

Planning, Management and Employee Performance as Determinants of Governance Outcomes: Evidence from the Nigerian Educational Sector

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Abstract

Effective governance remains a critical determinant of organizational success, particularly within educational institutions where planning, management, and employee performance collectively shape institutional outcomes. This study critically examines planning, management, and employee performance as determinants of governance outcomes in the Nigerian educational sector. Specifically, the study investigates the role of planning in educational governance, assesses the contribution of management practices to institutional effectiveness, examines the influence of employee performance on governance outcomes, and analyses the interrelationship among these variables. The study adopts a qualitative research design based on documentary analysis and extensive review of relevant literature in public administration, educational management, governance studies, and human resource management. Empirical evidence from the Nigerian educational sector reveals that effective planning facilitates resource allocation, policy implementation, and goal attainment, while management provides the operational framework for coordinating human and material resources. Employee performance significantly influences educational quality, service delivery, and institutional effectiveness. Data from the Universal Basic Education Commission (UBEC) indicate that Nigeria's basic education system comprises 171,027 schools serving over 47 million learners with approximately 1.69 million teaching staff. However, challenges including a shortage of 194,876 teachers, over one million classroom deficits, inadequate funding, weak institutional capacity, and poor performance management systems continue to undermine governance outcomes. The study concludes that planning, management, and employee performance are interdependent pillars that determine governance effectiveness within the educational sector. The paper recommends strengthening strategic planning systems, improving managerial capacity, institutionalizing performance management frameworks, enhancing employee motivation, and increasing investment in educational infrastructure and human capital development.

Keywords: *Planning, Management, Employee Performance, Governance, Educational Sector, Institutional Effectiveness, Nigeria.*

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Background to the Study

Governance has become one of the most significant issues in contemporary public administration and organizational management. Across both public and private institutions, governance determines how resources are allocated, policies are implemented, stakeholders are engaged, and organizational objectives are achieved. In educational institutions, governance plays a particularly critical role because it influences the quality of teaching, learning outcomes, research productivity, staff performance, and overall institutional effectiveness. The growing complexity of educational administration in developing countries has increased the importance of strategic planning, effective management, and employee performance. These three variables constitute the foundation upon which governance structures operate. Planning provides direction by defining goals, objectives, priorities, and strategies. Management translates plans into action through coordination, leadership, supervision, and resource utilization. Employee performance reflects the extent to which organizational members contribute to the realization of institutional goals. According to Anam (2024), planning is the cornerstone of organizational effectiveness because it enables institutions to identify future challenges, allocate resources efficiently, and establish measurable objectives. Similarly, management serves as the coordinating mechanism through which organizational resources are mobilized and directed toward goal achievement (Anam, 2024).

Employee performance, on the other hand, represents the practical manifestation of organizational policies and management systems. The Nigerian educational sector provides an important context for examining the relationship between planning, management, employee performance, and governance outcomes. The sector has experienced persistent challenges including inadequate funding, infrastructural deficits, policy inconsistencies, teacher shortages, declining educational quality, and weak institutional accountability. Despite numerous reforms introduced by successive governments, governance challenges continue to affect educational performance at all levels. Recent statistics from the Universal Basic Education Commission (UBEC, 2022) indicate that Nigeria has 171,027 basic education schools with over 47 million enrolled learners and approximately 1.69 million teaching staff. However, the sector continues to experience severe shortages in qualified teachers and educational infrastructure, highlighting the need for improved planning and management systems. This study therefore critically examines planning, management, and employee performance as determinants of governance outcomes within the Nigerian educational sector.

Statement of the Problem

Despite substantial investments and policy reforms in the Nigerian educational sector, governance outcomes remain below expectations. Educational institutions continue to face challenges related to poor planning, weak management structures, inadequate employee motivation, declining productivity, and poor service delivery. One major problem is the absence of effective strategic planning mechanisms. Many educational institutions operate without clearly defined goals, performance indicators, or long-term development

frameworks. This often results in inefficient resource allocation and ineffective policy implementation. Management challenges further undermine governance effectiveness. Educational administrators frequently struggle with inadequate leadership capacity, weak monitoring systems, poor communication structures, and ineffective coordination of institutional activities. Employee performance also remains a major concern. Many educational workers face poor working conditions, inadequate remuneration, limited professional development opportunities, and weak performance appraisal systems. These factors contribute significantly to low productivity and poor educational outcomes. According to UBEC (2024), Nigeria currently requires approximately 194,876 additional teachers and over 1.1 million classrooms to adequately meet educational demands. Furthermore, about 33.3 percent of teachers in the basic education system lack the required professional qualifications. These deficiencies reflect weaknesses in planning, management, and performance management systems. There is a need to critically examine how planning, management, and employee performance influence governance outcomes in the Nigerian educational sector.

