findings showed that all the explanatory variables had a significant relationship with teachers' task performance. Based on these findings, it was therefore, recommended that; the government should ensure adequate resource allocation in the education system, design and implement strategic goal in the education system, provide quality library facilities in order to provide access to recent materials, and equip schools with quality and modern ICT facilities in order to enhance teachers task performance.

Keywords: *Educational Planning; School Plant Utilisation; Teachers' Task Performance; ICT Facilities Deployment; Strategic Goal Setting; Instructional Delivery.*

Introduction

Teacher task performance encompasses duties within and beyond the classroom, ranging from lesson delivery and classroom management to assessment and professional collaboration and is central to student achievement and school effectiveness (Imhangbe et al., 2019; Martín et al., 2023). However, teachers often struggle with inadequate infrastructure, heavy workloads, limited support, and insufficient training, all of which hinder performance (Afandi et al., 2023; Ayeni, 2011; Obasi & Ohia, 2018).

These challenges are closely tied to school plant utilisation, which involves the purposeful management and use of physical facilities such as classrooms, libraries, laboratories, and staffrooms to support teaching and learning (Barrett et al., 2018; Alfaizah et al., 2021). Many public schools continue to face overcrowded classrooms, dilapidated buildings, and poorly maintained facilities, all these further constraint instructional delivery (Fatimayin & Jacob, 2022; Wahyan et al., 2021; Manca et al., 2020). Addressing these issues requires effective educational planning, which includes forecasting infrastructure, staffing, curriculum, and budget needs, yet in Nigeria planning is frequently undermined by weak information systems, bureaucratic delays, and fragmented implementation (Jacob, 2020; Enyiazu, 2022;).

Strong planning improves school plant utilisation by ensuring functional spaces, adequate infrastructure, and manageable class sizes, thereby enhancing teaching conditions and instructional performance (Barrett et al., 2018; Díez et al., 2020). Although global studies have examined these variables individually, from teacher evaluations in the United State of America (Luque et al., 2018) to school design in the United Kingdom (Manca et al., 2020) and facility impacts in Indonesia (Sari et al., 2021) and Nigerian researches have explored aspects of planning, mapping, and infrastructure (Akinyemi et al., 2017; Gbesoevi & Ola, 2021; Fatimayin & Jacob, 2022), few have integrated educational planning, school plant utilisation, and teacher task performance within a single empirical framework (Fatimayin & Jacob, 2022; Alfaizah et al., 2021; Díez et al., 2020). This gap underscores the need to study their interdependence, particularly in Lagos State's Education District II, where demographic diversity,

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infrastructural deficits, and performance inconsistencies make it a strategic and understudied site for examining how planning and facility utilisation influence teaching outcomes (Akinyemi et al., 2017).

Literature Review

Teachers' task performance encompasses instructional, administrative, and community related responsibilities and is assessed through rubrics emphasising teaching quality and professional conduct (Afandi et al., 2023; Obasi & Ohia, 2018; Imhangbe et al., 2019). High performance is essential for translating curriculum goals into measurable outcomes and strengthening school quality assurance systems (Islam et al., 2022; Martín et al., 2023; Ayeni, 2011).

Lesson preparation forms the basis of effective instruction through the careful selection and sequencing of content, objective setting, and development of materials and assessments that promote instructional coherence (Adeniran et al., 2023; Lupiáñez et al., 2024). Classroom management ensures order, learner engagement, emotional safety, and optimal use of instructional time, while poor management disrupts learning and increases teacher stress (Imhangbe et al., 2019). Instructional delivery relies on varied pedagogical strategies, including ICT tools and collaborative methods, with effective delivery marked by clarity, responsiveness, and timely feedback (Islam et al., 2022; Adeniran et al., 2023).

Teacher punctuality and attendance signal professionalism, support curriculum coverage, and protect learning hours, whereas lateness undermines student progress (Afandi et al., 2023; Imhangbe et al., 2019; Ayeni, 2011). Educational planning involves forecasting needs, coordinating policies, and structuring resources to achieve institutional and national goals, with balanced planning preventing resource imbalances and inefficiencies (Danjuma & Jacob, 2021).

