

The Effect of Project Planning Practices on Stakeholder Satisfaction in Ikorodu Local Government Area, Lagos State.

Adejuwon Oluwaseun Segun; Ajagun, Olusegun Peter; Jatau Seikhan Nathan & Adebisi Adejuwon

Department of Business Admini, Minaret University, Osun State, Department of Business Administration

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ABSTRACT

The study examined the effect of project planning practices on stakeholder satisfaction in primary school building projects in Ikorodu local government area, Lagos State. Descriptive survey research design was adopted for the study. It was discovered *that* project scope management affects stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos State significantly ($R^2 = 0.642$, $F_{(1,106)} = 40.58$, $\beta_{CL} = 0.8018$, $t = 3.564$, $p < 0.05$) *and that* project quality management impacts stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos *significantly* ($R^2 = 0.578$, $F_{1,106} = 33.04$, $\beta = 0.7618$, $t = 17.564$, $p < 0.05$). *Based on the findings, the study therefore recommended that* development project planning processes should be strengthened by ensuring clear communication, stakeholder engagement, and alignment with stakeholders' needs and expectations. It also recommended that collaborative partnership among government agencies, NGOs, community groups, and other stakeholders should be fostered to leverage resources and expertise for effective project implementation.

Key words: Project Planning Practices, Project Scope Management, Project Quality Management, Stakeholder Satisfaction, Ikorodu Local Government Area.

BACKGROUND TO THE STUDY

In the dynamic landscape of global education, physical infrastructure plays a fundamental role in shaping learning environments and overall student performance. Within the Nigerian context, the state of educational infrastructure—particularly at the primary school level—remains a critical concern due to its direct impact on quality delivery. Primary school buildings constitute the core physical framework for pedagogical activities (Zhang & Bluysen, 2021). However, realizing successful infrastructure depends heavily on effective project planning, which organizes processes to meet performance targets efficiently (Mandičák et al., 2021). Furthermore, securing stakeholder satisfaction across these projects is vital for ensuring long-term educational impact. As a developing nation, Nigeria faces severe systemic challenges in education, ranging from acute funding shortfalls to deep infrastructural deficits (Birabil & Ogeh, 2020). UNESCO (2022) reports that Nigeria has roughly 20 million out-of-school children—one of the highest figures globally. With nearly half of Africa's most populous nation under the age of 19, eliminating barriers to basic education is an urgent priority. Physical constraints such as dilapidated structures, long travel distances, poor road networks, and missing essential amenities severely restrict enrollment and retention, particularly in semi-urban and rural areas like Ikorodu Local Government Area (LGA). Ineffective project planning consistently undermines efforts to close this infrastructure gap. While government bodies, non-governmental organizations, international agencies, and local groups continue to invest in school construction and renovation, project execution frequently falls short of expectations (Birabil & Ogeh, 2020). Beyond missing basic amenities, critical learning facilities like libraries and laboratories are often ill-equipped or entirely absent, forcing bodies like the Parent-Teacher Association (PTA) to step in to provide basic infrastructure. These planning failures carry severe consequences. Even major interventions—such as the Lagos Eko Secondary Education Project—highlight the ongoing tension between policy objectives and physical delivery outcomes. In Lagos State, persistent issues with structural failures and building collapses within educational spaces underscore critical risks to student safety. Factors such as aging structures, substandard

construction materials, lack of preventive maintenance, and inadequate structural assessments contribute directly to these failures (Isik et al., 2018; Zwikael, 2009). Additionally, design oversights, poor cross-functional coordination, neglected buildability reviews, weak site supervision, and improper material storage compromise building integrity from conception to completion.

Statement of problem

Quality education is a fundamental need and a crucial driver of a country's growth, reflecting both the well-being of its people and the strength of its economy. Investing in educational infrastructure supports employment and fixed capital formation (Ekpo, 2019). Despite Nigeria's large population of over 190 million, the building sector contributes only 3.0 percent to its GDP (Ajayi, Faremi, Roger, & Uwaje, 2020). Efforts to enhance educational infrastructure, such as constructing primary school buildings, are often undermined by inadequate project planning. This leads to delays, cost overruns, quality deficiencies, and ultimately, dissatisfaction among stakeholders (Ajayi et al., 2020).

