



PRINCIPALS' SCHOOL FACILITIES MANAGEMENT SKILLS AS CORRELATES OF TEACHERS' TASK PERFORMANCE FOR SUSTAINABLE NATIONAL DEVELOPMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

This study examined principals' school facilities management skills as correlates of teachers' task performance in public secondary schools for sustainable national development in Anambra State. The study which was guided by three research questions and three null hypotheses adopted a correlational survey research design. The population of the study consisted of 266 principals and 5133 teachers in the six Education Zones in Anambra State. Multi stage sampling procedure was used to draw a sample of 492 teachers and 123 Principals for the study. The instruments for data collection were researcher-made questionnaires titled; "Principals' School Facilities Management Questionnaire (PSFMSQ) and "Teachers Task Performance Questionnaire (TTPQ). The average reliability index determined using Cronbach Alpha was 0.82. Pearson Product Moment Correlation Coefficient (PPMCC) was used to answer the research questions while the hypotheses were analyzed using test of significance of correlation. The findings of the study revealed among others that there is a significant relationship between principals' school building, instructional material management and teachers' task performance in public secondary schools in Anambra State. The study also revealed that there is no significant relationship between principals' information and communication technology (ICT) management and teachers task performance in public secondary schools in Anambra State. The study recommended among others that for sustainable national development, government should provide adequate funds for proper management of school buildings in public secondary schools in Anambra State. Principals should ensure that instructional materials are properly used by teachers for instructional delivery and archive should be provided in the school for the safe keep of the instructional materials. Principals should organize periodic training programmes for teachers on the use of ICT in the school but they should make it clear to them that can still deliver instruction in the absence of ICT.

Keywords: School Facilities, Management, Teachers' Task Performance, Sustainable Development.

Introduction

Quality teachers' task performance is a demand for quality education that sustains national development. A sustainable national development refers to the overall growth and progress of a country in various aspects, including economic, social, political, and technological advancements. It involves improving the quality of life for citizens through better infrastructure, education, healthcare, job opportunities, and governance (Okojie, 2021). Sustainable national development entails the growth of the nation in form of unity, education, economic wellbeing, and mass participation in government. It is believe that, sustainable national development is the ability of the nation to provide a conducive atmosphere for the realization of individual potentials, the existence of buoyant economy and availability of social Infrastructural facilities for the populace. In order to sustain any aspect of national



development be it economic growth, infrastructural development, human capital development, health improvement, political stability and governance, social welfare and equity, environmental sustainability, technological and scientific advancements through quality teachers' task performance, there seemed to be a need for principals to develop adequate skills for management of school facilities.

Principals are head at the secondary education level. Anyaechie et al. (2021) asserted that the principal is the head teacher who is responsible for the development and implementation of educational programmes at the secondary school level, procures staff, funds as well as creating a conducive teaching and learning environment in the school. Principals as head in secondary schools are in charge of managing all the resources that support teaching and learning.

Teachers are important resources that propel teaching and learning. Teachers perform a lot of tasks in the school in other to support students, promote the image of the school and ensure the success of education generally. Etebu and Ukaigwe (2018) asserted that teachers' task performance is a display of their willingness to utilise their time, energy and hard work to carry out their task to achieve educational goals and objectives. According to Etebu and Ukaigwe (2018) teachers' tasks in secondary schools include among others judicious utilization of human and material resources, adequate leadership technique and use of process, principles and good method of teaching to successfully achieve classroom set goal; curriculum implementations; and decision making to decide the best instructional methods or procedures to use to ensure efficient instructional delivery. It might be difficult for teachers to perform these tasks effectively without school facilities.

Facilities could be in form of equipment, buildings or services provided for a specific purpose. It could be a place especially buildings where some specific activities are carried out, (Onyekazi, 2021). Onyekazi (2021) maintained that school facilities are all the material resources which could be permanent or semi-permanent hardware such as buildings and equipment or software such as computer assisted instruction and programmes which improve teachers' task performance, teaching/learning process and the production output of the educational system. Thangeda, et al. (2017), opined that school facilities include; classrooms, laboratories, workshops, libraries, equipment, consumables, electricity, water, visual and audio visual aids, tables, desks, chairs, playground, storage space and toilets. This work examined school buildings, instructional materials, information and communication technology (ICT) and the way principals manage them as they relate to teachers' task performance in public secondary schools in Anambra State.

