



## IMPACT OF EDUCATIONAL PLANNING ON ACADEMIC PERFORMANCE OF STUDENTS IN PUBLIC SECONDARY SCHOOLS IN OBAJI LOCAL GOVERNMENT AREA

Mohammed Lawal Yahaya  
Gideon Robert University, Lusaka  
Email: [Agahيامa2000@gmail.com](mailto:Agahيامa2000@gmail.com), Phone: 08036579756

### Article Details

Volume: 02

Issue: 06

Pages: 52-67

Month: June

Year: 2026

DOI: <https://doi.org/10.5281/zenodo.20683252>

### Recommended Citation for APA 7<sup>th</sup> Edition:

Yahaya, M.L. (2026). The impact of educational planning on academic performance of students in public secondary schools in Obaji Local Government Area. *International Journal of Premium Advanced Educational Research*, 2(6), 52-67. DOI: <https://doi.org/10.5281/zenodo.20683262>

### Abstract

This study examines the impact of educational planning on academic performance of students in public secondary schools in Obaji Local Government Area. Educational planning plays a crucial role in ensuring the effective allocation of resources, proper curriculum implementation, teacher deployment, and overall school administration. The study investigates how key planning components, such as human resource planning, infrastructural development, curriculum planning, and budgeting, influence students' academic outcomes. A descriptive survey research design was adopted, and data were collected from teachers and school administrators in selected public secondary schools. Findings from the study reveal that effective educational planning significantly enhances students' academic performance by improving teaching effectiveness, learning conditions, and school management efficiency. The study also tests a null hypothesis at a 0.05 level of significance to determine whether there is a significant relationship between educational planning and students' academic performance. The study concludes that poor planning negatively affects academic achievement, while well-structured planning systems promote educational success. It recommends strengthened policy implementation, improved funding, regular monitoring, and capacity building for school administrators to enhance planning effectiveness and student performance.



This work is licensed under Creative Commons Attribution 4.0 International. To view a copy of this license, visit <https://creativecommons.org/licenses/by-nc/4.0/>

**Keywords:** Educational Planning, Academic Performance, Secondary Schools, Human Resource, Planning, Curriculum Implementation

### 1.1 Introduction

Education is universally acknowledged as the cornerstone of national development because it equips individuals with the knowledge, skills, values, and competencies required for personal and societal advancement. In recent years, concerns have been raised about the fluctuating

performance of students in public secondary schools across Nigeria, particularly in external examinations such as those of the West African Examinations Council and the National Examinations Council. Educational planning ensures that educational resources such as teachers, infrastructure, instructional materials, finances, and learning facilities are adequately provided and utilized to support teaching and learning processes. According to Nwosu (2023), educational planning is a rational and systematic approach aimed at making education more effective and responsive to societal and learner needs. Effective planning enhances the provision and use of educational resources, thereby improving educational outcomes. Ayeni (2022) observed that inadequate instructional planning contributes significantly to declining educational quality and poor academic performance in public secondary schools. The study established that effective instructional planning improves teachers' productivity, classroom management, instructional delivery, and students' learning outcomes. Similarly, Oguejiofor, Obiekwe, and Honorius (2023) argued that effective educational planning facilitates educational development by enabling efficient resource allocation, improved infrastructure provision, and the effective implementation of educational policies. Educational planning encompasses several dimensions, including curriculum planning, manpower planning, financial planning, infrastructural planning, instructional planning, and school development planning. According to Nwosu (2023), educational planning is the application of rational and systematic analysis to educational development aimed at improving efficiency, equity, and responsiveness within the education system. The author further argues that educational planning is essential for harmonizing educational demand with supply, ensuring that educational services meet societal expectations while maintaining quality standards. Similarly, Okeke and Eze (2024) assert that educational planning is a dynamic process that anticipates future educational needs and provides structured responses through policy formulation, resource allocation, and institutional coordination. They maintain that without effective planning, educational systems become reactive rather than proactive, leading to inefficiencies that negatively affect student learning outcomes. In the same vein, Ibrahim and Musa (2025) emphasize that educational planning in Nigeria is increasingly important due to population pressure and resource constraints, noting that “no educational system can achieve sustainable academic success without deliberate and data-driven planning frameworks that align inputs with expected outputs.” Educational planning is multidimensional in nature and comprises several interrelated components that collectively determine the effectiveness of the school system. Ezeani and Chukwu (2022) note that “teacher adequacy and proper deployment remain strong predictors of students’ academic success in secondary education,” emphasizing that poor manpower planning leads to instructional imbalance and reduced learning effectiveness.