The Ikorodu Local Government Area (LGA) of Lagos State is a rapidly growing region with significant urbanization pressures, making it an ideal focus for studying the impact of project planning practices on stakeholder satisfaction. The rapid growth in Ikorodu has resulted in a high demand for educational facilities, yet the area continues to face challenges in providing quality educational infrastructure. The unique socio-economic, cultural, and environmental context of Ikorodu adds complexity to infrastructure development projects, necessitating context-specific approaches to planning and implementation.

The urgency of addressing infrastructure challenges in Ikorodu is underscored by recent data on building collapses in Lagos. Between January and July 2022, Lagos recorded 24 complete building collapses and six partial collapses, with Ikorodu being one of the affected areas, emphasizing the critical need for robust project planning and implementation (Okunola, 2023). This alarming trend highlights the need for effective planning practices to ensure the safety and satisfaction of stakeholders in educational projects.

Moreover, Nigeria's progress towards the Sustainable Development Goals (SDGs) related to children requires acceleration to meet the targets by 2030. While planning is linked to project success, accounting for 20% to 33% of project effort in developed countries (Serrador, 2012), there is a lack of information on the relationship between project planning and stakeholder satisfaction in developing countries like Nigeria. Previous studies, such as Ajayi et al. (2020), focused on affordable housing in Lagos but did not address the educational sector.

Despite continuous investments by government bodies, international agencies, and non-governmental organizations to improve educational facilities in Nigeria, the delivery of primary school infrastructure remains severely crippled by persistent project management failures. In regions like Ikorodu Local Government Area (LGA) and the broader Lagos State, the construction and renovation of school facilities are frequently plagued by poor project planning, cost overruns, delayed delivery, and complete omissions of essential learning spaces such as libraries and science laboratories. Consequently, the burden of funding and equipping basic learning facilities has increasingly shifted onto Parent-Teacher Associations (PTAs) and voluntary community groups. More critically, weak planning and deficient project supervision during the pre-construction, design, and construction phases have elevated structural safety risks across public educational institutions. High-profile incidents of building collapses, coupled with the continued usage of visibly dilapidated and unsafe structures in Lagos State, underscore severe underlying flaws in project execution. Key contributing factors such as unaddressed design errors, neglect of buildability and long-term maintenance requirements, substandard construction materials, and inadequate structural inspections continue to jeopardize student safety and waste limited public resources. While existing studies have examined general educational funding deficits and the overarching out-of-school crisis in Nigeria, there is a critical empirical gap regarding how specific project planning practices directly influence building structural integrity, project outcomes, and stakeholder satisfaction in primary school construction within Lagos State. Without a thorough investigation into these planning and execution bottlenecks, infrastructure investments will continue to yield substandard, unsafe, and short-lived facilities, thereby worsening the regional educational crisis.

Objectives of the Study

The main objective of the study is to examine the effect of project planning and stakeholder satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos State, Nigeria. Specifically, the study aims to:

1. Examine the effect of scope management on stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos State.
2. Assess the impact of quality management on stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos State.

Research Questions

1. Does scope management affect stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos State?
2. To what extent does quality management impact stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos State?

Research Hypotheses

The following hypotheses were postulated for the study and tested at 0.05 level of significance.

Hypothesis one

H0: Scope management does not affect stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos State

HA: Scope management affects stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos State

Hypothesis two

H0: Quality management does not impact stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos State.

HA: Quality management impact stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos State?

Scope of the Study:

This study investigates the impact of project planning practices on stakeholder satisfaction within primary school construction projects in Lagos State, Nigeria. To maintain a clear research boundary, the scope is defined along the following dimensions:

Geographical Scope: The study is strictly delimited to public primary school building projects executed within the Ikorodu Local Government Area (LGA) of Lagos State.

Conceptual Scope: The core focus centers on specific project management knowledge areas primarily Scope Management and Quality Management planning—and their role in determining project success. Key planning variables evaluated include scope clarity, quality control mechanisms, schedule adherence, and resource allocation.

Stakeholder Scope: The evaluation of project outcomes and satisfaction is limited to primary project stakeholders, specifically school administrators, teachers, parents, community representatives, and local education authority officials in Ikorodu LGA.

Methodological Boundaries & Limitations: The study employs a mixed-methods design combining quantitative surveys and qualitative interviews. Consequently, the findings reflect the socio-economic and institutional dynamics of Ikorodu LGA. While the identified best practices offer valuable insights for educational infrastructure projects across Nigeria, the generalizability of the findings to other regions or non-educational infrastructure sectors may be constrained by local context, sampling limitations, and self-reported stakeholder responses.