Objectives of the Study

The broad objective of this study is to examine planning, management, and employee performance as determinants of governance outcomes in the Nigerian educational sector.

Specifically, the study seeks to:

- i. Examine the role of planning in educational governance and institutional effectiveness.
- ii. Assess the contribution of management practices to governance outcomes in educational institutions.
- iii. Evaluate the influence of employee performance on governance effectiveness.
- iv. Analyse the interrelationship among planning, management, and employee performance in the educational sector.
- v. Identify the major challenges affecting governance outcomes in Nigerian educational institutions.

Conceptual Review

- i. **Concept of Planning:** Planning refers to the process of determining organizational objectives and developing strategies for achieving those objectives. It involves forecasting future conditions, identifying priorities, allocating resources, and establishing performance benchmarks. According to Anam (2024), planning provides the strategic roadmap through which organizations coordinate activities and achieve long-term goals. Effective planning reduces uncertainty and enhances organizational effectiveness.
- ii. **Concept of Management:** Management involves the coordination of human, financial, material, and technological resources toward the achievement of organizational goals. It includes planning, organizing, directing, coordinating, and controlling organizational activities. Anam (2024) defines management as the process of utilizing available resources efficiently and effectively to achieve

- predetermined objectives. Within educational institutions, management involves leadership, supervision, communication, and policy implementation.
- iii. **Concept of Employee Performance:** Employee performance refers to the extent to which workers effectively execute assigned duties and contribute to organizational objectives. Performance is measured through productivity, efficiency, quality of service, innovation, and commitment. According to Armstrong (2021), employee performance is influenced by motivation, training, organizational culture, leadership quality, and performance management systems.
 - iv. **Concept of Governance:** Governance refers to the structures, processes, and mechanisms through which organizations are directed, controlled, and held accountable. Good governance promotes transparency, accountability, participation, responsiveness, and effectiveness. Within educational institutions, governance involves decision-making processes, policy implementation, resource management, and stakeholder engagement.
 - v. **Planning and Educational Governance in Nigeria:** Planning is widely recognized as the foundation of effective governance because it provides direction, establishes priorities, and facilitates the efficient allocation of resources. In educational administration, planning involves forecasting future educational needs, developing policies, determining institutional goals, and allocating resources for implementation. According to Anam (2024), strategic planning enables public institutions to coordinate activities, minimize uncertainty, and improve organizational effectiveness through systematic decision-making. Effective planning provides a framework for policy formulation and implementation, thereby enhancing institutional accountability and transparency. In the Nigerian educational sector, planning plays a critical role in addressing issues such as teacher recruitment, infrastructure development, curriculum implementation, and educational financing. However, several studies have shown that poor planning remains a major obstacle to educational development. Educational plans are often characterized by inadequate data, unrealistic projections, and inconsistent implementation (Federal Ministry of Education, 2023). Educational institutions that adopt strategic planning frameworks are more likely to achieve improved governance outcomes because planning facilitates coordination among stakeholders and ensures alignment between institutional goals and available resources.
 - vi. **Management and Governance Outcomes in Educational Institutions:** Management constitutes the operational mechanism through which plans are translated into measurable outcomes. Effective management involves organizing resources, directing personnel, coordinating activities, and monitoring performance. Anam (2024) argues that management provides the administrative structure required for achieving organizational goals. Effective management promotes accountability, enhances employee productivity, and ensures efficient resource utilization. Within educational institutions, management encompasses leadership, supervision, communication, decision-making, and conflict resolution. Educational administrators are responsible for coordinating teachers, support staff, students, and

other stakeholders to ensure the effective delivery of educational services. Research has consistently shown that schools and universities with effective management systems achieve better academic outcomes and institutional performance than those with weak management structures (Armstrong, 2021). Effective leadership also contributes significantly to employee motivation and organizational commitment.