Financial planning constitutes another essential dimension of educational planning. It involves budgeting, allocating, and monitoring educational funds to ensure the efficient use of scarce resources. Adequate financial planning enables schools to procure instructional materials, maintain infrastructure, and support staff development. According to Ojo and Akinwale (2023), “effective financial planning in education determines the extent to which schools can provide quality learning environments and sustain instructional programmes.” Poor financial planning, on the other hand, often results in resource shortages that directly affect the quality of teaching and learning. Physical facilities planning is also a fundamental aspect of educational planning. It

includes the provision and maintenance of classrooms, laboratories, libraries, ICT facilities, and other infrastructural resources necessary for effective teaching and learning. Adeyemi and Salami (2024) observed that schools with well-planned and adequately maintained facilities consistently outperform poorly equipped schools academically, noting that “learning outcomes are significantly influenced by the quality and availability of physical learning environments.” This implies that infrastructural planning is not optional but central to educational success.

Curriculum planning represents another major component that determines the relevance and effectiveness of education. It involves the design, implementation, and evaluation of learning content to ensure alignment with national goals and societal needs. In Nigeria, curriculum planning is increasingly being influenced by competency-based education reforms and 21st-century skill demands. According to Uche and Bello (2025), curriculum planning must be responsive and adaptive, stating that “a poorly structured curriculum undermines students’ ability to acquire relevant knowledge and reduces academic performance across subjects.” Instructional planning, which operates at the classroom level, is equally critical in determining academic outcomes. It involves lesson planning, instructional delivery strategies, classroom management, and assessment techniques. Ayeni (2022) maintains that instructional planning is a core determinant of teaching effectiveness, arguing that teachers who engage in systematic lesson preparation are more likely to achieve higher student performance. Similarly, Oladipo (2023) observes that “instructional planning enhances clarity, organization, and learner engagement, thereby improving academic achievement among secondary school students.” Educational planning includes broader strategic elements such as policy formulation, school mapping, enrolment forecasting, and quality assurance mechanisms. These ensure that educational services are evenly distributed and aligned with national development goals. As noted by Okafor and Nwankwo (2026), strategic educational planning ensures “optimal utilization of resources and improved accountability in public secondary schools,” which ultimately strengthens system-wide performance. Academic performance, on the other hand, refers to the measurable level of achievement attained by students in educational activities, typically assessed through examinations, assignments, tests, and standardized assessments. It reflects how well students have mastered the knowledge, skills, and competencies taught within the school system. In Nigeria, academic performance is commonly evaluated through internal school examinations and external examinations such as WASSCE, NECO, and JAMB. Owan et al. (2023) argue that academic performance is multidimensional, extending beyond cognitive achievement to include affective and psychomotor domains. Edeh and Nwachukwu (2024) assert that “the quality of educational planning within a school system largely determines the efficiency of resource utilization and the academic success of learners.” Dahiru, Almustapha, and Sambo (2024) found a significant positive relationship between educational planning and teaching staff performance in Zamfara State, concluding that “effective planning enhances teacher productivity and improves student academic outcomes.” This finding aligns with Ibrahim's (2025) position, which argues that teacher effectiveness remains one of the strongest predictors of academic success in Nigerian secondary schools. Educational planning also improves infrastructure provision, which directly affects teaching and learning processes. Adekunle (2024) reports that infrastructure and instructional materials significantly influence students’ academic performance in Niger State, noting that schools with adequate facilities consistently outperform

those with inadequate facilities. Similarly, Olatunji and Bello (2025) emphasize that “inadequate infrastructural planning undermines effective learning and reduces student achievement across subjects.” Strategic educational planning enhances overall school effectiveness by strengthening leadership, accountability, and resource management. Sheyin (2024) asserts that strategic planning significantly improves school effectiveness by ensuring better coordination of school activities and improved instructional supervision. According to the author, schools that adopt structured planning systems demonstrate higher academic performance due to improved organizational efficiency. Educational planning also contributes to the development of a conducive learning environment, which is essential for effective teaching and learning. Adeniyi and Adegbesan (2021) found that school plant planning and maintenance significantly influence students’ academic performance in science subjects in Ogun State, concluding that “students perform better academically in environments that are well-planned, safe, and adequately equipped for learning.” In addition, effective educational planning enhances monitoring and evaluation processes, ensuring that academic challenges are identified and addressed promptly. This continuous improvement mechanism enhances instructional quality and improves student outcomes. As noted by Eze and Nnadi (2026), “continuous educational planning and evaluation ensure sustained academic improvement and institutional effectiveness in secondary schools.”

The Systems Theory was originally developed by Ludwig von Bertalanffy (1968) and remains one of the most widely applied theories in educational administration and management. The theory explains that every organization consists of several interrelated and interdependent parts that function collectively to achieve predetermined goals. The effectiveness of any organization depends on the harmonious interaction among its various components, because no unit operates independently. According to Nwosu (2023), educational institutions function as interconnected systems in which human, material, and financial resources, as well as administrative processes, must be properly coordinated to achieve educational effectiveness. The author emphasized that educational planning serves as the integrating mechanism that links all educational activities and ensures that resources are utilized efficiently. Similarly, Ezeani and Chukwu (2022) argued that educational planning serves as the central coordinating subsystem within the school system, aligning educational resources with institutional goals and facilitating effective teaching and learning. The transformation process consists of all educational activities through which inputs are converted into outputs. These activities include educational planning, teaching and learning, curriculum implementation, school administration, monitoring and supervision, staff development programmes, student assessment, guidance and counselling services, and quality assurance mechanisms. Through these processes, learners acquire knowledge, skills, attitudes, competencies, and values required for personal and societal development. The outputs of the educational system include academic performance, educational attainment, skill acquisition, behavioural change, character development, employability, and societal contribution. Owan et al. (2023) observed that educational outputs should not be measured solely by examination performance but also by the extent to which students acquire cognitive, affective, and psychomotor competencies. The authors maintained that effective educational systems produce academically competent and socially responsible graduates who can contribute positively to national development. One of the fundamental assumptions of Systems Theory is that educational

planning serves as the coordinating mechanism that connects educational inputs, processes, and outputs.