Significance of the Study

This study holds significant implications for various stakeholders involved in educational infrastructure development, including government agencies, project managers, school administrators, teachers, students, parents, community members, and funding organizations. By providing insights into the relationship between project planning and stakeholder satisfaction, the findings of this study can inform policy decisions, improve project management practices, and enhance the overall quality of primary school buildings. Moreover, the study contributes to the existing body of knowledge on infrastructure development in the education sector, particularly within the Nigerian context, and lays the groundwork for future research in this field.

Operationalization of Variables

The independent Variable used for the study is project planning measured by Project scope management, Project quality management. On the other hand, stakeholder satisfaction is the dependent variable.

Mathematically, Stakeholder satisfaction = $f(\text{project planning practices})$

Then, Stakeholder satisfaction = $f(\text{Scope management, Quality management})$

PP= Project planning

PP1 = Project scope planning

PP2 = Project quality planning

SS = Stakeholder satisfaction

LITERATURE REVIEW

Conceptual Review

Project Planning Practices

A project aim is a desired result that should be attained for long-term gain. As the outcome of project deliverables can be quantified, cost, timely delivery, and quality have historically been the three criteria for assessing project success (Unegbu, Yawas, & Dan-Asabe, 2022). According to Project Management Institute, (2017), the planning process group entails all procedures that will be carried out to fulfill the project's requirements by developing a project management plan. The project management process groups that specify how to manage a project throughout the course of its lifecycle are the initiation, planning, execution, monitoring and control, and closing process groups (Project Management Institute, 2017). The second stage of the project life cycle, which starts after the initiation phase, is known as the project planning process group.

The best-laid plans might fail if necessary stakeholders are identified and engaged properly in the planning phase (Kerzner, 2019). Execution is the process of carrying out the tasks outlined in the work plan. It is the point at which goals and visions are realised (Khaleefah, Abdulmajeed & Ali, 2017). The identification and solutions to project time and cost overruns, especially for educational sector projects, contribute toward making public goods more affordable and accessible to most citizens, particularly in developing countries. However, in a typical public school building project in Nigeria, the owner and client often differ, potentially leading to stakeholders being left out of the design and construction phases.

Scope Management

Project scope management is the process of defining, controlling, and managing what is included and what is not included in a project. It encompasses the various activities and processes undertaken to ensure that a project's scope, objectives, deliverables, and requirements are clearly defined, understood, and managed throughout the project lifecycle (PMI, 2019).

In project management, a well-defined scope of a project enhances the chances of completing the project successfully within the time scheduled, budget allocated and the desired quality. According to Aborhor (2021) during the pre-planning phase of a project, scope definition is undertaken and is a period in which a considerable amount of resources and time is needed in activities leading to the final investment decision. Defining the scope of a project is proven to be an effective way to decrease significant risks that could arise and enhance the chances of success of the project during its implementation. It is supposed that during pre-planning, projects with a well-defined scope are less likely to run into surprises like cost overruns, scope creep, schedule slippages and deliverables that are of poor quality.

The components of project scope management according to PMI (2019) are;

- a) **Scope Planning:** This involves defining the scope management plan, which outlines how scope will be defined, validated, and controlled throughout the project. It establishes procedures for scope change management and sets expectations for stakeholders.
- b) **Scope Definition:** Scope definition involves clearly articulating the project's objectives, deliverables, and requirements. This includes identifying stakeholders, gathering requirements, and documenting project scope in a scope statement or a project charter.
- c) **Scope Verification:** Scope verification ensures that all project deliverables meet the defined requirements and are accepted by stakeholders. It involves formal acceptance of completed deliverables and may include reviews, inspections, or testing to validate their conformity to requirements.

Scope Control: Scope control involves monitoring, controlling, and managing changes to the project scope. It includes assessing proposed changes, determining their impact on project objectives, and implementing approved changes while minimizing scope creep and ensuring alignment with project goals.

Effective scope management ensures that the public school construction project meets its objectives while staying within defined boundaries and delivering a safe, functional, and high-quality educational facility. According to Cohen (2019), only 2.5% of the 10,640 projects in the global project management survey were completed with a 100% success rate, therefore clearly defining the project scope is essential. The project goals, deliverables and boundaries ensures everyone is on the same page. In integrated project delivery (IPD), the owner, design team, construction, and operation and maintenance professionals are involved in making decisions in all project phases starting with project programming/pre-design and ending with the operation and maintenance phase. In the case of educational buildings, it is important to include the client (e.g., students, teachers, principals, and superintendent, parents, government) in the process of design, construction, and maintenance of the buildings to achieve a high-quality project that would meet the client needs. Because public project involves several stakeholders and activities, a project plan is necessary.

