



Influence of School Plant Planning on ... Saidu, B. & John, D. D. (2026)

Influence of School Plant Planning on Job Performance among Public Secondary School Teachers in Delta Central Senatorial District of Delta State, Nigeria

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Abstract

This study was carried out to examine the influence of school plant planning on teachers' job performance in public secondary schools in Delta Central Senatorial District of Delta State, Nigeria. Three research questions were raised and three research hypotheses formulated to guide the study including the testing of hypothesis at 0.05 level of significance. Two theories were adopted in this study, namely, environmental theory by John Locke in 1917 and theory of Observational Learning propounded by Albert Bandura in 1964. Twenty (20) empirical studies were reviewed. A descriptive survey research design was used. The simple random sampling procedure was adopted in determining the sample size. The population of this study is 1,554 which consist of 75 principals and 1,479 teachers from all the public secondary schools in Delta Central Senatorial District of Delta State, Nigeria. While the sampled size stood at 157 representing 10% of the total population of 1,554 principals and teachers in Public Secondary Schools in Delta Central Senatorial District of Delta State, Nigeria. Questionnaire on Influence of School Plant Planning on Teachers' Job Performance (QISPPTJP) was used for data collection. Data were analyzed using descriptive statistics. Hypotheses were tested using chi-square. The findings revealed that school plant planning has significant influence on teachers' job performance and maintenance of school plant has significance on teachers' job performance in public secondary schools in Delta Central Senatorial District in Delta State, Nigeria. Based on the findings of this study it was recommended that Delta State Ministry of Education should engage experts to handle school plant planning as well as the maintenance of school plant. The study also recommended that adequate fund should be provided by the Delta State Government through the Ministry of Education to public secondary Schools for the maintenance of school plant to enhance teachers' job performance.

KEYWORDS: School plant planning, job performance & teachers

Introduction

Education is seen as the backbone of development in any nation. It improves the quality of life of a society through refinement of its potentials. Education further enhances the application of man's achievement towards improvement of his environment. In every known great nation, therefore, national development was preceded and accomplished by educational advancement. Today, there is an increasing faith in the casual relationship between education and economic development especially in the developing countries like Nigeria. Education has been seen as a vehicle for economic, social-cultural and political development of nations and individuals (Obayan, 2014). Education is a social process in which one achieves societal competence and individual growth. Education is the art of learning about one's self and one's environment for the purpose of self-development (Oyedeki, 2013). This research work is limited to public secondary education. Secondary education does not only occupy an important place in the Nigerian education system, it also serves as a link between the primary and tertiary levels. The Federal Republic of Nigeria (2013) defined secondary education as the education the learner receives after primary education and before the tertiary stage. Secondary education in Nigerian schools is for a period of 3 years and it is for students who had successfully completed the Basic 9 education programme. The secondary school system is however a very crucial level of educational system. Other things being equal, as crucial as secondary education is, its goals will not be achieved if there is faulty school plant in place (Odunfowokan, 2011). It can therefore be said that the realisation of the secondary education goals is attainable through appropriate school plant planning. Corroborating this, Oyesola (2007) stated that the main objective of school plant planning is to satisfy the goals of secondary education in particular and other level of education in general which have been predetermined by educational planner. He explained that better planned school plants will enhance better school programmes and the community needs



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by providing a place for psychological and physical safety for teachers and students, enhancing the good, quality and quantity of instruction.

