



## **UTILIZATION OF SCHOOL FACILITIES AS CORRELATES OF TEACHERS' JOB EFFECTIVENESS IN SECONDARY SCHOOLS IN SOUTH EAST, NIGERIA**

**Ajuzie Cosmas Obinna (Ph.D.), Nwogwugwu, Chinkere & P. O. Ogedi (Ph.D.)**

seonstonez@gmail.com / ajuzie.cosmas@mouau.edu.ng/ +2348064047963

Department of Educational Management, Michael Okpara University of Agriculture, Umudike

### ***Abstract***

This study determined the relationship between utilization of school facilities and teachers' job effectiveness in public secondary schools in the south east Nigeria. The design adopted for the study is correlational research design. The study was carried out in the South East of Nigeria. The accessible population of the study consist of 29,445 teachers and principals which include 28,015 teachers and 1430 principals (Planning, Research and Statistics Unit of Secondary Education Management Board (SEMB) in the five states in South East, Nigeria, 2021). The sample for the study was 600 respondents consisting 91 principals and 509 teachers. A multi-stage sampling procedure and Taro Yamen sample size determination formula was used to determine the sample size using a sample fraction of 0.0235. Utilization of School Facilities Questionnaire (USFQ) and Teachers' Job Effectiveness Questionnaire (TJEQ) were used for data collection. USFQ and TJEQ were face validated by three experts, two from Department of Educational Management and one from Measurement and Evaluation in College of Education, Michael Okpara University of Agriculture, Umudike. Pilot test was used to determine the reliability of the instrument. Cronbach Alpha coefficient reliability test was used to estimate internal reliability value of the instruments which yielded a correlation coefficient of 0.78 for USTQ and 0.81 for TJEQ. three briefed research assistants helped in the administration and collection of the instrument. Pearson Product Moment Correlation Coefficient (PPMCC) was used to answer the research questions while Simple Linear Regression to test the null hypotheses at 0.05 level of significance. The findings showed among others that utilization of instructional facilities significantly to a very high extent, relates to teachers' job effectiveness in public secondary schools. That utilization of recreational facilities significantly to a very high extent relate to teachers' job effectiveness in public secondary schools. Based on the findings of the study, the researchers recommended that; teachers should engage themselves on regular trainings on how to use different innovative instructional facilities to achieve effective instructional delivery; that school administration as well as other supervisory bodies should ensure that teachers make adequate use of the recreational facilities to teach students.

### **Introduction**

School facilities generally are not indispensable for effective teaching and learning. When they are available and skillfully used, they enhance learning. School facilities provide experiences which stimulate self-activities on the part of the learners and these help to concretize the idea and save the teacher from excessive talking. Utilization of school facilities is a process where school facilities ranging from administrative instructional and recreational facilities are used for the achievement of educational goals. Odor (2015) described utilization of school facilities as proper and constant use of school facilities in teaching and learning activities. Ololube (2015) utilization of school facilities as the

proper usage of all the facilities in school. Ololube further submitted that utilization of school facilities includes drawing of time-table for classed on how to use the material, appoint a prefect that monitors the usage to avoid damaging it and appointing a professional with adequate technical knowledge of the facility. Utilization comes after the facilities have been distributed for use. It involves how they are being used for the purpose for which they were procured so as to yield maximum result and achieve educational goals and objectives. Ebong (2016) aptly noted that utilization from economist point of view thus described it as utilization requirements that determine the procurement. Adequate management of school facilities, and utilization process should be



encouraged in order to prevent the facilities from decaying or rusting. Effective utilization of school facilities dictates the quality service delivery in schools as utilization of school facilities determines the quality of the output. When facilities are planned according to the needs of the school workforce, there is needs procurement, such facilities according to needs helps avoid wastage.