Project Quality Management

Obalemo (2021), defined project quality as meeting the user's expectations by compliance with specification. Quality enhances the sustainability of the project which contributes to Customers' satisfaction (Shah & Pitroda, 2018). Project quality is the compliance of products with technical documentation, contractual specifications, and the fulfillment of project requirements (Wawak, Ljevo & Vukomanović 2020). Project quality can be accomplished in the building projects educational sector by actively interacting with clients and their needs (Khalfan, Said, Jamaluddin & Widyarto, 2020).

Project quality management is essential for primary school building projects in Nigeria to deliver safe, functional, and high-quality educational facilities that meet the needs and expectations of students, teachers, parents, and the community. Project quality management is the process of ensuring that a project meets the defined quality standards and requirements (PMI, 2019). It involves planning, implementing, and controlling quality activities throughout the project lifecycle to deliver products, services, and results that meet or exceed stakeholders' expectations. The goal of project quality management is to satisfy the project's quality objectives, ensure customer satisfaction, and achieve project success.

The components of project quality management according to PMI (2019) are;

- a) **Quality Planning:** This involves identifying quality standards and requirements for the project and developing a quality management plan that outlines how quality will be managed and assured throughout the project. Quality planning also includes defining quality metrics, criteria, and processes for evaluating project performance.
- b) **Quality Assurance:** Quality assurance focuses on preventing defects and ensuring that project processes are effective and efficient. It involves implementing quality control measures, conducting audits, reviews, and inspections, and verifying that project deliverables meet specified quality standards and requirements.
- c) **Quality Control:** Quality control is the process of monitoring and verifying project deliverables to ensure they meet quality standards and requirements. It involves measuring project performance, identifying defects or deviations from the desired quality, and taking corrective actions to address any issues or deficiencies.

Quality control processes should be integrated into primary school building projects' plan. Projects must adhere to legal requirements, permits, and industry standards, considering environmental regulations, safety guidelines, and local laws.

A project team, according to (Chuang, 2018), is a group of individuals who collaborate to achieve a project's objectives through coordination and communication. Project teams are made up of experts from different fields of profession who are hired to carry out the project in order to achieve its goals and objectives. A project team is made up of a group of people who are dependent on one another and who collaborate to achieve the project's aims and objectives (Pavez, Gómez, Liu, & González, 2022). According to (Drouin & Sankaran, 2017), project teams are collections of employees committed to doing well for the organisation. The project team's competency is a factor that improves the project's timely completion and quality, fulfilling the Client's satisfaction (Yap, Leong, & Skitmore, 2020). The success of a construction project in the educational sector is determined by the project team's ability to work together to achieve project goals within the set scope, cost, and quality standards (Parikh & Phugat, 2019).

Stakeholder Satisfaction

In School Construction Projects Stakeholder satisfaction is defined as the degree to which a project's processes and final deliverables meet or exceed the prior expectations, needs, and interests of key participants (Project Management Institute [PMI], 2017). In modern construction project management, stakeholder satisfaction has emerged as a primary metric of project success, extending beyond the traditional "iron triangle" constraints of cost, time, and quality (Davis, 2020). Li et al. (2023) further conceptualize stakeholder satisfaction as a dynamic, measurable outcome reflecting the alignment between pre-project performance expectations and actual post-occupancy delivery across various project life cycle stages. In the context of public primary school infrastructure in Nigeria, project success depends heavily on addressing the diverse expectations of both primary and secondary stakeholders. These key stakeholder groups—comprising regulatory bodies, school administrators, end-users (teachers and students), parents, and the surrounding community—each possess distinct priorities: 1. Institutional and Regulatory Authorities Government ministries, departments, and local education authorities (such as the State Universal Basic Education Board) prioritize compliance with statutory construction standards, safety regulations, and quality assurance frameworks. Their primary concern centers on ensuring that projects