School buildings are buildings in the school that are used by the staff and students of the school. School buildings include administrative blocks, classrooms, assembly halls, laboratories, library, workshop buildings, staff rooms, and examination hall, among others. Fouad and Sailer (2019) asserted that the school building is one of the aspects of the school system and consists of formal and informal learning spaces. Instructional materials are very important in public secondary schools in Anambra State just like any other institution of learning. Obuakor (2019) maintained that instructional materials are tools used by the teachers to make learning look real and understandable by students. In the same vein, Hence, instructional materials play a very crucial role in the teaching and learning process because it aids teachers to make students have full and deeper understanding of the learning process. Some examples of instructional materials include; charts, boards, maps and reference books. The demand for information and communication technology (ICT) gadgets or equipment in different organizations of the world seems to be continuously on the increase (Omar, 2017). So, management of school facilities in public secondary schools in Anambra State is the strategies employed by the principal who is in charge of public secondary schools in Anambra State to take care of the facilities in the school. While it is essential to provide facilities in public secondary schools in Anambra State, effective management of the facilities should be underscored. Management of school facilities involves routine checks, maintenance and effective use of available educational facilities and the provision of new ones to meet the dynamic teaching and learning needs in schools.

Adequate educational facilities stimulate students and teachers' active participation in teaching and learning process. The way school facilities are managed is one of the determinants of the quality of

education which warrants sustainable development. In other words, the quality of teaching, learning, and learning outcome that promote sustainable national development to a good extent could depend on the management of school facilities. Koko and Elenwo (2022) included proper management of school facilities as one of the determinants of teachers' task performance which improve learning outcomes. Studies such as Koko and Elenwo (2022), Uzoechina and Nwankwo (2016) and observation by the researcher indicated possible decline in the task performance of teachers in public secondary schools in Anambra State. It is against this background that this study sought to investigate principals' school facilities management skills as correlate of teachers' task performance in public secondary schools in Anambra State.

Statement of the problem

Quality teachers' task performance which could be through adequate principals' school facilities management skills is a demand for quality education that sustains national development. Observation by researchers seem to indicate that teachers' task performance in Anambra State public secondary schools is not what it is supposed to be. This has been a source of concern knowing full well that the secondary education level is a very strategic level in the cadre of education where poor teachers' task performance can lead to poor students' achievement, which if not checked can in the long run lead to weak workforce and crisis in the national development. Hence, the statement of the problem for this study posed as a question is: Is principal's school facilities management skill a correlate of teachers' task performance in public secondary schools in Anambra State for a sustainable national development?

Purpose of the Study

The main purpose of the study was to ascertain Principals' school facilities management skills as correlate of teachers' task performance in public secondary schools in Anambra State. Specifically, the study sought to:

3. Ascertain the extent of the relationship between principals' school building management and teachers' task performance in public secondary schools in Anambra State.
4. Certify the extent of the relationship between principals' instructional material management and teachers' task performance in public secondary schools in Anambra State.
5. Assess the extent of the relationship between principals' information and communication technology (ICT) management and teachers' task performance in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

7. What is the extent of the relationship between principals' school building management and teachers' task performance in public secondary schools in Anambra State?
8. What is the extent of the relationship between principals' instructional material management and teachers' task performance in public secondary schools in Anambra State?
9. What is the extent of the relationship between principals' information and communication technology (ICT) management and teachers' task performance in public secondary schools in Anambra State?

Hypotheses

The following hypotheses was tested at 0.05 level of significance and they guided the study.

H₀₁: There is no significant relationship between principals' school building management and teachers' task performance in public secondary schools in Anambra State.

H₀₂: There is no significant relationship between principals' instructional material management and teachers' task performance in public secondary schools in Anambra State.

H₀₃: There is no significant relationship between principals' information and communication technology (ICT) management and teachers' task performance in public secondary schools in Anambra State.