Educational planning ensures that resources are adequately mobilized, allocated, monitored, and utilized to achieve educational goals. Ayeni (2022) argued that effective educational planning improves coordination among educational stakeholders and facilitates the efficient use of available resources to enhance learning outcomes. Likewise, Sheyin (2024) argued that strategic planning strengthens school effectiveness by improving communication, accountability, instructional quality, and resource management. According to Okeke and Eze (2024), the systems approach enables educational administrators to understand the complex relationships among educational variables and make informed decisions regarding policy implementation and resource allocation. Ibrahim and Musa (2025) also asserted that effective educational planning creates synergy among educational components, minimizes resource wastage, and improves students' academic achievement. Similarly, Okafor and Nnadi (2026) noted that schools that adopt a systems-oriented planning approach are more likely to achieve institutional effectiveness because all educational resources are coordinated toward common objectives. The theory is highly relevant to the present study because it explains the relationship between educational planning and academic performance. Educational planning influences staffing, infrastructure provision, curriculum implementation, financial management, supervision, and instructional delivery. Public secondary schools in Obaji Local Government Area operate as educational systems whose effectiveness depends on how efficiently these educational resources are coordinated and utilized.

Effective planning ensures that all educational inputs are properly managed and transformed into desirable outputs such as improved academic performance, enhanced educational attainment, and quality learning outcomes. Human Capital Theory was propounded by Theodore Schultz (1961) and subsequently expanded by Gary Becker (1964). The theory emerged from economic studies that sought to explain how investment in education contributes to individual productivity and national development. The central proposition of the theory is that education constitutes an investment in human beings, just as investments in physical assets do. According to the theory, education increases individuals' knowledge, skills, competencies, and productive capacities, thereby enhancing their ability to contribute meaningfully to economic and social development. The theory views education as a productive investment rather than mere consumption expenditure. Schultz argued that expenditure on education should be regarded as an investment because it enhances people's productive capacities and increases future economic returns. Becker further explained that investments in education and training improve human capital, just as investments in machinery increase physical capital. Nwankwo and Eze (2024) maintained that the theory highlights the importance of strategic investment in educational facilities, teacher development, and instructional resources as determinants of academic success. One of the major assumptions of Human Capital Theory is that quality education produces productive, innovative, and competent individuals capable of contributing to economic development. Educational planning, therefore, serves as the mechanism through which educational resources are allocated, managed, and utilized to achieve these outcomes. Through effective

planning, schools can ensure adequate staffing, the provision of instructional materials, the maintenance of infrastructure, the implementation of modern teaching strategies, and effective curriculum delivery. Dahiru, Almustapha, and Sambo (2024) found that effective educational planning significantly improves teacher performance, thereby enhancing students' learning outcomes. Adekunle (2024) reported that adequate provision of educational facilities and instructional resources significantly improves students' academic performance, thereby supporting the proposition that educational investments contribute directly to learning effectiveness. Ojo and Bello (2025) further observed that schools characterized by adequate planning and strategic resource allocation consistently achieve higher levels of academic performance than schools with poor planning mechanisms. Similarly, Ibrahim and Musa (2025) argued that educational planning enhances the productivity of educational investments by ensuring that resources are directed toward areas of greatest need. Okafor and Nnadi (2026) also noted that effective planning improves accountability, efficiency, and sustainability in educational resource management, thereby maximizing educational outcomes.

## **1.2 Statement of the Problem**

Education remains a fundamental instrument for national development, social transformation, and human capital development. The achievement of educational goals largely depends on effective educational planning, which provides a framework for the efficient allocation and utilization of educational resources. Educational planning encompasses the provision of qualified teachers, adequate infrastructure, instructional materials, financial resources, curriculum implementation, and effective school management practices. When educational planning is properly implemented, it enhances teaching and learning processes, thereby improving students' academic performance. However, when planning is inadequate, educational institutions often experience challenges that negatively affect the quality of education and students' academic achievement. In Nigeria, poor academic performance among students in public secondary schools has become a major concern for the government, educational administrators, parents, and other stakeholders in the education sector. Despite various educational reforms and increased attention to educational development, many public secondary schools continue to record poor performance in internal and external examinations, such as the West African Senior School Certificate Examination (WASSCE) and the National Examination Council (NECO). This situation has raised questions regarding the effectiveness of educational planning and its role in promoting academic excellence.