School plant planning is an integral part of the overall educational planning. According to Ajayi and Yusuf (2010), school plant planning is a process in which a suitable site is selected and instructional space, administrative space, recreational space, circulation space, and spaces of convenience are designed to facilitate the teaching and learning process in the school system. As a result, school plant planning is often considered an essential aspect of educational planning (Oluchukwu, 2000). It therefore behoves that school plant is appropriately planned to facilitate the effectiveness of secondary school system so as to bring about the achievement of secondary education goals. School plant planning such as school site planning, instructional space planning, administrative space planning, recreational space planning, space of convenience planning, circulation space planning and maintenance planning are essential in enhancing job performance process in the school system (Odunfowokan, 2011). The extent to which, these spaces may enhance better teaching and learning depends on their location, structure and facilities within the school premises. It is likely that well planned school plants in terms of location, structure and facilities will facilitate effective teachers' job performance and enhance better learning outcomes of the students. Odupurokan (2011) states that a well-planned school plant will gear up expected outcomes of education that will facilitate good social, political and economic emancipation through effective teaching and academic performance of students. Therefore, it can be said that the school plant is an essential aspect of educational planning because unless schools are well sited, buildings adequately constructed and equipment adequately provided much teaching may not take place. Corroborating this, Mark (2002) and Ajayi (2007) maintained that high levels of teachers' job performance may not be guaranteed where instructional space such as classrooms libraries, technical workshop and laboratories are lacking. However, in spite of the importance accorded school plant planning in realizing educational goals, it has not been given the adequate attention it deserves especially in developing countries like Nigeria. According to Amanchukwu and Ololube (2015), one of the strongest problems with the Nigerian educational system is the inappropriate school plant planning. It is worrisome that majority of the schools in our cities and towns especially in studied area are not properly planned in terms of instructional, recreational and maintenance school plants. For instance, students, especially in government-owned secondary schools, sit on floors to receive instruction. They receive instruction in classrooms which are similar to death traps due to their poor construction. Most of these schools are ignorantly sited near market places, highways, rail line, industries, airports, very close to main roads etc. and these prevent teachers from concentrating on the lesson because of the distractions from noise within the environment as well as preventing students from paying rapt attention to what is being taught in class by the teacher. Most schools are sited in areas that do not have capacity for further expansion in the nearest future (Agi, 2013).

The quality and standard of school depend largely on the provision, adequacy of school plant like the school buildings, classrooms, libraries, laboratories football pitch, offices, etc (Akinsolu, 2014). School plant is very useful in bringing about effective and purposeful teaching and learning. According to Emetarom (2014), school plant are the physical and spatial enablers of teaching and learning which will increase the production of results and serve as pillars of support for effective teaching. The success of any system of education depends to a large extent on the teachers, their quality and their devotion to duty and their effectiveness on the job. It is as a result of this central position of the teachers that it is often said that no educational system can rise above the quality of its teachers (Rusillo and Arias, 2014). The teacher is a critical element in the teaching-learning situation. What he does or does not do affects learning in a proud way. Research has shown that the quality of teaching makes a considerable difference in students' learning and performance. This implies that the teacher is the key factor in whether a child learns well or not. The teacher is the one that translates educational philosophy and objective into knowledge and skill and transfers them to students in the classroom. The teacher commands and emits the image of one who improves knowledge and the physical conditions of the classroom through orderliness, discipline and control. He makes diagnosis of student's feelings and attitudes inferred by their behaviour and response in the classroom environment (Farland, 2016). The teacher is basically saddled with the responsibility of transferring knowledge, skills, attitudes and techniques to his students. The teacher makes an attempt to help people to acquire some skills, attitudes, knowledge, ideas and applications. Thus, the teacher's task is to influence or create desirable changes in behaviour in his or her own students. The teacher often guides the students through a series of planned activities so that his students may acquire the highest learning possible experiences. In the school system, a teacher's job performance could



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be described as the duties performed by a teacher at any given time in the school geared towards achieving both the daily school and classroom objectives and the entire set goals and objectives of education. The performance could be described as low, moderate, high, etc, depending on the extent of his commitment to work in order to achieve set objectives and goals (Adeyemi, 2014). This means that the variables of job performance such as effective teaching, effective use of scheme of work, lesson note preparation, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system. According to Nwogwu (2017), the planned activities of the teacher involves classroom instructions, preparation of lesson notes and lesson plan, evaluation of students performance, discipline of the children where necessary, etc, while the students respond positively and contribute meaningfully to the instructions received through classroom participation of answering questions and asking questions.