- vii. **Employee Performance and Governance Effectiveness:** Employee performance is a crucial determinant of governance outcomes because organizational goals are ultimately achieved through the efforts of employees. In educational institutions, employee performance affects teaching quality, student achievement, research productivity, and administrative effectiveness. According to Armstrong (2021), employee performance depends largely on motivation, training, supervision, organizational culture, and leadership quality. Similarly, Anam (2024) emphasizes that employee productivity is enhanced when institutions provide opportunities for professional development, performance evaluation, and career advancement. Educational employees who are motivated and adequately trained tend to demonstrate higher levels of commitment and productivity. Conversely, poor remuneration, inadequate working conditions, and weak performance management systems negatively affect employee performance. Studies on educational administration in Nigeria have revealed that poor employee motivation contributes significantly to low productivity and declining educational standards. Consequently, effective governance requires robust performance management systems that align employee activities with institutional goals.
- viii. **Interrelationship Between Planning, Management and Employee Performance:** Planning, management, and employee performance are interconnected variables that collectively influence governance outcomes. Planning establishes organizational goals and strategies. Management coordinates resources and personnel to implement those strategies. Employee performance determines the extent to which organizational objectives are achieved. The relationship among these variables can be understood as a governance cycle. Effective planning provides direction for management activities, while effective management creates an enabling environment for employee productivity. Improved employee performance subsequently contributes to the achievement of organizational goals and strengthens governance effectiveness. Anam (2024) notes that organizational success depends on the integration of strategic planning, effective management practices, and human resource development. Institutions that successfully align these elements are more likely to achieve sustainable development and improved service delivery.

Theoretical Framework

- i. **Systems Theory:** This study is anchored on Systems Theory developed by Ludwig von Bertalanffy (1968). Systems Theory views organizations as open systems comprising interconnected and interdependent components that work together to achieve common objectives. The theory emphasizes that changes in one component of the system affect the performance of other components. Within the context of

educational governance, planning, management, and employee performance represent interrelated subsystems. Planning provides strategic direction, management coordinates implementation activities, and employee performance determines the effectiveness of organizational outputs. The theory suggests that governance effectiveness depends on the harmonious interaction of these subsystems. Weaknesses in planning can negatively affect management effectiveness, while poor management can reduce employee productivity. Consequently, governance outcomes are influenced by the collective performance of all components. The relevance of Systems Theory to this study lies in its ability to explain the interconnected nature of planning, management, employee performance, and governance within educational institutions.

- ii. **Empirical Evidence from the Nigerian Educational Sector:** The Nigerian educational sector provides compelling evidence regarding the relationship between planning, management, employee performance, and governance outcomes. According to the Universal Basic Education Commission (UBEC, 2022), Nigeria's basic education system consists of 171,027 schools serving approximately 47,010,008 learners and employing 1,686,535 teaching personnel. The size of the educational system underscores the importance of effective planning and management for educational governance.

Table 1: Basic Education Profile in Nigeria

Indicator	Figure
Total Schools	171,027
Public Schools	79,775
Private Schools	91,252
Total Enrolment	47,010,008
Total Teaching Staff	1,686,535

Source: UBEC (2022)

The data reveal the enormous governance responsibilities associated with educational administration in Nigeria. Managing over 47 million learners requires effective planning, adequate resource allocation, and efficient management systems. Despite these achievements, governance challenges remain substantial.

Table 2: Major Governance Challenges in Nigerian Education

Indicator	Figure
Teacher Deficit	194,876
Classroom Deficit	1,107,854
Unqualified Teachers	492,912
Percentage of Unqualified Teachers	33.3%
University Students	Over 2.1 Million
Academic Staff in Universities	Approximately 100,000

Source: UBEC (2024); NUC (2022)

The teacher deficit highlights weaknesses in manpower planning and educational workforce management. Similarly, the large number of unqualified teachers demonstrates deficiencies in recruitment planning, training, and employee development. The classroom deficit reflects inadequate infrastructural planning and resource allocation, while the imbalance between university enrolment and academic staff suggests increasing pressure on employee performance and educational quality. The National Assessment of Learning Achievement in Basic Education (NALABE) conducted by UBEC and UNICEF further revealed concerns regarding literacy and numeracy outcomes among learners. These findings suggest that governance challenges directly affect educational performance and service delivery.