Observations in many public secondary schools reveal challenges such as inadequate classrooms, insufficient instructional materials, a shortage of qualified teachers, poor funding, overcrowded learning environments, ineffective supervision, and weak implementation of educational policies. These challenges are often linked to deficiencies in educational planning and management. Consequently, students are unable to receive quality instruction and conducive learning experiences necessary for high academic achievement. In Obaji Local Government Area, public secondary schools are not exempt from these challenges. Reports from educational stakeholders indicate persistent concerns regarding students' academic performance, infrastructural inadequacies, teacher shortages, and limited educational resources. Although

educational planning is expected to address these challenges through effective resource allocation and policy implementation, the extent to which educational planning influences students' academic performance in public secondary schools within the area remains unclear. Previous studies have examined educational planning and academic performance in various parts of Nigeria, including Ogun, Ondo, Kaduna, Niger, Zamfara, and Osun States. However, there is limited empirical evidence specifically focusing on the impact of educational planning on the academic performance of students in public secondary schools in Obaji Local Government Area. This knowledge gap creates a need to investigate how educational planning affects students' academic performance in the area. Therefore, the problem of this study is to determine the extent to which educational planning influences students' academic performance in public secondary schools in Obaji Local Government Area.

### 1.2 Purpose of the Study

The main purpose of this study is to examine the impact of educational planning on the academic performance of students in public secondary schools in Obaji Local Government Area. Specifically, the study sought to:

1. Examine the influence of human resource planning on students' academic performance in public secondary schools in Obaji Local Government Area.
2. Determine the influence of physical facilities planning on students' academic performance in public secondary schools in Obaji Local Government Area.

### 1.3 Research Questions

The following research questions guided the study:

1. To what extent does human resource planning influence students' academic performance in public secondary schools in Obaji Local Government Area?
2. How does physical facilities planning influence students' academic performance in public secondary schools in Obaji Local Government Area?

### 1.4 Research Hypothesis

The following null hypothesis was tested at 0.05 level of significance:

**H<sub>01</sub>:** There is no significant relationship between educational planning and students' academic performance in public secondary schools in Obaji Local Government Area.

**Alternative Hypothesis (H<sub>11</sub>):** There is a significant relationship between educational planning and students' academic performance in public secondary schools in Obaji Local Government Area.

## 2. Methods

The methodology provided a systematic procedure for collecting, analyzing, and interpreting relevant data to achieve the study's objectives. Specifically, the chapter explained the research design, the study area, the study population, the sample and sampling techniques, the instrument for data collection, the instrument's validity and reliability, the method of data collection, the method of data analysis, ethical considerations, and model specification. The study adopted a descriptive survey research design. The choice of this design was informed by its suitability for collecting data from a large group of respondents concerning their opinions, perceptions,

experiences, and attitudes regarding educational planning and academic performance. The descriptive survey design enabled the researcher to obtain firsthand information from respondents without manipulating any of the study variables. It is particularly appropriate because the study seeks to investigate the existing relationship between educational planning and students' academic performance in public secondary schools. The study will be conducted in Obaji Local Government Area. The area comprised several public secondary schools established to provide secondary education to students residing within the Local Government Area. Obaji Local Government Area consists of both urban and rural communities with varying educational facilities, staffing conditions, and learning environments. Public secondary schools within the area operate under the supervision of the State Ministry of Education and are expected to implement educational policies and planning programmes designed to enhance teaching effectiveness and students' academic achievement. The choice of Obaji Local Government Area for this study is based on the need to examine the extent to which educational planning contributes to academic performance in the area, particularly given the challenges associated with resource allocation, infrastructure provision, teacher availability, and students' academic outcomes. The population of the consisted of all principals and teachers in public secondary schools in Obaji Local Government Area. Principals and teachers are considered appropriate respondents because they are directly involved in educational planning, policy implementation, instructional delivery, supervision, school administration, and evaluation of students' academic progress. Their roles place them in a strategic position to provide reliable information concerning educational planning practices and their impact on academic performance. The actual population figure for the study was obtained from the Post Primary Schools Management Board (PPSMB) or the State Ministry of Education before the commencement of data collection. A representative sample was drawn from the population using a multi-stage sampling procedure. In the first stage, a simple random sampling technique was used to select the public secondary schools that participated in the study. This technique provided equal opportunity for all schools to be selected and helped eliminate bias in the selection process. In the second stage, the proportionate sampling technique was employed to determine the number of respondents to be selected from each participating school based on the size of the staff population. In the final stage, a simple random sampling technique was used to select teachers from the selected schools. In addition, all principals in the selected schools may be included through purposive sampling because of their direct involvement in educational planning and school management. The sample size for the study will be determined using Taro Yamane's formula, which is widely used in educational research to obtain a representative sample from a known population. The formula is expressed as  $n = N/[1 + N(e^2)]$ , where  $n$  represents the sample size,  $N$  represents the population size, and  $e$  represents the acceptable level of error fixed at 0.05. Using this formula will ensure the sample adequately represents the study population.