The school plant in most secondary schools in Nigeria has not been sufficient enough to enhance teachers' job performance. In some cases, teachers deliver their lessons while standing, seating on tables, and even sitting on the windows due to small sized classrooms. Also, many of the laboratories, libraries, and play grounds cannot accommodate a reasonable number of students (Mutiu, 2019). This negatively affects the teacher. In fact, Ahmed (2016) showed that in most of the nation's secondary schools, teaching and learning take place under a most uncomfortable environment, lacking basic materials. Physical conditions refer to those things that must be available in the work place for effective work to take place. In the context of the school system, they are those things that enable the teacher and students to be able to carry out the teaching/learning process effectively and contribute to the achievement of the school goals and objectives without fatigue and distraction. As opined by Felix (2016), a good school organization must have appropriate physical conditions (aesthetic beauty, availability of instructional materials, location) necessary for effective teaching/learning. There should be maximum presence of school plant such as good building constructions, sufficient windows and doors to cool the heat during hot season. All these improve the teachers' job performance and consequently students' performance. However, in most public secondary schools in Delta Central Senatorial District of Delta State, there appear to be shortage of school plant which in turn hinders teachers' job performance. For instance, most secondary schools in Delta Central Senatorial District of Delta State have insufficient classroom that can accommodate the large number of students who want to attend secondary education. The libraries, football pitch, and even school hall cannot contain a reasonable number of students. It becomes challenging for the teacher to move around during lessons and effectively manage his students. Ijaduola (2017) cautioned that with poor availability of school plants, there are usually mental fatigue, truancy, frustration, discomfort, and poor health; all that consequently reduces teachers' job performance.

Many scholars, researchers, administrators and educational planners have confirmed that school plant in Nigerian public secondary schools are inadequate and the few available ones are being over utilized due to poor funding. Ikoya and Onoyase (2015) reported that only 48% of public secondary schools across the country have school infrastructures in adequate quality and quantity. Ajayi (2015) reported that some of the Nigerian public secondary schools are dilapidated due to inadequate funding while most of the schools are living in their past glories. Such situation hinders effective teaching and making the process rigorous and uninteresting to teachers. This seems to be the situation in most public secondary schools in Delta Central Senatorial District of Delta State, where most of the public schools experience poor adequate funding from state government through its secondary education board in charge of the various secondary schools, which then limits the availability of these facilities necessary for effective teaching to take place. In fact, proper school plant planning and adequate provision of school plant has a strong influence on teachers' job performance. Researchers like Wilcockson (2016), Ajayi (2013) and Owoye (2017) have strongly identified the importance of school plant in teaching while the inadequacy, deterioration and lack of maintenance of these facilities will spell doom for the teachers and students in the teaching and learning activities. To this end, the management of various public secondary schools has a lot to do to ensure proper management and maintenance of equipment and facilities in the school which will in turn enhance teachers' job performance (Lawal, 2014). However, the reality in most public secondary schools in Delta Central Senatorial District of Delta State seems to be ugly in that, administrators appear to spend much time on instructional planning, curriculum development, personnel development and community relations claiming that the management and maintenance of school facilities is the sole preserve of the government. This results to cases of broken chairs, broken tables, and roof leakages which are observed in the raining season, etc, as a result of poor maintenance. The availability and maintenance of school plant will enhance or improve teachers' job performance. It is against this background that the



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researcher is examining influence of school plant planning on teachers' job performance in public secondary schools in Delta Central Senatorial District of Delta State, Nigeria.

Statement of the Problem

There have been public concerns in recent times by parents and other stakeholders in education about the poor performance of teachers in public Secondary Schools in Delta Central Senatorial District of Delta State in particular and Nigeria in general. The poor performance of teachers has been attributed to poor performance of students in both internal and external examinations. That most times, teachers exhibit high level of unprofessional conduct in the school. Many of them hawk wares during official hours, some absent themselves from school without permission, even when they are in school do not attend classes/lessons. Others abandon their lessons and engage in taking alcohol during school hours and show general lack of commitment to their jobs. Again, there have been growing concerns about poor school plant planning in public Secondary Schools in Delta Central Senatorial District of Delta State. Most of the schools in the studied area are sited in poor or unsuitable locations, poor instructional, administrative, circulation, recreational and convenience spaces which cumulated into inadequate school plant such as school buildings- classrooms, assembly halls, laboratories, workshops, libraries etc with poor lighting, noise, inconsistent temperatures due to ineffective ventilation. Also, there is poor school plant maintenance which has resulted in dilapidated buildings with leaking roofs, broken windows, blown off roofs, cracked and decaying walls, sagging roofs, and many more. The poor performance of teachers could be attributed to poor school plant planning. It is in view of the above premise that prompted the researcher to carry out a study to determine whether school plant planning influences teachers' job performance in public secondary schools in Delta Central Senatorial District of Delta State, Nigeria.