Effective resource allocation ensures equitable distribution of financial, human, and material inputs, while misallocation constrains instructional quality (Syafaruddin et al., 2024; Mosala & Mofolo, 2022; Missah et al., 2023). Strategic goal setting aligns institutional objectives with daily operations, strengthening long-term planning and performance evaluation. School plant utilisation reflects the effective deployment and maintenance of facilities that support quality learning environments, as poor utilisation diminishes infrastructure value and instructional effectiveness (Alfaizah et al., 2021; Sholihah, 2019; Barrett et al., 2018; Jensen, 2014; Adesina, 2011).

Library accessibility, determined by collection relevance, staffing, and infrastructure quality, enhances teaching, learning, and research, while inadequate systems discourage use and hinder academic productivity (Aryee & Tetteh, 2024; Loh et al., 2021; Vassilakaki, 2016). Information and Communication Technology (ICT) facilities deployment, through functional digital tools and sustained technological support, improves instructional quality and student engagement, whereas dysfunctional systems limit teachers to less effective methods, underscoring the need for sustainable ICT planning (Wahyan et al., 2021; Ezeamaka et al., 2020; Yangambi, 2023).

Theoretical Framework

The General Systems Theory, first articulated by Ludwig von Bertalanffy and later formalised in 1972, explains that all physical, biological, and social phenomena consist of interrelated elements and relationships that function collectively as a unified, goal-directed system (Bertalanffy, 1972; Adams, 2012). Systems continuously exchange matter, energy, and information across their boundaries, and any change within one component generates adaptive responses across the entire structure due to the interdependence of parts (Fath, 2014; Rashid, 2024)

Educational systems are therefore understood as open socio technical systems that operate under shifting external conditions, making it insufficient to study components in isolation without examining how they interact to influence overall system behaviour (Khuzwayo, 2020; Estay, 2017; Chen-Levi, Schechter, & Buskila, 2020). The systemic approach aids in diagnosing organisational challenges by tracing outcomes back to interconnected causes, emphasising that administrative processes, physical structures, and human performance are mutually linked (Silberstein & Spivack, 2023; Shaked & Schechter, 2020).

Applied to the current study, Education District II, Lagos State, Nigeria, is conceptualised as a dynamic system comprising interdependent subsystems: planning serves as the input and control subsystem responsible for setting priorities and allocating resources; school plant utilisation functions as the throughput subsystem that transforms inputs into functional learning environments; and teachers' task performance represents the output subsystem reflecting instructional effectiveness (Shaked & Schechter, 2020; Barrett, Davies, Zhang, & Barrett, 2016; Khuzwayo, 2020). When planning is inadequate or the physical environment remains substandard, the throughput subsystem becomes inefficient, constraining teacher performance and producing deficits in system outputs (Adolfsson, 2024).

Statement of the Problem

Persistent inefficiencies in educational planning, inadequate infrastructure, and declining teacher performance continue to hinder learning outcomes in Nigerian public schools (Danjuma & Jacob, 2021; Enyiazu, 2022). Poorly coordinated resource allocation and weak planning processes complicate classroom delivery and diminish teachers' instructional focus (Akinwale et al., 2025; Denti et al., 2024), while depleted physical and psychological resources further reduce job satisfaction and teaching quality (Imhangbe et al., 2019; Missah et al., 2023). Strategic plans in many schools lack clear, measurable goals, resulting in weak instructional preparation and increasing teacher disengagement over time (Kadri & Widiawati, 2020; Kancan et al., 2023; Adeniran et al., 2023).

Additionally, limited or poorly equipped libraries restrict access to essential teaching materials and contribute to

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lateness and absenteeism (Aryee & Tetteh, 2024; Loh et al., 2021; Lupiáñez et al., 2024). Although previous studies have addressed aspects of planning, facilities, or teacher performance, they often focus on isolated variables or use narrow methodologies (Danjuma & Jacob, 2021; Akinwale et al., 2025; Ezeamaka et al., 2020; Enyiazu, 2022). This study fills this gap by employing a primary data, questionnaire based approach to examine planning, school plant utilisation, and teacher task performance interdependently within Education District II, Lagos State, Nigeria

Objectives of the Study

The specific objectives of this study are to:

1. examine the relationship between resource allocation and teachers task performance.
2. examine the relationship between strategic goal setting and teachers task performance.
3. determine the relationship between library accessibility and teachers task performance.
4. to determine the relationship between ICT facilities deployment and teachers task performance.