Utilization of school facilities today is done by evaluating the capacity of the instructors. Usen (2016) identified utilization as maximum efficient use of space and facilities in such a manner that the educational goals such are achieved to the fullest height. The availability of school facilities alone does not guarantee quality education. There has to be proper management procedure. The durability of school facilities is influenced by utilization measures. Hence educational managers and students should be able to consider utilization as means of product management necessary for a result-oriented education. Utilization in this case has to do with effective and efficient use of school facilities that are in school. Ifeakor and Okoli (2016) disclosed that relevant utilization indicators are required to assess the legality of utilization of these educational facilities. Such analysis is meant to reveal areas of stress and weaknesses (i.e. under- utilization and over -utilization) in the existing arrangement with a view to developing facilities master plan. Ilamdallall, Ozovehe and Olanrewaju (2013) lamented on the poor utilization of school facilities. The scholars revealed that school facilities such as classroom, hostels, instructional facilities and laboratory facilities are not adequately provided and used in teaching and learning and the little ones found are in total disrepair. Abdulkareem in Abraham (2018) posited that school facilities utilization is the constant and steady use of facilities in the school. The scholar opined that utilization of school facilities entails; drawing of time table for the various classes, appointing a prefect to regulate the use and appointing a specialist that have the idea of how to use the facility.

Teachers' job effectiveness involves all the activities carried out by the teacher to achieve the desired effect on students. It involves the extent to which the teachers participate in the

overall running of the school in order to achieve the expected objectives. Adepoju (2019) has observed professional laxity on the part of teachers. To him many teachers are merely staying on the job to look for better jobs outside. He complained that the constant cases of absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post and indiscipline constitute big problem to the attainment of educational goals.

### **Statement of the Problem**

The school is a synergetic function of various resources both human and material. For effective instructional delivery, schools cannot function in isolation. There are school facilities that enable the school to smoothly carry out its aims and objectives. These school facilities include conducive classrooms, comfortable staffrooms, well equipped laboratories, libraries, workshop among others. School facilities are so essential in schools that academic activities cannot be completely carried without their adequate provisions. However, it is worrisome that many schools that possess these facilities actually do not pay close attention to effective management. Observations from various researchers have shown that majority of the administrators pay more attention to school facility procurement than management. This amounts to the reason why there are so much dilapidated structures and facilities in Nigerian schools. This condition is highly disheartening as it could be very detrimental to teachers' job effectiveness and efficiency in secondary schools. It is based on the above plight that problem of this study put in a question form is: to what extent does utilization of school facilities correlates with teachers' job effectiveness in secondary schools in South East Nigeria.

### **Purpose of the Study**

The purpose of the study was to investigate the utilization of school facilities correlates with teachers' job effectiveness in secondary schools in South East Nigeria. Specifically, the study seeks to

1. Determine the extent utilization of administrative facilities relate to teachers' job effectiveness in secondary schools.



2. Find out how the extent of utilization of instructional facilities relate to teachers' job effectiveness in secondary schools
3. Determine the extent utilization of recreational facilities relate to teachers' job effectiveness in secondary schools.

### **Research Questions:**

The following research questions were posed to guide the study;

1. To what extent does utilization of administrative facilities relate to teachers' job effectiveness in public secondary schools in South East Nigeria?
2. To what extent does utilization of instructional facilities relate to teachers' job effectiveness in secondary schools?
3. To what extent does utilization of recreational facilities relate to teachers' job effectiveness in secondary schools?

### **Hypotheses**

The following hypotheses were formulated to guide the study and were tested at 0.05 level of significance.

H<sub>01</sub>: There is no significant relationship between utilization of administrative facilities relate to teachers' job effectiveness in public secondary schools in South East Nigeria

H<sub>02</sub>: There is no significant relationship between utilization of instructional facilities and teachers' job effectiveness in secondary schools.

H<sub>03</sub>: There is no significant relationship between utilization of recreational facilities and teachers' job effectiveness in secondary schools.

### **Methodology:**

The design adopted for the study is correlational research design. The study was

carried out in the South East of Nigeria. The accessible population of the study consist of 29,445 teachers and principals which include 28,015 teachers and 1430 principals (Planning, Research and Statistics Unit of Secondary Education Management Board (SEMB) in the five states in South East, Nigeria, 2021). The sample for the study was 600 respondents consisting 91 principals and 509 teachers. A multi-stage sampling procedure and Taro Yamen sample size determination formula was used to determine the sample size using a sample fraction of 0.0235. Utilization of School Facilities Questionnaire (USFQ) and Teachers' Job Effectiveness Questionnaire (TJEQ) were used for data collection. USFQ and TJEQ were face validated by three experts, two from Department of Educational Management and one from Measurement and Evaluation in College of Education, Michael Okpara