Data for the study were collected using a structured questionnaire developed by the researcher and titled "Educational Planning and Academic Performance Questionnaire (EPAPQ)." The questionnaire will be designed to collect information relevant to the study's objectives. The instrument was divided into two major sections. Section A contained items related to respondents' demographic characteristics, such as gender, educational qualifications, years of teaching experience, and official designation. Section B contained items designed to measure educational

planning variables and academic performance indicators. The questionnaire focused on issues relating to human resource planning, physical facilities planning, educational planning practices, and factors influencing students' academic performance. The questionnaire items were structured on a four-point Likert scale, with Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) assigned values of 4, 3, 2, and 1, respectively. The use of the Likert scale is considered appropriate because it enables respondents to express the extent of their agreement or disagreement with each statement. It also facilitates quantitative analysis of responses and enhances the reliability of the data collected. To ensure the instrument's validity, face and content validity procedures will be used. The questionnaire was submitted to experts in Educational Administration and Planning, as well as specialists in Measurement and Evaluation, for critical assessment. The instrument's reliability was determined through a pilot study conducted outside the study area, but within schools that share characteristics similar to those selected for the main study. Twenty respondents, comprising teachers and principals participated in the pilot test. Data from the pilot study were analyzed using Cronbach's alpha. Cronbach's Alpha is considered appropriate because it measures the internal consistency of questionnaire items. A reliability coefficient of 0.70 or higher was considered acceptable, indicating that the instrument is reliable and capable of producing consistent results when administered under similar conditions. The researcher obtained an introductory letter from the institution and seek approval from the relevant educational authorities before commencing data collection. Permission was also be obtained from the school principals of the schools selected for the study. The researcher, assisted by trained research assistants, will personally administer copies of the questionnaire to respondents. The purpose of the study was clearly explained to the respondents to encourage cooperation and ensure accurate responses. The completed questionnaires were collected immediately or within an agreed period to ensure a high response rate and minimize the risk of loss or non-response. Data collected from the respondents were analyzed using both descriptive and inferential statistical techniques. The research questions were answered using Mean and Standard Deviation. Mean scores were used to assess respondents' agreement with each questionnaire item, while standard deviation indicated the degree of variation in their opinions. A criterion mean score of 2.50 served as the benchmark for decision-making. Any item with a mean score of 2.50 or above was accepted, while items with mean scores below 2.50 was rejected. The study's hypothesis was tested using Pearson's Product-Moment Correlation (PPMC) at the 0.05 level of significance. The choice of Pearson's Product Moment Correlation is based on its suitability for assessing the nature and strength of the relationship between educational planning and students' academic performance. The decision rule required the rejection of the null hypothesis whenever the calculated probability value (p-value) is less than 0.05. Conversely, the null hypothesis was not rejected if the p-value exceeds 0.05. Statistical analyses were conducted using the Statistical Package for the Social Sciences (SPSS), widely recognized for its effectiveness in handling quantitative research data.

### 3. Result

**Research Question 1:** To what extent does human resource planning influence the academic performance of students in public secondary schools in Obaji Local Government Area?

**Table 1:** Mean Ratings of Respondents on the Influence of Human Resource Planning on Academic Performance of Students

S/N	Human Resource Planning Variables	Mean ( $\bar{X}$ )	SD	Decision
1	Recruitment of qualified teachers enhances students' academic performance.	3.51	0.68	Accepted
2	Adequate teacher deployment improves teaching effectiveness and students' achievement.	3.46	0.72	Accepted
3	Regular staff training and development improve students' learning outcomes.	3.58	0.65	Accepted
4	Adequate teacher-student ratio contributes to better academic performance.	3.42	0.79	Accepted
5	Effective supervision of teachers improves instructional delivery and students' performance.	3.39	0.81	Accepted
6	Availability of experienced teachers enhances students' examination performance.	3.47	0.73	Accepted
<b>Grand Mean</b>		<b>3.47</b>	<b>0.73</b>	<b>Accepted</b>

The result presented in Table 1 shows that all the items recorded mean scores above the criterion mean of 2.50. The grand mean score of 3.47 indicates that respondents strongly agreed that human resource planning influences the academic performance of students in public secondary schools in Obaji Local Government Area. Specifically, respondents agreed that recruitment of qualified teachers, proper teacher deployment, staff training and development, maintenance of adequate teacher-student ratio, supervision of teachers, and availability of experienced teachers contribute significantly to students' academic success. The standard deviation values ranging from 0.65 to 0.81 indicate that respondents shared similar opinions on the issues raised. Therefore, it can be concluded that effective human resource planning positively influences students' academic performance in public secondary schools in Obaji Local Government Area.

**Research Question 2:** How does physical facilities planning influence the academic performance of students in public secondary schools in Obaji Local Government Area?