Research Hypotheses

The following null hypotheses were tested at .05 level of significance.

Ho_1: There is no significant relationship between resource allocation and teachers task performance.
Ho_2: There is no significant relationship between strategic goal setting and teachers task performance.
Ho_3: There is no significant relationship between library accessibility and teachers task performance.
Ho_4: There is no significant relationship between ICT facilities deployment and teachers task performance.

Methodology

This study used the descriptive survey research design to examine the relationship among educational planning, school plant utilisation, and teachers' task performance, allowing perceptions to be quantified without altering existing conditions. The population comprised all the 1,978 teachers in the 55 public secondary schools in Education District II, Lagos State, Nigeria (Ministry of Education, 2026). The sample size was determined using the Taro Yamane formula to ensure a representative selection from this finite population and a sample size of 332 was found good enough for the study. The sampling technique involved the stratification of all the teachers based on gender and it was found that 118 male and 214 female participants should be selected in the study location. Thereafter, the simple random sampling technique was used to select the participants randomly in all the schools. A self-designed instrument titled; Teachers' task performance Questionnaire (TTPQ) which addressed the stated research hypotheses and was designed on a 4 point Likert-type scale of Strongly Agreed, Agreed, Disagreed, and Strongly Disagreed was used for data collection. The face and content validity of the instrument was assured by two experts in test and measurement while the final draft of the instrument was administered on 30 participants who did not participate in the main study once and the Cronbach alpha reliability technique was used to determine the internal consistency of the instrument and a reliability coefficient of .78 proved the instrument was reliable. The data for the study was collected with the help of two trained research assistants and 332 copies of questionnaire were administered and retrieved immediately representing a 100% return rate. Inferential statistics such as Pearson Product Moment Correlation statistics was used to test the stated hypotheses at .05 level of significance with the aid of Statistical Package for Social Sciences (SPSS).

Results

The analysis of data collected is presented below.

Ho_1: There is no significant relationship between resource allocation and teachers task performance.

Table 1
Resource Allocation and Teachers Task Performance

Variable	Mean	SD	N	df	r	p	Rmk	Decision
Resource Allocation	3.36		1.84					
		332		330	.78	.001	Sig	Reject Ho_1
Teachers Task Performance	3.24		1.22					

Sig@ p<.05

Information on Table 1 shows that there is a significant relationship between resource allocation and teachers task performance in Education District II, Lagos State ($r(332)=.78$; $df=330$; $p<.05$). Thus, the null hypothesis which stated that there is no significant relationship between resource allocation and teachers task performance was rejected. This implies that resource allocation and teachers task performance are significantly related in Education District II, Lagos State.

Ho_2: There is no significant relationship between strategic goal setting and teachers task performance.

Table 2
Strategic Goal Setting and Teachers Task Performance

Variable	Mean	SD	N	df	r	p	Rmk	Decision
Strategic Goal Setting	3.15		2.07					
			332	330	.68	.002	Sig Ho_1	Reject
Teachers Task Performance	3.24		1.22					

Sig@ p<.05

Information on Table 2 shows that there is a significant relationship between strategic goal setting and teachers task performance in Education District II, Lagos State ($r(332)=.68$; $df=330$; $p<.05$). Thus, the null hypothesis which stated that there is no significant relationship between strategic goal setting and teachers task performance was rejected. This implies that strategic goal setting significantly relates to

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teachers' task performance in Education District II, Lagos State.

Ho_3: There is no significant relationship between library accessibility and teachers task performance.

Table 3

Library Accessibility and Teachers Task Performance

Variable	Mean N	SD	df	r	p	Rmk Decision
Library Accessibility	4.11	1.9	330	.72	.001	Sig Reject Ho_1
Teachers Task Performance	332 3.24	1.22				

Sig@ p<.05

Information on Table 3 shows that there is a significant relationship between library accessibility and teachers task performance in Education District II, Lagos State (r(332)=.72; df=330; p<.05). Therefore, the null hypothesis which stated that there is no significant relationship between library accessibility and teachers task performance was rejected. This implies that library accessibility significantly relates to teachers' task performance in Education District II, Lagos State.