University of Agriculture, Umudike. Pilot test was used to determine the reliability of the instrument. Cronbach Alpha coefficient reliability test was used to estimate internal reliability value of the instruments which yielded a correlation coefficient of 0.85. and 0.79. four briefed research assistants helped in the administration and collection of the instrument. Pearson Product Moment Correlation Coefficient (PPMCC) was used to answer the research questions while Simple Linear Regression to test the null hypotheses at 0.05 level of significance. Nwana in Nworgu (2015) interpreted the correlational scale as 0.00 to 0.20 as very low relationship, 0.20 to 0.40 as low relationship, 0.40 to 0.60 as moderate relationship, 0.60 to 0.80 as high relationship and 0.80 and above as very high relationship and this guided decision making in research questions. Moreover, in the hypotheses testing, null hypotheses were accepted where the probability value (p-value) is greater than the alpha value of 0.05 level of significance, otherwise the null hypotheses were rejected.

### **Results**

#### **Research Question 1**

To what extent does utilization of administrative facilities relate to teachers' job effectiveness in public secondary schools in South East Nigeria?



**Table 1: Correlation Matrix of Relationship between Utilization of Administrative Facilities and Teachers' Job Effectiveness in Public Secondary Schools**

|     |                 | UAF            | THE  |
|-----|-----------------|----------------|------|
| UAF | Pearson         | 1              | .580 |
|     | Sig. (2-tailed) |                | .000 |
|     | N               | 578            | 578  |
| THE | R <sup>2</sup>  | (0.336)<br>34% |      |
|     | Pearson         | .580           | 1    |
|     | Sig. (2-tailed) | .000           |      |
|     | N               | 578            | 578  |

UAF= Utilization of Administrative Facilities, TJE= Teachers' Job Effectiveness

The data on table 1 reveals a correlation ( $r$ ) coefficient of 0.580 which is positive and within the coefficient limit range of 0.40-0.60 indicating moderate extent relationship. This result shows that utilization of administrative facilities to a moderate extent, relates to teachers' job effectiveness in public secondary schools. The coefficient of determination ( $R^2$ ) of 0.336 indicates that approximately 34% of the teachers' job effectiveness in public secondary schools could be attributed to the utilization of administrative facilities.

### Hypothesis 1

There is no significant relationship between the utilization of administrative facilities and Teachers' job effectiveness in public secondary schools in South East Nigeria.

**Table 2: Regression Analysis of Extent of Relationship between Utilization of Administrative Facilities and Teachers' Job Effectiveness in Public Secondary Schools**

| Model      | Sum of Squares | Df  | Mean Square | F       | Sig.              |
|------------|----------------|-----|-------------|---------|-------------------|
| Regression | 24458.407      | 1   | 24458.407   | 318.216 | .000 <sup>b</sup> |
| Residual   | 44272.164      | 576 | 76.861      |         |                   |
| TOTAL      | 79254.566      | 577 |             |         |                   |

The data on table 2 indicates a P-value of 0.00 which is less than the alpha level of 0.05.

This implied that the null hypothesis was rejected and alternate hypothesis accepted. Therefore, there is a significant relationship between the utilization of administrative facilities and teachers' job effectiveness in public secondary schools in South East Nigeria.

### Research Question 2

To what extent does utilization of instructional facilities relate to teachers' job effectiveness in public secondary schools in South East Nigeria?

**Table 3: Correlation Matrix of Relationship between Utilization of Instructional Facilities and Teachers' Job Effectiveness in Public Secondary Schools**

|     |                 | UIF            | THE  |
|-----|-----------------|----------------|------|
| UIF | Pearson         | 1              | .892 |
|     | Sig. (2-tailed) |                | .000 |
|     | N               | 578            | 578  |
|     | R <sup>2</sup>  | (0.796)<br>80% |      |





|     |                 |      |     |
|-----|-----------------|------|-----|
| THE | Pearson         | .892 | 1   |
|     | Sig. (2-tailed) | .000 |     |
|     | N               | 578  | 578 |

UIF= Utilization of Instructional Facilities, TJE= Teachers' Job Effectiveness

The result on table 3 reveals a correlation (r) coefficient of 0.892 which is positive and within the coefficient limit range of 0.80 and above indicating a very high extent relationship. This result shows that utilization of instructional facilities to a very high extent, relates to teachers' job effectiveness in public secondary schools. The coefficient of determination ( $R^2$ ) of 0.796 indicates that approximately 80% of the teachers' job effectiveness in public secondary schools could be attributed to the utilization of instructional facilities.

### Hypothesis 2

There is no significant relationship between the utilization of instructional facilities and teachers' job effectiveness in public secondary schools in South East Nigeria.