**Table 2:** Mean Ratings of Respondents on the Influence of Physical Facilities Planning on Academic Performance of Students

S/N	Physical Facilities Planning Variables	Mean ( $\bar{X}$ )	SD	Decision
7	Adequate classrooms promote effective teaching and learning.	3.55	0.66	Accepted
8	Availability of functional laboratories improves students' academic achievement.	3.61	0.62	Accepted
9	Well-equipped libraries enhance students' learning outcomes.	3.50	0.71	Accepted
10	Availability of instructional materials improves academic performance.	3.48	0.74	Accepted
11	Proper maintenance of school facilities enhances learning effectiveness.	3.44	0.77	Accepted
12	Availability of ICT facilities contributes to better academic performance.	3.53	0.69	Accepted
<b>Grand Mean</b>		<b>3.52</b>	<b>0.70</b>	<b>Accepted</b>

The findings in Table 2 indicate that respondents agreed that physical facilities planning has a significant influence on students' academic performance in public secondary schools in Obaji

Local Government Area. This is evident from the grand mean score of 3.52, which is above the benchmark mean of 2.50. The respondents agreed that adequate classrooms, functional laboratories, well-equipped libraries, sufficient instructional materials, proper maintenance of facilities, and availability of ICT resources facilitate effective teaching and learning and consequently improve students' academic achievement. The standard deviation values indicate a high degree of consistency in the responses of the participants. Therefore, it can be inferred that effective planning and provision of physical facilities contribute substantially to improved academic performance among students.

### Test of Hypothesis

**H<sub>01</sub>:** There is no significant relationship between educational planning and the academic performance of students in public secondary schools in Obaji Local Government Area.

**H<sub>11</sub>:** There is a significant relationship between educational planning and the academic performance of students in public secondary schools in Obaji Local Government Area.

**Table 3:** Pearson Product Moment Correlation (PPMC) Analysis Showing the Relationship Between Educational Planning and Academic Performance

Variables	N	Mean	SD	r-value	p-value	Alpha Level	Decision
Educational Planning	200	3.50	0.71	0.684	0.000	0.05	Reject H <sub>0</sub>
Academic Performance	200	3.42	0.69				

Table 3 presents the Pearson Product Moment Correlation analysis conducted to determine the relationship between educational planning and academic performance of students in public secondary schools in Obaji Local Government Area. The result shows a correlation coefficient (r) of 0.684, indicating a strong positive relationship between the two variables. The p-value of 0.000 is less than the chosen significance level of 0.05. Based on the decision rule, the null hypothesis is rejected while the alternative hypothesis is accepted. This finding implies that educational planning has a statistically significant relationship with students' academic performance. In practical terms, improvements in educational planning practices such as effective human resource planning and physical facilities planning are likely to result in corresponding improvements in students' academic achievement. The result further suggests that schools that engage in proper educational planning tend to achieve better academic outcomes than schools with inadequate planning mechanisms.

### 4. Discussion of Findings

The findings of this study revealed that human resource planning significantly influences the academic performance of students in public secondary schools in Obaji Local Government Area. The result showed a grand mean score of 3.47, which is above the criterion mean of 2.50, indicating that respondents agreed that effective human resource planning contributes positively to students' academic achievement. Specifically, the findings showed that recruiting qualified teachers, properly deploying teachers, providing staff training and development, maintaining an adequate teacher-student ratio, effectively supervising teachers, and ensuring the availability of experienced teaching personnel significantly enhance students' academic performance. This

finding suggests that when schools are adequately staffed with competent, professionally trained teachers, students receive high-quality instruction, improved academic guidance, and better learning experiences, which ultimately translate into higher academic achievement. The finding is consistent with the study conducted by Ayeni (2022), who reported that instructional planning and effective management of teaching personnel significantly improve teacher productivity and students' learning outcomes in public secondary schools. Similarly, Dahiru, Almustapha, and Sambo (2024) found that educational planning positively influences teaching staff performance, thereby improving students' academic achievement. The finding also supports the position of Ibrahim and Musa (2025), who argued that effective human resource planning remains one of the most important determinants of educational effectiveness and students' academic success in Nigerian secondary schools. Therefore, the results imply that effective human resource management remains a critical factor in enhancing academic performance among students in public secondary schools in Obaji Local Government Area. The findings further revealed that physical facilities planning significantly influences students' academic performance in public secondary schools in Obaji Local Government Area. This was evidenced by a grand mean score of 3.52, which exceeded the benchmark of 2.50. Respondents agreed that adequate classrooms, functional laboratories, well-equipped libraries, sufficient instructional materials, proper maintenance of school facilities, and availability of Information and Communication Technology (ICT) resources contribute significantly to effective teaching and learning. The result indicates that a conducive learning environment created through effective physical facilities planning enhances students' concentration, motivation, participation in learning activities, and overall academic achievement.