Ho_4: There is no significant relationship between ICT facilities deployment and teachers task performance.

Table 4

ICT Facilities Deployment and Teachers Task Performance

Variable	Mean N	SD	df	r	p	Rmk Decision
ICT Facilities Deployment	4.12	2.11	330	.71	.001	Sig Reject Ho_1
Teachers Task Performance	332 3.24	1.22				

Sig@ p<.05

Information on Table 4 shows that there is a significant relationship between ICT facilities deployment and teachers task performance in Education District II, Lagos State (r(332)=.71; df=330; p<.05). Therefore, the null hypothesis which stated that there is no significant relationship between library accessibility and teachers task performance was rejected. This implies that library accessibility significantly relate to teachers' task performance in Education District II, Lagos State.

Discussions of Findings

The result of hypothesis one shows that there is a significant relationship between resource allocation and teachers task performance in Education District II, Lagos State. This aligns with the findings by Akinwale et al. (2025) where it was found that resource allocation and teachers task performance are significantly related. Similarly, it supports the findings of a study by Fatimayin and Jacob (2022) where it was reported that a significant relation exists between resource allocation and teachers task performance.

The result of the second research hypothesis shows that there is a significant relationship between strategic goal setting and teachers task performance. This finding agrees with the finding of Sheyin (2024) who found that there is a significant relationship between strategic goal setting and teachers task performance. It also conforms with the finding of Alabi and Bashir (2024) where it was found that there is a significant relationship between strategic goal setting and teachers task performance. It also conforms with the finding of Bantilan et al. (2023) who argued that clearly defined goals enhance instructional focus, and Danjuma and Jacob (2021), who noted that poor planning weakens instructional organisation.

The result of research hypothesis three shows that there is a significant relationship between library accessibility and teachers task performance. This agrees with the finding of Garuba and Obadara (2024) where it was found that accessibility and quality of library services significantly relate to teachers' task performance in Nigerian secondary schools. Similarly, it confirms the findings of researchers (Osisanwo & Sodipe, 2023; Uwaleke, Yakubu & Joseph, 2024) where it was found that accessibility and quality of library services significantly relate to teachers' task performance in Nigerian secondary schools.

The result of research hypothesis four shows that there is a significant relationship between ICT facilities deployment and teachers task performance. This is in agreement with the findings of researchers (Afandi et al., 2023; Barrett et al., 2018) where it was reported that digital tools and ICT enabled environments strengthen pedagogical competence, lesson quality, and overall task performance. Similarly, findings by Wokocha and Nwosu (2021) found that ICT facilities deployment significantly predicts teachers' job performance in public secondary schools.

Conclusion

This study investigated the influence of educational planning and school plant utilisation on teachers' task performance in Education District II, Lagos State. The findings revealed that resource allocation, strategic goal setting, and effective facility deployment significantly relate to teachers' instructional delivery and classroom management. The positive correlations obtained through Pearson Product-Moment Correlation analysis indicate that when educational

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resources are adequately allocated, strategic objectives are clearly defined and implemented, and school facilities are effectively utilised, teachers' overall task performance improves substantially.

The study therefore concludes that sound educational planning and proper utilisation of school plant are critical determinants of teachers' effectiveness. Adequate funding, provision of quality library resources, and modern ICT facilities, alongside well-articulated strategic goals, create an enabling environment that enhances productivity, instructional quality, and classroom management. Consequently, strengthening these components within the education system is essential for improving teachers' performance and achieving broader educational objectives in Education District II, Lagos State.

Recommendations

1. The government and other officials should ensure adequate resource allocation in the education system in order to enhance teachers task performance.
2. The government and policy makers should design and implement strategic goal in the education system in order to make the products compete effectively with other counterparts across the globe in order to improve teachers task performance.
3. The schools should have access to quality library facilities in order to provide access to recent materials that will assist teachers in the discharge of quality services in the school system.
4. The government should provide quality and modern ICT facilities for the education system in order to enhance teachers task performance.

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