**Table 4: Regression Analysis of Extent of Relationship between Utilization of Instructional Facilities and Teachers' Job Effectiveness in Public Secondary Schools**

| Model      | Sum of Squares | Df  | Mean Square | F       | Sig.              |
|------------|----------------|-----|-------------|---------|-------------------|
| Regression | 23782.321      | 1   | 23782.321   | 285.119 | .000 <sup>b</sup> |
| Residual   | 48045.133      | 576 | 83.412      |         |                   |
| Total      | 71077.682      | 577 |             |         |                   |

The data on table 4 indicates a P-value of 0.000 which is less than the alpha level of 0.05. This implies that the null hypothesis was rejected and alternate hypothesis accepted. Therefore, there is a significant relationship between the utilization of instructional facilities and teachers' job effectiveness in public secondary schools in South East Nigeria.

### Research Question 3

To what extent does utilization of recreational facilities relate to teachers' job effectiveness in public secondary schools in South East Nigeria?

**Table 5: Correlation Matrix of Relationship between Utilization of Recreational Facilities and Teachers' Job Effectiveness in Public Secondary Schools**

|     |                |      |   | URF             | THE  |
|-----|----------------|------|---|-----------------|------|
|     | Pearson        |      |   | 1               | .808 |
| URF | Sig (2-tailed) |      |   |                 | .003 |
|     | N              |      |   | 578             | 578  |
|     | $R^2$          |      |   | (0.653)         |      |
|     |                |      |   | 65%             |      |
| THE | Pearson        | .808 | 1 | Sig. (2-tailed) | .003 |
|     | N              |      |   | 578             | 578  |

URF= Utilization of Recreational Facilities, TJE= Teachers' Job Effectiveness



Results on table 5 show correlation (r) coefficient of .808 which is positive and within the coefficient limit range of 0.80 and above indicating a very high extent relationship. This result shows that utilization of recreational facilities to a very high extent, relates to teachers' job effectiveness in public secondary schools. The coefficient of determination ( $R^2$ ) of 0.653 indicates that 65% of the teachers' job effectiveness in public secondary schools could be attributed to the utilization of recreational facilities.

### Hypothesis 3

There is no significant relationship between the utilization of recreational facilities and teachers' job effectiveness public secondary schools in South East Nigeria.

**Table 6: Regression Analysis of Extent of Relationship between Utilization of Recreational Facilities and Teachers' Job Effectiveness in Public Secondary Schools**

| Model      | Sum of Squares | Df  | Mean Square | F       | Sig.               |
|------------|----------------|-----|-------------|---------|--------------------|
| Regression | 25632.694      | 1   | 25632.694   | 297.798 | 0.000 <sup>6</sup> |
| Residual   | 49578.411      | 576 | 86.074      |         |                    |
| Total      | 78235.455      | 577 |             |         |                    |

Data on table 6 shows a P-value of 0.03 which is less than 0.05 alpha level. This implies that the null hypothesis stated was rejected and the alternate accepted. Therefore, there is a significant relationship between utilization of recreational facilities and teachers' job effectiveness in public secondary schools in South East Nigeria.

### Summary of the Major Findings

The major findings of the study include that:

1. Utilization of administrative facilities significantly to a moderate extent, relates to teachers' job effectiveness in public secondary schools.
2. Utilization of instructional facilities significantly to a very high extent, relates to teachers' job effectiveness in public secondary schools.
3. Utilization of recreational facilities significantly to a very high extent, relates to teachers' job effectiveness in public secondary schools.

### Discussion of Findings

The findings of the study were discussed below based on the major findings of the study.

#### Utilization of administrative facilities and teachers' job effectiveness in public secondary schools.

The results on table 1 and 2 showed that utilization of administrative facilities significantly to a moderate extent, relates to teachers' job effectiveness in public secondary schools. The results specifically showed that the utilization of administrative facilities such as staffroom, health facilities, stationeries in the principals' office as well as other facilities in the office of the Dean of

studies, Bursars' office as well as those of the Guidance and counselling unit moderately relate with the job effectiveness of the teachers. This could suggest that the use of those administrative facilities by the teachers especially when they assume the administrative roles, could moderately determine the extent of their effectiveness in the job. The results corroborated with the similar results from Ninikanwa in Oluchukwu (2019) in his study on effective practices in the management of school facilities in secondary schools which showed among others that the effective use of school buildings and other facilities in the school influence to some extent the academic performance of students



which is one of the indices to measure the effectiveness of the teacher in the job.