Method

The study employed correlational research design. The population for this study was 5,399 comprising 266 Principals and 5,133 teachers in the 266 public secondary schools in the six education zones of Anambra State. The sample for this study comprised of 513 teachers and 132 Principals drawn from the population of the study using multi stage sampling technique. The instruments for data collection were two sets of structured questionnaires developed by the researcher which were titled; "Principals' School Facilities Management Skill Questionnaire (PSFMSQ)", and "Teachers' Task Performance Questionnaire (TTPQ)". The face validity of the instruments was established by three experts. The construct validity of the instruments was established using Principal Component Analysis approach. Kaiser-Meyer-Olkin (KMO) was obtained as 0.829. Cronbach alpha procedure was used to determine the overall reliability coefficient of 0.75 for the instruments. Five research assistants helped the researcher to administer and retrieve the instruments. The research assistants were able to collect 492 instruments from teachers and 123 instruments from principals making a total of 615 instruments (95 %return rate). The data were analysed using the Pearson Product Moment Correlation Coefficient (PPMC) to answer the research questions. Test of significance of correlation was used to test hypotheses at 0.05 level of significance. All analyses were carried out using Statistical Package for Social Science (SPSS) version 26.

Results

Research Questions 1

What is the extent of the relationship between principals' school building management and teachers' task performance in public secondary schools in Anambra State?

Table 1: Pearson (r) of the extent of the relationship between principals' school building management and teachers' task performance in public secondary schools in Anambra State.

Sources of Variation	N	Principals' school building management	Teachers' task performance	Remark
Principals' school building management	492	1.00	0.576 **	Moderate positive relationship
Teachers' task performance	123	0.576 **	1.00	

** (0.576) = moderate positive relationship

Table 1 revealed that that Pearson (r) of relationship between principals' school building management and teachers' task performance was 0.576 which indicated a moderate positive relationship ($r = 0.576$, $N = 615$). This indicated that there was a moderate positive relationship between principals' school building management and teachers' task performance in public secondary schools in Anambra State.

Research Questions 2

What is the extent of the relationship between principals' instructional material management and teachers' task performance in public secondary schools in Anambra State?

Table 2: Pearson (r) of the extent of the relationship between principals' instructional material management and teachers' task performance in public secondary schools in Anambra State

Sources of Variation	N	Principals' instructional material management	Teachers' task performance	Remark
Principals' instructional material management	492	1.00	0.329 ^{x**}	Low positive relationship
Teachers' task performance	123	0.329 ^{x x}	1.00	

^{**} (.329) = low positive relationship

Result from Table 2 indicated that Pearson (r) of relationship between principals' instructional material management and teachers' task performance was 0.329 which displayed a low positive relationship ($r = 0.329$, $N = 615$). This concluded that there was a low positive relationship between principals' instructional material management and teachers' task performance in public secondary schools in Anambra State.

Research Questions 3

What is the extent of the relationship between principals' information and communication technology (ICT) management and teachers' task performance in public secondary schools in Anambra State?

Table 3: Pearson (r) of the extent of the relationship between principals' information and communication technology (ICT) management and teachers' task performance in public secondary schools in Anambra State

Sources of Variation	N	Principals' (ICT) management	Teachers' task performance	Remark
Principals' (ICT) management	492	1.00	0.280 ^{**}	Low positive relationship
Teachers' task performance	123	0.280 ^{x x}	1.00	

^{**} (0.280) = low positive relationship

As displayed in Table 3, the Pearson (r) of the relationship between principals' information and communication technology (ICT) management and teachers' task performance was 0.280 which depicted a low positive relationship ($r = 0.280$, $N = 615$). This described that there was a low positive relationship between principals' information and communication technology (ICT) management and teachers' task performance in public secondary schools in Anambra State.

Hypothesis 1

There is no significant relationship between principals' school building management and teachers' task performance in public secondary schools in Anambra State.

Table 4: Test of significance of correlation between the mean score rating of principals' school building management skill with that of teachers' task performance in public secondary schools in Anambra State

Sources of Variation	N	Coefficient (r)	r ²	p-value	Remark
Principals' school building management skill	492	0.576	0.331	0.000	Significant
Teachers' task performance	123				

As shown in Table 4, the p-value of .000 was less than 0.05 level of significance which implied that the null hypothesis of no significant relationship between principals' school building management skill and teachers' task performance was rejected ($r, 615 = 0.576$, $p\text{-value} = 0.000$). Hence, there is a significant relationship between principals' school building management and teachers' task performance in public secondary schools in Anambra State.

Hypothesis 2

There is no significant relationship between principals' instructional material management and teachers' task performance in public secondary schools in Anambra State.

