



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

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### **Abstract**

This study determined the relationship between school facilities management 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. School Facilities Management Questionnaire (SFMQ) and Teachers' Job Effectiveness Questionnaire (TJEQ) were used for data collection. SFMQ 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. The findings showed among others that the provision of administrative facilities, instructional facilities as well as recreational facilities significantly to a moderate and high extent respectively related to teachers' job effectiveness Based on the findings, it was recommended among others that educational researchers should carry out studies to find out how the provision of administrative facilities could relate or influence job effectiveness of teachers to a large extent.

### **Introduction**

Over the years Nigeria educational system has been freighted by myriads of problem which have affected the system tremendously. Notable among these problems are poor planning in terms of matching the school admission or enrolment with the school facilities at hand coupled with little or no funds. This has resulted to insufficient school facilities which to great extent distort the quality of education delivery that in turn begets the poor-quality products. Due to this, the Federal Republic of Nigeria (2014) stated in the National Policy on Education that in addition to universal basic education programmes, there should be school library, basic health scheme as well as

counselling services to be used as education support programmes.

School facilities are made up of the school land and physical structures on it. It also includes the site, building, physical equipment, recreational spaces and books used for the achievement of educational objectives (Onwarah, 2018). School facilities in this context simply means the academic environment of secondary schools in the study area. It can also be described as teaching and learning environment of secondary schools. Besides Adegoke (2019) affirmed that school facilities include the school site, equipment and the building which also includes the permanent structures like workshop, libraries, classrooms, laboratories, hostels, assembly halls and



semi-permanent structures. The attainment of an effective teaching and learning that results to excellent academic performance is closely related to the management of school facilities (Adepoju 2019), Emenalo (2017) asserted that school facilities are the elite scope of physical infrastructural facilities which are provided in the school for the purpose of educating the child. Asiabaka (2018) asserted those schools facilities consisted of all types of building, area for sports and games, landscapes, farms and gardens including trees and paths. Others include furniture and toilet facilities, storage facilities, information and communication technology etc.

An administrative space is another component of school facilities that requires attention in terms of management. Administrative spaces in this context refers to spaces occupied by principals, teachers and other non-teaching staffs. Omeje (2019) described administrative spaces as the offices that are occupied by principals, vice principals, Dean of studies, subject masters, bursars, counselors, health officials and other non- teaching staffs. Ozor (2018) affirmed that most public secondary schools staff rooms are in poorly ventilated conditions and may not facilitate effective teaching and learning.

Another component of school facilities that calls for effective management is circulation space. In the context of this study circulation space includes corridors, lobby, staircase, and recreation spaces. Ugwu (2018) described circulation space as the space that beautify the school and create room for recreation activities. Idoko (2017) described circulation spaces as spaces where students charts and play.

Provision of school facilities deals with availability and adequacy of administrative, instructional and recreational facilities in a school. Eze (2019) described provision of school facilities as the procurement and purchase of the necessary facilities required in the school. Unachukwu and Okorji (2014) described provision of school facilities as the process of ensuring that all the facilities and materials required in a school are supplied. They further opined that provision of school facilities entails procurement, planning,

estimation or market survey, purchase or installation of the facilities. Ogene (2015) submitted that provision of school facilities is mostly done by government, community, donors and grants of agencies. the provision of basic infrastructural facilities in right proportion such as well-equipped libraries for references, well equipped laboratories for experiment and demonstration, instructional materials for easy instruction among others may enable teachers to teach better and make them to be satisfied with their jobs; but insufficient provision of these facilities may have negative effect on both the teachers and the learners. Also, effective teaching and learning can be jeopardized because of lack of inadequate provision of infrastructural facilities which may reduce teachers' interest to teach and learners passion to learn. Nnadi (2017) asserted that the poor provision of school facilities is as a result of political interest and bad leadership.

### **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 school facility management correlates with teachers' job effectiveness in secondary schools in South East Nigeria.

job effectiveness in secondary schools in South East Nigeria. Specifically, the study seeks to

### **Purpose of the Study**

The purpose of the study was to investigate the extent school facility management correlates with teachers'

4. Find out the extent provision of administrative facilities relate to teachers' job effectiveness in secondary schools in South East Nigeria.



5. Determine the extent provision of instructional facilities relate to teachers' job effectiveness in secondary schools.

### Research Questions

The following research questions were posed to guide the study;

4. To what extent does provision of administrative facilities relate to teachers' job effectiveness in secondary schools in South East Nigeria?
5. To what extent does provision of instructional 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 the provision of administrative facilities and teachers' job effectiveness in secondary schools in South East, Nigeria.

H<sub>02</sub>: There is no significant relationship between provision of instructional 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. School Facilities Management Questionnaire (SFMQ) and Teachers' Job Effectiveness Questionnaire (TJEQ) were used for data collection. SFMQ 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 provision of administrative facilities relate to teachers' job effectiveness in public secondary schools in South East Nigeria?