Objectives of the Study

The objective of the study is to determine the extent to which school plant planning influence teachers' job performance in public secondary schools in Delta Central Senatorial District of Delta State, Nigeria. Specifically, the study intends to:

1. Determine the extent to which school plant planning in terms of instructional space influence teachers' job performance in public secondary schools in Delta Central Senatorial District of Delta State, Nigeria.
2. Determine the extent to which school plant planning in terms of recreational space influence teachers' job performance in public secondary schools in Delta Central Senatorial District of Delta State, Nigeria.
3. Determine the extent to which school plant maintenance planning influence teachers' job performance in public secondary schools in Delta Central Senatorial District of Delta State, Nigeria.

Research Questions

The following research questions were formulated to guide the study:

1. To what extent does school plant planning in terms of instructional space planning influence teachers' job performance in public secondary schools in Delta Central Senatorial District of Delta State, Nigeria?
2. To what extent does school plant planning in terms of the recreational space planning influence teachers' job performance in public secondary schools in Delta Central Senatorial District of Delta State, Nigeria?
3. To what extent does school plant maintenance planning influence teachers' job performance in public secondary schools in Delta Central Senatorial District of Delta State, Nigeria?

Research Hypotheses

H01: There is no significant influence of instructional space planning on teachers' job performance in public secondary schools in Delta Central Senatorial District of Delta State, Nigeria

H02: There is no significant influence of recreational space planning on teachers' job performance in public secondary schools in Delta Central Senatorial District of Delta State, Nigeria

H03: There is no significant influence of maintenance of school plant on teachers' job performance in public secondary schools in Delta Central Senatorial District of Delta State, Nigeria.

Methodology

The study made use of descriptive survey research design. Specifically, the study used cross-sectional survey because it requires that data are collected at a particular time, from a large sample for the purpose of describing a population represented by the sample at that particular time.



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Population of the Study

The population of this study is 1, 554 which consist of 75 principals and 1,479 teachers from all the public secondary in Delta Central Senatorial District of Delta State (Delta State Ministry of Education, 2021). The common characteristic of the population is that all of them are public school principals and teachers. See table below for details of the distribution of population of the study:

Table 1: Distribution of Population of the study by Local Government and Schools, Principals and teachers

Local Government	No. of Schools	No. of Principals	No. of Teachers	Total
Ethiope East	8	8	187	195
Ethiope West	9	9	175	184
Sapele	8	8	179	187
Okpe	10	10	184	194
Ughelli North	9	9	185	194
Ughelli South Udu	12	12	193	105
Uvwie	10	10	185	195
	9	9	191	100
Total	75	75	1479	1,554

Source: Delta State Ministry of Education, 2026

The sample of this study consists of selected public secondary in Delta Central Senatorial District of Delta State from a population of 1, 554 which consist of 75 principals and 1,479 teachers. The Simple Random Sampling procedure of 10% randomization was used by the researcher to collect data for the research. Hence, the sample size is determined as follows:

Table 2: Sample frame of study by Local Government and Schools, Principals and teachers

Local Government	Sample of Schools	Sample of Principals	Sample of Teachers	Total
Ethiope East	1	1	19	20
Ethiope West	1	1	18	19
Sapele	1	1	18	19
Okpe	1	1	18	19
Ughelli North	1	1	19	20
Ughelli South Udu	1	1	19	20
Uvwie	1	1	19	20
	1	1	19	20
Total	8	8	149	157

The sample size is therefore 157 which consist of 8 principals and 149 teachers representing 10% of the total population of 1, 554 which consist of 75 principals and 1,479 teachers in Delta Central Senatorial District of Delta State. Gleen (2013) was of the opinion that in survey research, a sample size of 10% is considered minimum. The level of significance indicates the confidence the researcher has on the sample that the subjects drawn, has all the characteristics of the population. The questionnaire was designed by the researcher and it is called Questionnaire on Influence of School Plant Planning on Teachers' Job Performance (QISPPTJP).

Summary of Major Findings

Based on the results of the analysis of the three research questions and testing of the three hypotheses postulated for the study, the following constitute the summary of the major findings:

1. There is significant influence of instructional space school plant planning on teachers' job performance in public secondary schools in Delta Central Senatorial District of Delta State, Nigeria.
2. That there is significant influence of recreational space school plant planning on teachers' job performance in public secondary schools in Delta Central Senatorial District of Delta State, Nigeria.
3. That there is also a significant influence of school plant maintenance planning on teachers' job performance in public secondary schools in Delta Central Senatorial District of Delta State, Nigeria.