are delivered on schedule and within budgetary allocations to help alleviate the national educational infrastructure deficit without compromising structural safety. 2. School Management and Administrators School headmasters and administrative bodies focus on the functional utility and operational efficiency of the infrastructure. They require design configurations that align with basic pedagogical goals, including adequate classroom space, secure administrative offices, durable materials, and low long-term maintenance overheads. 3. End-Users: Teachers and Students As the primary occupants of the facilities, teachers and students evaluate project satisfaction through environmental comfort, safety, and functionality. Their expectations encompass sound structural integrity, proper ventilation, adequate natural lighting, ergonomic furniture, and essential sanitation amenities. Deficiencies in these micro-environmental elements directly impede instructional delivery and student learning engagement. 4. Parents and Guardians Parents prioritize physical safety, security, and child protection within the school environment. They expect sturdy construction, secure perimeter fencing, non-hazardous building materials, and sanitary conditions. Meeting these foundational expectations fosters parental trust and encourages sustained student enrollment. 5. Local Community and Civic Groups In local contexts such as Ikorodu LGA, community members and traditional leaders view primary schools as civic assets. Their satisfaction hinges on physical accessibility, inclusive design (such as accommodating children with physical disabilities), and local socio-economic integration. Early community engagement during project formulation establishes local ownership, protects facilities against vandalism, and ensures long-term sustainability.

2.2 Theoretical Framework

Stakeholder Theory

This theory was founded by Edward Freeman in 1984. Stakeholder theory is a management approach that considers the interests and concerns of all individuals or groups (stakeholders) who are affected by or can affect the achievement of an organization's objectives. It addresses business ethics, morals and values when managing stakeholders involved with a project or organization (Freeman, 2009). Stakeholder theory emphasizes a holistic, ethical approach to organizational management, recognizing the interconnectedness of various stakeholders (Freeman, Harrison, Wicks, Parmar, & De Colle, 2010). In addition, it emphasizes the importance of identifying and engaging with all individuals or groups who have a stake in the project. This includes not only direct beneficiaries but also those who may be affected by the project or have the power to influence its outcome. The theory suggests that organizations should not only prioritize the interests of shareholders but also take into account the needs of other stakeholders, such as employees, customers, suppliers, communities, and society at large.

By understanding and addressing the needs and concerns of stakeholders, project managers can increase satisfaction and support for the project. stakeholder theory provides a framework for organizations to navigate complex stakeholder relationships and pursue sustainable and responsible business practices. By prioritizing stakeholder interests alongside financial objectives, companies can build stronger relationships, mitigate risks, and contribute positively to society. Applying stakeholder theory to construction projects for primary schools in Lagos State can help ensure that the needs and interests of all stakeholders are taken into account, leading to more inclusive, sustainable, and successful outcomes for the education sector and the wider community.

Empirical Review

Ajayi, Faremi, Roger, and Uwaje (2020) conducted a study on affordable Housing For Low-Income Masses in a densely populated area in Lagos metropolis. The study investigated the factors mitigating the actualization of affordable housing for low-income masses in the selected area. Survey research was adopted for the study. The population for the study is made up of two groups comprising low-income masses and construction professionals. The study adopted a multi-sampling method. Both convenient and random sampling techniques were utilized to gather information from the respondents. Statistical Package for Social Sciences (SPSS) was used for descriptive (frequency, percent, and mean score) and appropriate inferential analysis. Results indicated factors weighing down the provision of affordable housing as well as factors precluding accessible housing for low-income masses. The response from construction professionals showed the level of agreement on factors impeding the provision of affordable housing.

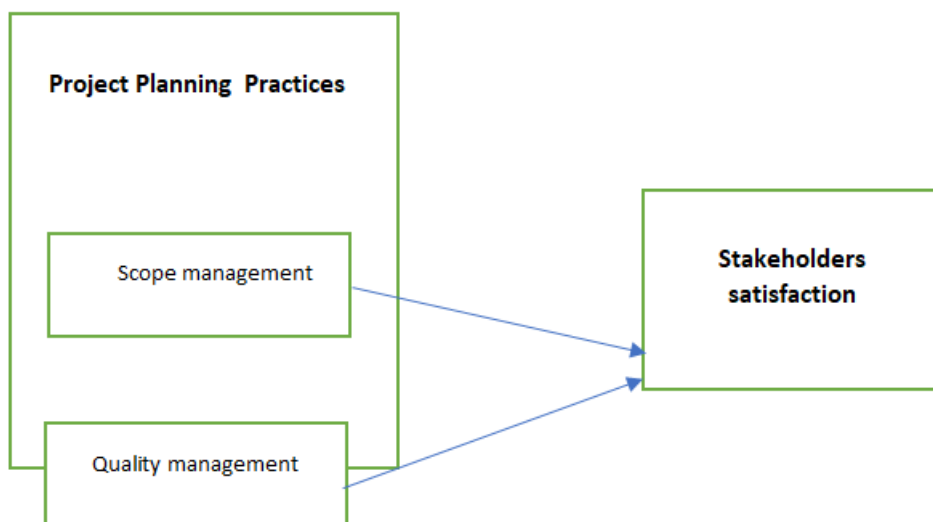
Aborhor (2021) conducted a study on the effects of scope management on project success in Construction project management. Quantitative research method was adopted for the study. The study was limited to five D1K1 construction firms in the Greater Accra region of Ghana, in which 48 out of 55 questionnaires were retrieved from Engineers, Quantity Surveyors and Project Managers. The study discovered that more accurate estimation of tasks, risks, timelines and costs; Appropriate resource allocation; Project quality enhancement; Prevention of budget overrun; and Prevention of delay in project schedule are significant effects project scope definition has on construction project performance.