**Utilization of instructional facilities and teachers' job effectiveness in public secondary schools**

It was found from table 3 and 4 of the study that utilization of instructional facilities significantly to a very high extent, relates to teachers' job effectiveness in public secondary schools. This implied that the extent teachers could use instructional facilities in carrying out the jobs, to a very large extent determine also the extent such teachers will be able to realize his goals or be very effective in their jobs. The results in the Table specifically showed that the teachers' use of instructional facilities such as classrooms, school libraries, Laboratories, school workshops, school auditorium as well as ICT relate to a very high extent with their job effectiveness. The results no doubt suggest that teachers are more effective when they make effective use of the available facilities in the school. The results agreed with Oliver and Reschly (2018) who opined that the effectiveness of the teachers depends largely of his ability to make use of the available resources to achieve his set out objectives. In similar vein Aina (2018) lamented that it was lack of adequate use of the available facilities in the schools that results to teachers' inability to bring about effective instructions for students' enhanced performance in Physics. The result equally affirmed the earlier findings from Ugwujah (2018) on the management of school facilities in Enugu education zone which revealed among others that teachers' effective use of available facilities in the zone has brought about enhanced academic performances of students in the zones.

**Utilization of recreational facilities significantly to a very high extent, relates to teachers' job effectiveness in public secondary schools:**

The results further showed on table 5 and 6 that the utilization of recreational facilities significantly to a very high extent, relates to teachers' job effectiveness in public secondary schools. In other words, the extent teachers are able to use the recreational facilities in their instructional delivery

determine to a very large extent their effectiveness in teaching. The result specifically showed that the teachers' use of recreational facilities such as spacious playing ground, attendance to excursions and picnics, use of drama and music rooms as well as their use of school cultural facilities relate to a very high extent to their job effectiveness. The result is not surprising since recreational activities are practical oriented that need to be done with physical facilities in order to achieve the set-out goals. The results agreed with Okafor in Elghaffar (2018) who opined that teachers' ability to expose students to outdoor practical activities encourages such students to learn more. The results also supported Emu and Nwannunu in Emenalor (2017) who in his study the management of school climate and teachers' job performance in secondary schools discovered among others that teachers' ability to manage school climate which include school facilities, determine to a very high extent their job performance.

**Recommendations**

1. Government and Secondary school administrations should provide regular training to teachers in the secondary schools on how best to use administrative facilities to enhance their job effectiveness.
2. Teachers should engage themselves on regular trainings on how to use different innovative instructional facilities to achieve effective instructional delivery.
3. School administration as well as other supervisory bodies should ensure that teachers make adequate use of the recreational facilities to teach students.

**References**

- Abraham, N. M. (2018). Educational administration in Nigeria, Port Harcourt Pam Unique Publishers.
- Adepoju, T. L. (2019). Location of secondary schools as a factor in determining academic performance of students. *Ibadan of Educational Students* 7(2), 401-412.



- Ania, J.K. (2018). Integration of ICT into physics learning to improve Students' academic achievement Problems and solutions. *Open Journal of Education* 1(4), 117-121.
- Ebong, J.M. (2016). Understanding economics of education. Port Harcourt Ragle Pluviograph Press.
- Elghaffar, M. (2018). A practical guide for school building maintenance. Assiut University Bulletin for Environmental Research. 10
- Emenator, F.C (2017). School facilities maintenance: An implication for school administration in the implementation of the U S E *Journal of the Women in Academics (JOWACS)* 4(1),
- Odor, G.O. (2018). Administration of school in Nigeria: Theory and practice. Benin city. *Monose Amalgamates*
- Ololube, N. P. (2015). Teachers job satisfaction and motivation for school effectiveness: An assessment. *Essays in Education*, 18 (1) 9-16.
- Oluchukwu, E. E. (2019). School facilities and implementation: Management of Nigerian educational project monitoring and school facilities maintenance. *A Publication of the National Institute for Educational Planning and Administration, Ibadan.*
- Ugwuajah, H O (2018) Management of school facilities in post primary instruction in Enugu Education Zone. *Unpublished Master's Thesis* University of Nigeria Nzukka.
- Usen, B.O (2016) Security and healthy interaction in school *A Journal of Management Review in schools*. Upline Publishers. Ado-Ekiti.