Table 5: Test of significance of correlation between principals' instructional material management and teachers' task performance in public secondary schools in Anambra State

Sources of Variation	N	Coefficient (r)	r ²	p-value	Remark
Principals' instructional materials management skill	492	0.329	0.108	0.000	Significant
Teachers' task performance	123				

As depicted in Table 5, the p-value of 0.000 was less than 0.05 probability level which meant that the null hypothesis of no significant relationship between principals' instructional materials management skill and teachers' task performance was rejected ($r, 615 = 0.329$, $p\text{-value} = 0.000$). In the same vein, there is a significant relationship between principals' instructional materials management and teachers' task performance in public secondary schools in Anambra State.

Hypothesis 3

There is no significant relationship between principals' information and communication technology (ICT) management and teachers' task performance in public secondary schools in Anambra State.

Table 6: Test of significance of correlation between principals' information and communication technology (ICT) management skill and teachers' task performance in public secondary schools in Anambra State

Sources of Variation	N	Coefficient (r)	r ²	p-value	Remark
Principals' information and communication technology (ICT) management skill	492				Not significant
Teachers' task performance	123	0.280	0.078	0.090	

As displayed in Table 6, the p-value of .090 was greater than 0.05 alpha level which meant that the null hypothesis of no significant relationship between principals' information and communication technology (ICT) management and teachers' task performance was not rejected ($r, 615 = 0.280$, $p\text{-value} = 0.090$). In spite of this, there is no significant relationship between principals' information and communication technology (ICT) management and teachers' task performance in public secondary schools in Anambra State.

Discussion of findings

Findings from Table 1 indicated that that Pearson (r) of relationship between principals' school building management and teachers' task performance was 0.576 which indicated a moderate positive relationship ($r = 0.576$, $N = 615$) between principals' school building management and teachers' task performance in public secondary schools in Anambra State. Testing of hypothesis 1 presented in Table 4 revealed no significant relationship between principals' school building management and teachers' task performance was rejected ($r, 615 = 0.576$, $p\text{-value} = 0.000$). This finding supported the findings of Okeke (2016) which indicated a positive relationship between school building management and teachers' task performance. The reason behind this similarity could be because both studies used teachers as respondents. This means that the management of building is a major determinant of teachers' task performance in public secondary schools in Anambra State.

Result from Table 2 indicated that Pearson (r) of relationship between principals' instructional material management and teachers' task performance was 0.329 which displayed a low positive relationship ($r = 0.329$, $N = 615$). This concluded that there was a low positive relationship between principals' instructional material management and teachers' task performance in public secondary schools in Anambra State. Testing of hypothesis 2 as shown in depicted in Table 5 indicated that there was no significant relationship principals' instructional materials management and teachers' task performance was rejected ($r, 615 = 0.329$, $p\text{-value} = 0.000$). The finding is in line with Yusuf and Ibraheem-Kareem (2022) which revealed that there was a significant relationship between management of instructional resources and teachers' task performance in public secondary schools in Kwara State, Nigeria. The similarity in the findings could be due to the closeness in the time frame of the two studies. This implied that instructional materials are very important in the school.

Findings from Table 3, the Pearson (r) of the relationship between principals' information and communication technology (ICT) management and teachers' task performance was 0.280 which revealed a low positive relationship ($r = 0.280$, $N = 615$) between principals' information and communication technology (ICT) management and teachers' task performance in public secondary schools in Anambra State. Test of hypothesis 3 as shown in Table 6 revealed that there is no significant relationship between principals' information and communication technology (ICT) management and teachers' task performance was not rejected ($r, 615 = 0.280$, $p\text{-value} = 0.090$). The implication is that information and communication technology (ICT) is important but not a major determinant of teachers'



task performance in public secondary schools in Anambra State. The finding supported Kimani et al. (2022) which revealed that information and communication technology (ICT) is significant to the task teachers perform in secondary schools.

Conclusion

Based on the findings, it was concluded that principals' school building management and instructional material management are major determinants of teachers' task performance in public secondary schools in Anambra State while principals' information and communication technology (ICT) management is important but not a major determinant of teachers' task performance in public secondary schools in Anambra State. Principals' school building management and instructional material management had a significant relationship with teacher' task performance in public secondary schools in Anambra State. Principals' information and communication technology (ICT) management is not significantly related with teacher' task performance in public secondary schools in Anambra State. Proper management of school facilities promotes efficient teaching and learning which positively enhance teachers' task performance.

Recommendations

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

1. Government should provide adequate funds for proper management of school buildings in public secondary schools in Anambra State.
2. Principals should ensure that instructional materials including ICT based devices are properly used by teachers for instructional delivery and archive should be provided in the school for the safe keep of the instructional materials.

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