Ajmal, Khan, Gunasekaran and Helo (2022) examined different likely project scope creep factors associated with the construction industry projects. The study adopted a qualitative research design through brainstorming sessions with construction stakeholders. The data were analyzed using exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). The study discovered that the highest and the lowest impact on project scope appears to be imposed by tasks/specifications and complexity/uncertainty. Sheng, Ding, Zhong, Love, Luo and Chen (2020) conducted a study on construction quality information management with blockchains and we develop a block chain-based framework for managing quality information. Using a case study approach, the study the study built a prototype system the framework was validated. The result showed that the framework can decentralize the management of quality information, thereby achieving consistent and secure quality information management.

Stanitsas, Kirytopoulos and Leopoulos (2021) conducted a study on the integration of sustainability indicators into project management. mixed method research design was adopted for the study and 82 sustainability indicators related to project management practices in construction projects were finally identified. The study discovered that there are 27 economic related indicators, 18 environmental dimension and 37 indicators in the social/management dimension.

Conceptual Framework

The purpose of this study is to determine to what levels the dependent variable relies on the independent variables. The conceptual framework is usually to illustrate how the system of concepts, expectations, beliefs, assumptions and theories informs and support the research and forms a key part of the research design. The conceptual framework illustrates diagrammatically how these variables relate to each other.



Source: Conceptual framework for the study developed by the Researcher (2024).

RESEARCH METHODOLOGY

This study adopts a descriptive survey research design to comprehensively investigate the effect of project planning and stakeholder satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos State, Nigeria. The study population comprise of 744 Parent Teachers Association (PTA)

Executive Members within Ikorodu Local Government Area, Lagos State. There are 124 public primary schools in Ikorodu LGA with a average of 6 executive members each school giving rise to the stated population size.

The sample size was determined at 0.05 level of significance using Taro Yamane sample size formula to select the respondents for the study

$$n = N / (1 + N(e)^2)$$

$$n = 744 / (1 + 744(0.05)^2)$$

$$n = 259$$

Purposive sampling technique was used to selected 259 Parent Teachers Association (PTA) Executive Members within Ikorodu Local Government Area, Lagos State. Structured questionnaires were administered to respondents to gather primary data on their perceptions of project planning effectiveness and satisfaction levels. The questionnaire contained close-ended questions that was developed to collect data from respondents. The questionnaires were administered Parent Teachers Association (PTA) Executive Members and retrieved from the selected respondents with the help of three research assistants. The respondents were requested to indicate their level of agreement on various statements relating to scope management, quality management, and stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos State. A 5-point Likert scale was used where 1 symbolized undecided, 2 symbolized strongly disagree, 3 symbolized disagree, 4 symbolized agree and 5 symbolized strongly agree.

The research instrument was validated using content validity. The emphasis is on adequate coverage by the research instrument implied by the study; the research instrument is specifically certified by the Researcher's supervisor, and other lecturers in the Department of Management Technology. The research instrument used for the study was found reliable and concluded to have a good internal consistency as the Cronbach alpha coefficient value of the scale is 0.81 which is above the bench mark.

Reliability Statistics	
Cronbach's Alpha	N of Items
.810	12

Data Analysis and Results

Quantitative data from the coded responses obtained from the field through the administration of questionnaire was analysed using regression analysis with the help statistical software known as SPSS version 21. Descriptive statistic were presented in percentage frequencies, mean and standard deviation. Out of 259 copies of the questionnaires which were distributed, 108 were duly filled and returned.