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Discussion of Findings

Based on the results of the analysis of the three research questions and testing of the three hypotheses postulated for the study, the findings are discussed thus:

The first finding of this study revealed that there exists a significant influence of instructional space school plant planning on teachers' job performance in public secondary schools in Delta Central Senatorial District of Delta State, Nigeria. This finding is in line with Martin (2008) who admitted that, the school plant planning with number of buildings, sufficient classrooms, spacious enough to avoid over-crowding in the classrooms gives teachers the comfort to teach their lessons and go round the classroom to check individual student class work. This was corroborated by Adegboyega, (2018) who posited that, well planned school buildings with well-ventilated and adequate light provide a good teaching and learning environment for both the teacher and student. Olorube, (2016) also in agreement with the finding stated that, a well-planned school with facilities such as library, laboratory, class computer laboratory, and office accommodation for teachers have a great impact on the teachers' effectiveness and students' performance in secondary schools. The above finding was also in accordance with the views of Owoeye and Yara's (2011) whose study revealed a significant relationship between the job performance of teachers in secondary schools and availability of library facilities, availability of textbooks, and availability of laboratory facilities. Their study revealed that facilities were potent to teachers' job performance and high academic achievement of students.

The second finding of this study revealed that recreational space school plant planning influence teachers' job performance in public secondary schools in Delta Central Senatorial District of Delta State, Nigeria. This finding is in agreement with Fakomogbon (2009) who noted that recreational facilities are important tools in the school that can strengthen the emotional health and rejuvenate the teacher to enhance teachers' job performance. He stated that, by engaging in recreational activities it reduces the feelings of depression and anxiety in teachers thereby preparing them mentally for job performance. And that those teachers who are mentally alert goes with excitement and teach with vigor which gives students better understanding. Corroborating on the views of Fakomogbon, Owoeye (2010) stated that physical activities and sporting have health benefits from moderate participation, improved strength and endurance, healthier bones and muscles, weight control, reduced anxiety and increased self-esteem, and, often, improved blood pressure and cholesterol levels which gives teachers renewed energy for better job performance. Ezeanichinedu (2012), also supported the finding of this study when he stated that the use of recreational facilities encourages social interaction among teachers, improve concentration, increase personal confidence and self-awareness. These according to him are motivating factors for teachers' job performance. Ikoya and Onoyase (2015) reported in their investigation of teacher's job performance through results of public secondary schools in WAEC 2011 – 2015 in Cross River State find out that schools with adequate recreational facilities and whose teachers participate actively in sporting activities perform better than without adequate recreational facilities.

The third finding of the study indicated that maintenance of school plant influences teachers' job performance in public secondary schools in Delta Central Senatorial District of Delta State, Nigeria. This finding corroborates with Anzaku (2011) which stated that, the marker - board most time is the available visual material in the class that teachers use to teach students. The effective management of this classroom marker – board enhances teachers' teaching skills of writing clearly to be legible for students especially those who sit at the back which demonstrate teachers' effectiveness in their job performance. This fact is attested by Azuibuike (2012) who opined that, "Instructors with trained manpower requirement can effectively use visual materials like the marker - board in the teaching and process for learning to be achieved by all in a large class." However, most public secondary schools in Delta South Senatorial District, Delta state, Nigeria, teachers come to the classroom with poor managerial manpower required in the effective use of the available visual material in the classroom – marker- board; by using a writing material that the colour is not bright enough which will not make a large class to see and learn.



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Conclusion

The study concluded that there should be adequate school plant planning, adequate school plant funding and maintenance of school plant which will impact significantly or influence to a high extent teachers' job performance therefore, should not be treated with levity.

Recommendations

Based on the findings of this study, the following recommendations were made;

- i. Delta state government should ensure that it takes responsibility through the state ministry of education to handle and coordinate school plant planning and ensure adequate provision of school plant in public secondary schools in Delta state, which will go a long way to enhance teachers' job performance
- ii. Delta state government should increase budgetary allocation to education through ministry of education to adequately fund school plant planning for adequate provision and maintenance of school plant in secondary schools in the state.

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