This finding corroborates the study by Adeniyi and Adegbesan (2021), which found that school plant planning and maintenance significantly influence students' academic performance in secondary schools. The finding also aligns with Adekunle (2024), who found that infrastructural facilities and instructional materials significantly contribute to improved academic achievement among secondary school students. The hypothesis tested revealed a significant positive relationship between educational planning and the academic performance of students in public secondary schools in Obaji Local Government Area. The Pearson Product Moment Correlation analysis produced a correlation coefficient ( $r$ ) of 0.684 and a  $p$ -value of 0.000, which is less than the significance level of 0.05. Consequently, the null hypothesis was rejected while the alternative hypothesis was accepted. The result indicates that educational planning and academic performance are strongly related, suggesting that improvements in educational planning are associated with corresponding improvements in students' academic achievement. This finding supports the Systems Theory propounded by Bertalanffy (1968), which emphasizes that educational institutions function as systems where effective coordination of inputs such as teachers, facilities, finances, and instructional resources leads to desirable educational outputs. The finding also aligns with the Human Capital Theory developed by Schultz (1961) and Becker (1964), which posits that investments in educational resources contribute significantly to the development of human capacities and improved educational outcomes. Furthermore, the result agrees with the findings of Nwosu (2023), Ojo and Bello (2025), and Okafor and Nnadi (2026), who reported significant

positive relationships between educational planning practices and students' academic performance in Nigerian secondary schools.

## **5. Conclusion**

This study examined the impact of educational planning on the academic performance of students in public secondary schools in Obaji Local Government Area. The study was necessitated by the growing concern over students' academic performance in public secondary schools and the need to determine the extent to which educational planning contributes to achieving educational objectives. Specifically, the study investigated the influence of human resource planning and physical facilities planning on students' academic performance and further examined the relationship between educational planning and academic performance. Based on the study's findings, it was established that human resource planning plays a significant role in enhancing students' academic performance in public secondary schools in Obaji Local Government Area. The study revealed that the recruitment of qualified teachers, effective deployment of teaching personnel, regular staff development programmes, adequate teacher-student ratio, and effective supervision of teachers contribute positively to students' academic achievement. The findings suggest that the quality and availability of human resources remain critical determinants of educational effectiveness and improved learning outcomes.

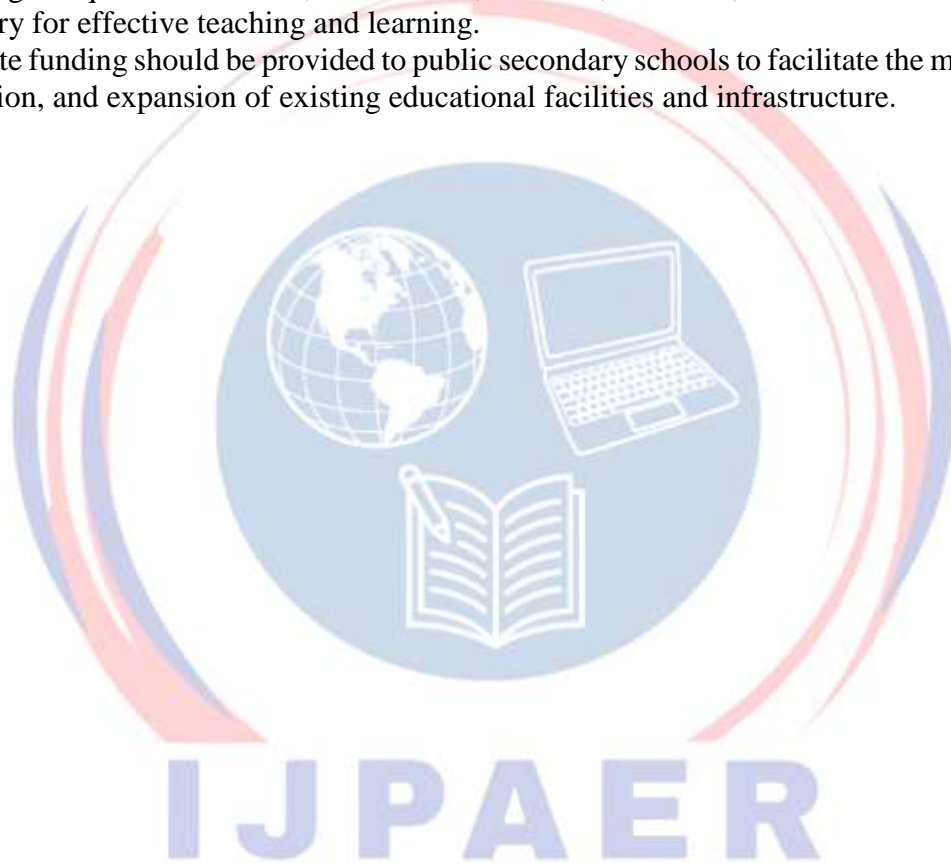
The study further established that physical facilities planning significantly influences students' academic performance. The findings showed that the availability of adequate classrooms, well-equipped laboratories, functional libraries, instructional materials, and properly maintained school facilities enhances the teaching-learning process and creates a conducive environment for academic excellence. Schools with adequate physical facilities were found to provide better opportunities for effective learning and improved academic achievement among students. The study also revealed a significant positive relationship between educational planning and students' academic performance in public secondary schools in Obaji Local Government Area. The significant correlation obtained indicates that effective educational planning contributes substantially to improved academic outcomes. This finding confirms that educational planning serves as a strategic tool for ensuring the effective allocation and utilization of educational resources necessary for achieving educational goals. The study, therefore, concludes that educational planning is an indispensable component of educational administration and school effectiveness. Human resource planning and physical facilities planning are essential dimensions of educational planning that significantly influence students' academic performance.