Table 1: Demographic Information of the Respondents

Category		Frequency	Percentage
Gender	Male	100	92.59%
	Female	8	7.41%
Age	20-30 Years	6	5.56%
	31-40 Years	40	37.04%
	41-50 Years	48	44.44%

	51-60 Years	9	8.33%
	61 Years and above	5	4.63%
Years of being a house owner in the community	1-5 Years	13	12.04%
	6-10 Years	40	37.04%
	11-15 Years	31	28.70%
	16-20 Years	4	3.70%
	21 Years and above	20	18.52%
Education	B.Sc	24	22.22%
	M.Sc	30	27.78%
	PhD	10	9.26%
	Others	44	40.74%

Source: Field Survey (May, 2024)

Table 1 shows that 92.59% of the respondents are males while 92.59% are females; this implies that there are more male suppliers in the automobile industry. As regards age, majority of the respondents are between 41 to 50 years old (44.44%), followed by those in the age bracket 31-40 years old (37.04%), while the least is 61 years old (8%). Concerning the years of being a house owner in the community, the result revealed that most of the respondents have between 6 to 10 years (37%), followed by 11 to 15 years (28.7%). The least are those with between 16 to 20 years. Regarding the educational qualification of the respondents, more than half of the respondents have a minimum of B.Sc certification. This implies that the respondents are highly educated and can understand the contents of the questionnaire.

Test of Hypotheses

Hypothesis one

H_0 : Scope management does not affect stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos State.

H_A : Scope management affects stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos State.

Independent variable PP1 = Scope management

Dependent variable SS = Stakeholders' satisfaction

<i>Regression Analysis</i>						
	r^2	0.642	n	108		
	r	0.801	k	1		
	Std. Error	0.582	Dep. Var.	Stakeholders' satisfaction		

ANOVA table						
<i>Source</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p-value</i>	
Regression	11.5	1	11.5	40.58	.000	
Residual	30.04	257	0.2834			
Total	41.54	258				
Regression output					<i>confidence interval</i>	
<i>Variables</i>	<i>coefficients</i>	<i>std. error</i>	<i>t</i>	<i>p-value</i>	<i>95% lower</i>	<i>95% upper</i>
Intercept	5.2489	0.1396	37.602	.000	4.9742	5.5236
Scope management	0.8018	0.0608	3.564	.000	0.0971	0.3366

The simple regression model is given as:

$$\text{Stakeholders' satisfaction} = 5.2489 + 0.801 \text{ Scope management}$$

The regression result shows the extent to which scope management affect the stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos State. The coefficient of determination value ($R^2 = 0.642$) signifies that 64.2% of the variance observed in the stakeholders' satisfaction in primary school building projects within Ikorodu Local Government Area (LGA), Lagos State is explained by Scope management. The result is statistically significant because the p-value ($p = 0.000$) generated by the result is less than the level of significance used for the study (0.05).

Furthermore, the model is significance because the F-value calculated ($F = 40.58$) is greater than the tabulated or critical F-value of 3.84. An examination of the coefficient of scope management and its associated p-value in the regression output shows that scope management is statistically significant ($\beta = 0.801$, $t = 3.564$, $p = .0004$) in predicting stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos State. This is because the p-value of the result is less than 0.05 and the t-test value is greater than 1.96. This implies that scope management has significant effect on stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos State. A unit increase in scope management will lead to 0.2168 increases in stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos State.

Decision

Null hypothesis is rejected while the alternative hypothesis is accepted; signifying that scope management affects stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos State.

Hypothesis two

H_0 : Quality management does not impact stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos State.

H_A : Quality management impact stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos State

Independent variable PP2= Quality management

Dependent variable **SS = Stakeholders' satisfaction**

<i>Regression Analysis</i>						
	r^2	0.578	n	108		
	r	0.76	k	1		
	Std. Error	0.582	Dep. Var.	Performance		
ANOVA table						
<i>Source</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p-value</i>	
Regression	4.3069	1	4.3069	33.04	0.000	
Residual	13.817	257	0.6007			
Total	18.1239	258				
Regression output					<i>confidence interval</i>	
<i>Variables</i>	<i>coefficients</i>	<i>std. error</i>	<i>T</i>	<i>p-value</i>	<i>95% lower</i>	<i>95% upper</i>
Intercept	0.1289	0.1396	13.602	.0000	4.9742	5.5236
Quality management	0.7618	0.0608	17.564	.0004	0.0971	0.3366

The simple regression model is given as:

$$\text{Stakeholders' satisfaction} = 0.1289 + 0.7618 \text{ Quality management}$$

The regression result shows the extent to which quality management impacts the stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos State. The coefficient of determination value ($R^2 = 0.578$) signifies that 57.8% of the variance observed in the stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos State is explained by quality management. The result is statistically significant because the p-value ($p = 0.000$) generated by the result is less than the level of significance used for the study (0.05). Furthermore, the model is significant because the F-value calculated ($F = 33.04$) is greater than the tabulated or critical F-value of 3.84.