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

		PAF	TJE
PAF	Pearson	1	.553
	Sig (2-tailed)		.000
	N	578	578
	R <sup>2</sup>	(0.306) 31%	
THE	Pearson	.553	1
	Sig. (2-tailed)	.000	
	N	578	578



**PAF= Provision of Administrative Facilities, TJE= Teachers' Job Effectiveness**

Data on Table 1 show a correlation ( $r$ ) value of .553 which is positive and within the coefficient limit or range of 0.40-0.60 indicating moderate relationship. This result shows that provision of administrative facilities to a moderate extent, relates to teachers' job effectiveness in public secondary schools. The coefficient of determination ( $R^2$ ) of 0.306 indicates that approximately 31% of the teachers' job effectiveness in public secondary schools could be accounted for by the provision of administrative facilities.

**Hypothesis 1**

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

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

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	24209.156	1	24209.156	344.203	.001 <sup>b</sup>
Residual	40512.511	576	70.332		
Total	71187.677	577			

Data on table 2 reveals a significant probability ( $P$ ) - value of 0.001 which is less than the alpha value of 0.05. Since the  $P$ -value is less than 0.05 alpha level, the hypothesis of no significant relationship was rejected and the alternate upheld. Therefore, there is a significant relationship between the provision of administrative facilities and teachers' job effectiveness in public secondary schools in South East Nigeria.

**Research Question 2**

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

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

		PIF	TJE
PIF	Pearson	1	.732
	Sig (2-tailed)		.000
	N	578	578
	$R^2$	(0.536) 54%	
THE	Pearson	.732	1
	Sig. (2-tailed)	.000	
	N	578	578

**PIF= Provision of Instructional Facilities, TJE= Teachers' Job Effectiveness**

The data on table 3 reveals a correlation value of .732 which is positive and within the coefficient limit or range of 0.60-0.80 indicating high relationship. This result implies that provision of instructional facilities to a high extent, relates to teachers' job effectiveness in public secondary schools. The coefficient of determination ( $R^2$ ) of 0.536 indicates that approximately 54% of the teachers' job effectiveness in public secondary schools could be accounted for by the provision of instructional facilities.





## Hypothesis 2

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

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

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	33145.522	1	33145.522	381.342	.000 <sup>b</sup>
Residual	50064.651	576	86.918		
Total	80107.009	577			

Data on table 4 show a probability (P) - value of 0.000 which is less than the alpha value of 0.05. Since the P-value is less than 0.05 alpha level, the hypothesis of no significant relationship was rejected. Therefore, there is a significant relationship between provision of instructional 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:

- provision of administrative facilities significantly to a moderate extent, relates to teachers' job effectiveness in public secondary schools.
- provision of instructional facilities significantly to a 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.

### Provision of administrative facilities and teachers' job effectiveness:

Results from the study showed on table 1 and 2 that provision of administrative facilities significantly to a moderate extent relate to teachers' job effectiveness in public secondary schools. The results specifically showed that the provision of administrative facilities in the form of staffroom, health facilities, stationary in the principals' office, facilities in the Guidance and counselling unit as well as Dean of students' office among others moderately determine teachers' job effectiveness in public secondary schools. These generally implied that where there are good provision of administrative facilities, teachers will moderately be effective in their jobs. This could be because teachers sometimes go beyond the job of teaching to that of administration using those facilities. Teachers are assigned with administrative jobs such as disciplinarian, labour master, Guidance and counselling among others in addition to their teaching activities. There is no doubt that they can only carry out such administrative job effectively using those facilities. The study supported Ali, Aliyu and Sunday (2013) who in their study on the relationship between provision and management of school facilities which among others showed a

significant relationship between school facilities and students' performance which invariably is the indices to measure job effectiveness of teachers.

### Provision of instructional facilities and teachers' job effectiveness in public secondary schools:

It was found from the study on table 3 and 4 that the provision of instructional facilities significantly to a high extent, relates to teachers' job effectiveness in public secondary schools. In other words, teachers' effectiveness in their jobs could be determined by the availability of instructional facilities. The results specifically indicated that the provision of instructional facilities such as classrooms, school libraries, well-equipped school laboratories, well-furnished school workshop, school auditorium as well as ICT to a high extent relate to teachers' job effectiveness. These however, suggest that the availability of those instructional facilities largely determine the teacher will achieve her instructional objectives among others. This tends to show that lack of instructional facilities for the teachers to effectively use, is the bane of effective achievement of the teachers' set out goals. The result disagreed with Ogundele (2012) who discovered from his previous study that the provision of instructional facilities influences students' performance which is one of the in indices for measuring teachers' effectiveness in the job to low extent. The disagreement between the



present study and the former could be based on the fact that the provision does not guaranty the utilization. However, the results supported Patricia and Nor-aini (2013) who found from the earlier study that adequacy in the provision of school facilities encourage both the teachers and the students to realized their set out goals.

### Recommendations

Based on the findings and conclusions of the study, the following recommendations were made.

Educational researchers should carry out studies to find out how the provision of administrative facilities could relate or influence job effectiveness of teachers to a large extent.

Subject teachers' associations and other stakeholders in education should assist Government in the provision of the provision of instructional facilities in secondary schools.

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