Table 3: Relationship Between Governance Pillars and Educational Outcomes

Governance Pillar	Educational Function	Expected Outcome
Planning	Goal setting, forecasting, budgeting	Resource efficiency
Management	Coordination, supervision, implementation	Institutional effectiveness
Employee Performance	Teaching, research, administration	Educational quality
Governance	Accountability and transparency	Improved service delivery

Source: Adapted from Anam (2024) and Bertalanffy (1968).

The evidence demonstrates that planning, management, and employee performance remain critical determinants of governance outcomes in Nigeria's educational sector.

Challenges Affecting Planning, Management and Employee Performance in the Nigerian Educational Sector

- i. **Inadequate Funding:** Insufficient funding remains one of the most significant challenges confronting educational institutions in Nigeria. Inadequate financial

- resources limit infrastructure development, staff training, research activities, and educational planning initiatives.
- ii. **Weak Institutional Capacity:** Many educational institutions lack adequately trained personnel capable of conducting strategic planning, performance monitoring, and policy implementation.
 - iii. **Political Interference:** Political influences frequently affect educational planning and management decisions, leading to policy inconsistencies and ineffective governance.
 - iv. **Inadequate Data for Planning:** Reliable data are essential for effective planning and decision-making. However, many educational institutions suffer from weak data management systems and poor information infrastructure.
 - v. **Poor Employee Motivation:** Poor remuneration, delayed salaries, limited promotion opportunities, and unfavorable working conditions negatively affect employee morale and productivity.
 - vi. **Weak Performance Management Systems:** Many educational institutions lack comprehensive performance appraisal systems capable of measuring employee productivity and supporting professional development.
 - vii. **Infrastructural Deficits:** The shortage of classrooms, laboratories, libraries, and technological facilities continues to undermine educational quality and institutional effectiveness.
 - viii. **Resistance to Change:** Educational reforms often encounter resistance from stakeholders, thereby limiting the successful implementation of governance improvements.

Conclusion

This study examined planning, management, and employee performance as determinants of governance outcomes in the Nigerian educational sector. The analysis demonstrates that these variables are fundamental pillars of effective governance and institutional effectiveness. Planning provides the strategic direction necessary for policy formulation, resource allocation, and goal attainment. Management facilitates implementation through leadership, coordination, supervision, and monitoring. Employee performance determines the extent to which institutional objectives are achieved through effective service delivery and productivity. Empirical evidence from the Nigerian educational sector indicates that governance challenges such as teacher shortages, inadequate infrastructure, poor employee motivation, weak planning systems, and insufficient institutional capacity continue to hinder educational development. The existence of approximately 194,876 teacher deficits, over one million classroom shortages, and nearly 493,000 unqualified teachers highlight the urgent need for improved planning and management systems. The study therefore concludes that sustainable educational development and improved governance outcomes can only be achieved through the effective integration of planning, management, and employee performance systems. Strengthening these pillars will enhance accountability, improve service delivery, and promote institutional effectiveness across the Nigerian educational sector.

Recommendations

Based on the findings of the study, the following recommendations are proposed:

- i. Educational institutions should institutionalize strategic planning frameworks that align institutional objectives with available resources and national educational goals.
- ii. Governments should increase investment in education to address teacher shortages, infrastructural deficits, and capacity-building needs.
- iii. Educational administrators should undergo continuous training in strategic management, leadership, monitoring, and evaluation.
- iv. Performance management systems should be strengthened to ensure regular employee appraisal, feedback, and professional development.
- v. Educational institutions should establish data-driven planning mechanisms to improve decision-making and policy implementation.
- vi. Employee motivation should be enhanced through improved remuneration, timely promotion, recognition systems, and better working conditions.
- vii. Stakeholder participation should be strengthened to improve transparency, accountability, and governance effectiveness.
- viii. Educational institutions should adopt modern information and communication technologies to support planning, management, and performance monitoring.
- ix. Government should strengthen teacher education programmes to reduce the number of unqualified teachers within the educational system.
- x. Monitoring and evaluation units should be established or strengthened in educational institutions to ensure effective implementation of plans and policies.

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