An examination of the coefficient of quality management and its associated p-value in the regression output shows that supplier negotiation is statistically significant ($\beta = 0.2168$, $t = 17.564$, $p = 0.000$) in predicting the stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos State. This is because the p-value of the result is less than 0.05 and the t-test value is greater than 1.96. This implies that quality management has a significant impact on the stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos State. A unit increase in s quality management will lead to 0.7618 increases in stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos State.

Decision

Null hypothesis is rejected while the alternative hypothesis is accepted; signifying that Quality management impact stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos.

Table 3: Summary of results

Hypotheses	Result	Decision
Scope management does not affects stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos State.	$R^2 = 0.642$, $F = 40.58$, $\beta_{CL} = 0.8018$, $t = 3.564$, $p < 0.05$ Null hypothesis is not accepted	Scope management affects stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos State.
Quality management does not impact stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos	$R^2 = 0.578$, $F = 33.04$, $\beta = 0.7618$, $t = 17.564$, $p < 0.05$ Null hypothesis is not accepted	Quality management impacts stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos

Source: Survey Field Result (2024)

DISCUSSION OF FINDINGS

The findings of this study shed light on the crucial role of project planning practices in shaping stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos. Through a comprehensive analysis of the data, it is evident that both scope and quality management significantly contribute to the overall stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos. The strong positive relationship between project planning practices (scope and quality management) and stakeholders' satisfaction in primary school building projects within the Ikorodu Local Government Area (LGA) of Lagos underscores the importance of these project planning practices in the Nigerian educational sector. The regression analysis result which suggests that the Scope management and quality management processes play a vital role in enhancing stakeholders satisfaction in Nigeria is in line with the findings of the study is inline with Aborhor (2021).

CONCLUSION AND RECOMMENDATIONS FOR THE STUDY

Conclusion

This study shed light on the impact of project planning on stakeholder satisfaction in primary school building projects within the Introduce Local Government Area (LGA) of Lagos State, Nigeria. Project scope management is essential for ensuring project success by establishing clear boundaries, defining project objectives, managing stakeholder expectations, and controlling changes throughout the project life-cycle. Stakeholder satisfaction in building projects in Nigerian primary schools is influenced by various factors, including adherence to quality standards, meeting functional requirements, ensuring safety and comfort, and engaging stakeholders throughout the project life-cycle. By considering the needs and expectations of all stakeholders, project teams can enhance satisfaction and contribute to the successful delivery of high-quality educational infrastructure in Nigerian communities.

By employing a survey research design approach, the study provided comprehensive insights into the effectiveness of project planning processes, factors influencing stakeholder satisfaction, and recommendations for improvement. The findings of this study are expected to contribute to the enhancement of project management practices, policy formulation, and decision-making processes in educational infrastructure development.

Recommendations

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

1. Project planning processes should be strengthened by ensuring clear communication, stakeholder engagement, and alignment with stakeholders' needs and expectations.
2. The capacity of project managers and stakeholders involved in primary school building projects should be enhanced through training and skills development programs.
4. Collaboration and partnership among government agencies, NGOs, community groups, and other stakeholders should be fostered to leverage resources and expertise for effective project implementation.

Contribution to Knowledge

1. The study establishes that effective project scope and quality management significantly influence stakeholder satisfaction.
2. The study contributes evidence on project planning and stakeholder satisfaction in public primary school projects in Ikorodu LGA.
3. The study highlights the importance of considering stakeholders' needs and expectations in project planning and implementation.
4. The study provides useful guidance for government and project managers to improve communication, participation, planning, and quality in school projects.

Suggested Further Studies

1. Future studies should examine other LGAs and states to determine whether the findings are consistent across different contexts.
2. Further research should examine other planning factors such as cost, time, risk, resources, procurement, and communication.
3. Future studies should compare the views of different stakeholders, including teachers, contractors, government officials, and community leaders.
4. Further research should use mixed-method and longitudinal approaches to provide deeper understanding of how planning practices affect stakeholder satisfaction over time.

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