## **6. Recommendations**

Based on the findings and conclusions of this study, the following recommendations are made:

1. The government, through the Ministry of Education and relevant educational agencies, should strengthen human resource planning by recruiting sufficient numbers of qualified and competent teachers to address teacher shortages in public secondary schools.
2. School administrators should ensure the proper deployment of teachers to their areas of specialization to enhance instructional effectiveness and improve students' academic performance.

3. Regular in-service training, workshops, seminars, and professional development programmes should be organized to improve teachers' pedagogical skills, professional competence, and instructional effectiveness.
4. Educational authorities should establish effective supervision and monitoring mechanisms to ensure that teachers perform their duties efficiently and adhere to established educational standards.
5. Government and school management should prioritize physical facilities planning by providing adequate classrooms, laboratories, libraries, furniture, and instructional materials necessary for effective teaching and learning.
6. Adequate funding should be provided to public secondary schools to facilitate the maintenance, renovation, and expansion of existing educational facilities and infrastructure.



## REFERENCES

- Adeniyi, F. B., & Adegbesan, S. O. (2021). School plant planning, maintenance and science students' academic performance in Ogun State secondary schools, Nigeria.
- Adekunle, S. (2024). Infrastructural facilities, instructional materials and academic performance of secondary school students in Niger State, Nigeria. *Kontagora International Journal of Educational Research*, 6(1), 45–61.
- Akinwale, T. O. (2023). Educational investment and human capital development in Nigerian secondary schools. *Nigerian Journal of Educational Management*, 18(2), 112–126.
- Ayeni, A. J. (2022). Instructional planning and productivity in public secondary schools in Ondo State, Nigeria. *Journal of Management and Business Education*, 5(3), 266–281.
- Becker, G. S. (1964). *Human capital: A theoretical and empirical analysis with special reference to education*. Columbia University Press.
- Dahiru, A. S., Almustapha, J., & Sambo, Z. (2024). Effective educational planning and teaching staff performance in public secondary schools in Zamfara State. *Universal Journal of Educational Research*, 3(1), 59–68.
- Ezeani, C. N., & Chukwu, P. O. (2022). Systems approach and educational effectiveness in Nigerian secondary schools. *Journal of Educational Administration and Planning*, 14(1), 67–81.
- Ibrahim, M. A., & Musa, A. U. (2025). Educational planning and academic achievement in public secondary schools in Nigeria. *African Journal of Educational Studies*, 21(2), 88–103.
- Nwankwo, J. C., & Eze, E. N. (2024). Human capital development and educational planning in Nigeria. *International Journal of Educational Policy and Leadership*, 9(2), 44–58.
- Nwosu, O. N. (2023). Influence of educational planning on the provision and utilization of students' services in secondary schools in Nigeria. *Journal of Theoretical and Empirical Studies in Education*, 8(1), 1–12.
- Oguejiofor, C. N., Obiekwe, K. K., & Honorius, C. (2023). The significance of proper educational planning for educational development in secondary schools in Enugu South Local Government Area of Enugu State. *International Journal of Education Research and Scientific Development*, 1(2), 45–58.
- Ojo, A. A., & Bello, M. O. (2025). Strategic educational resource allocation and students' academic achievement in Nigeria. *Nigerian Journal of Educational Research*, 20(1), 73–89.

- Okafor, K. C., & Nnadi, I. F. (2026). Educational planning, accountability and institutional effectiveness in public secondary schools. *Journal of Contemporary Educational Studies*, 11(1), 55–71.
- Okeke, C. N., & Eze, U. C. (2024). Systems theory and educational management practices in Nigeria. *International Journal of Educational Development and Policy Studies*, 16(3), 92–108.
- Owan, V. J., Ekpenyong, J., Mbon, U., & Abang, K. (2023). Predicting students' multidimensional learning outcomes in public secondary schools: The roles of school facilities, administrative expenses and curriculum. *Journal of Applied Learning and Teaching*, 6(2), 294–310.
- Schultz, T. W. (1961). Investment in human capital. *American Economic Review*, 51(1), 1–17.
- Sheyin, A. O. (2024). The role of strategic planning in enhancing school effectiveness in public secondary schools. *Mimbar Ilmu*, 29(3), 382–389.
- Shittu, A. A., Medupin, A. J., & Oladejobi, J. O. (2020). School development planning as predictor of students' academic performance in public secondary schools in Ilorin Metropolis, Nigeria. *Al-Hikmah Journal of Educational Management and Counselling*, 1(2), 67–80.
- Usman, A., & Ahmed, Z. I. (2025). Impact of infrastructural facilities and administrative planning on academic performance of students in senior secondary schools in Kaduna State, Nigeria. *International Journal of Contemporary Public Health and Development*, 3(1), 15–29.