



**PERCEPTION OF STAKEHOLDERS ON THE ROLE PERFORMANCE OF STATES
UNIVERSAL BASIC EDUCATION BOARDS (SUBEBs) ON THE MANAGEMENT OF
PRIMARY SCHOOLS IN KADUNA STATE, NIGERIA.**



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Abstract

The study investigated the “Perception of Stakeholders’ on the role performance of States Universal Basic Education Boards (SUBEBs) on the management of primary Schools in Kaduna State, Nigeria”. The study focused on two objectives which include Selection of qualified staff for recruitment and Maintenance of infrastructural facilities. In line with these variables, two research questions and two corresponding hypotheses were formulated. The research design adopted for this study was descriptive design. The population for the study was forty-nine thousand eight hundred and ninety-one (49,891) as at the time of study in Kaduna State, Nigeria. A stratified sampling technique was adopted for this study, Twenty-five Thousand and twenty-one (25021) Teachers. Ten Thousand four hundred and sixty-six (10,466) Head teachers and fourteen thousand four hundred and four (14,404) LGEA Officials in order to give an equal chance to all sample representatives and to be able to cover the State, A total of Three hundred and eighty-three (383) were used as sampled. A purposive sampling technique was used to share 383 copies of questionnaires. The questionnaire was duly validated and reliably co-efficient of 0.97 was obtained. The data obtained were analyzed using descriptive statistics, percentages, and analysis of variance (ANOVA) at 0.05 level of significance. The study found among others that States Universal Basic Education Board (SUBEB) are not effectively performing their managerial roles in the area of selection of qualified teachers for recruitment; training and effectively performance their roles of school infrastructural maintenance and planning of school. The study recommends among others that the management of LGEAs should embrace modern model of recruitment through the use of computer and other practices that will ensure that only qualified staff are recruited.

Keywords: States Universal Basic Education Boards (SUBEBs), Selection of qualified staff for recruitment and Maintenance of infrastructural facilities



Introduction

Primary Education as an instrument for human development is achieved through Teaching and learning, Primary Education is seen as tools for the transformation of the individual lives in the society. It is also an indispensable factor for addressing the socio-economic, socio-cultural, political as well as technological problem of any nation (Vlasov & Polbitsyn, 2022).

The inclusion of universal primary education emphasizes the important of primary education in the development process of every nation. There is no doubt that qualitative primary education is a step for solving problems such as ignorance, illiteracy, religious violence, insecurity and political servitude (Adam, 2024). An educated Nigerian is capable of making a more stable, peaceful and prosperous country possible. In Nigeria, it is stated in the national policy on Education Babalola (2015) that the federal government has adopted education as an instrument per excellence for affecting national development. Education involves the training of human resource and the quality of this training is very important because of its position in achievement of educational objective. The extent to which education at all level in Nigeria realizes its potential for the wholesome growth and socio-economic development depend very much on the quality of management in all levels of education.

The researcher has it that primary schools are neglected of being properly managed by LGAs as it's expected on that required man power; instructional materials, supervision and infrastructural materials, staff training and development are not put in place according to specifications and set standards. In view of all these it is only natural to seek for solutions on how best to solve these problems one of such ways is to embark on research, with a view to find out the true position of things and to recommend how best to enhance and/or sustain effective management of primary schools by SUBEB through LGAs in Kaduna State, Nigeria. This study therefore, sought to investigate the perceptions of stakeholders which include The Education secretaries Head of Departments (Admin Staffs), Head Teachers, and Teachers on their role performance of Local Government Education Authority on management of primary schools in Kaduna State, Nigeria.

Human resource is perceived as the most vital resource that is at the disposal of the educational enterprise(Tanjung, 2020). Therefore, the proper management of these resources in Education would apart from being an added advantage in attaining educational goal, also make education waste minimal. In spite of all effort by management to ensure that qualitative Education is given at all level of education, the system still suffer from some seemingly intractable problem ranging from mismanagement and control of resource, inadequate monitoring and evaluation. All these militate against effective teaching and learning thereby denying the required standard set by the government (Sarin, 2015).

The researcher observed that there is no doubt that primary school system in Nigeria is facing serious problems despite its large number of pupil's enrolment it has to cater for in the Primary schools. The employment guidelines provided for teaching becomes a mere document no consideration is given to it. Many are not qualified for employment to teach in the primary Schools due to their Qualifications. The teachers also are no longer committed to their jobs because they are not regularly paid. Inadequate provision of infrastructural materials, dilapidated class rooms were not given emphasis.

The researcher is on the view that, for effective role performance on management of Primary School by the State Universal Basic Education Boards (SUBEBs) in Kaduna State, Nigeria is to take place, there should be adequate provision and maintenance of competent and qualified teachers should be employed to teach in the schools and Maintenance of infrastructural facilities for teaching and learning in primary schools to be carried out, It is with this background that this study is set to find out the Perceptions stakeholders' on the role performance of State Universal Basic Education Boards (SUBEBs) on the management of primary school at Kaduna State, Nigeria. It is hoped that the outcome of this study will help in determining the most effective ways to improve these roles performance of State Universal Basic Education Boards (SUBEBs) in Kaduna State, Nigeria,

Objectives of the Study

The study is set to achieve the following objectives to examine the perceptions of stakeholders on the role performance of State Universal Basic Education Boards (SUBEBs) on selection of qualified



staff for recruitment in primary schools in Kaduna State, Nigeria; and examine the perceptions of stakeholders on the role performance of State Universal Basic Education Boards (SUBEBs) on maintenance of infrastructural facilities in primary schools in Kaduna State, Nigeria.

Research Questions

The following research questions are formulated based on the objectives of the study.

In what way does the stake holder perceive State Universal Basic Education Boards (SUBEBs) role performance on selection of qualified staff for recruitment in Primary school in Kaduna State, Nigeria? and

In what way do the stake holders of State Universal Basic Education Boards (SUBEBs) perceive role performance on maintenance of infrastructural facilities in primary schools as perceived by stake holders in Kaduna State, Nigeria?

Research Hypotheses.

The following hypothesis is used for the purpose of this study:

Ho₁: There is no significant difference in the perceptions of respondents on the role performance of State Universal Basic Education Boards (SUBEBs) on recruitment of staff in primary schools in Kaduna State, Nigeria; and

Ho₂: There is no significant difference in the perceptions of the respondents on the role performance of State Universal Basic Education Boards (SUBEBs) on provision and maintenance of infrastructural facilities in primary schools in Kaduna State, Nigeria;

Conceptual Overview

Concept of Selection of qualified staff for Recruitment and Maintenance of infrastructural facilities. Some terms have been identified and used in this study whose meaning or notions require explanations, especially as they are used in this study. This becomes necessary because they form frame work for this study. Some of them are;

Concept of Stakeholders

Stakeholders can be internal or external. Internal stakeholders are people whose interest in a company comes through a direct relationship, such as employment, ownership or investment. External stakeholders are those people who do not directly work with a company but are affected in some way by the actions and outcomes of said business. Suppliers, creditors and public groups are all considered external stakeholders. On the opinion, Asuquo and Ekpoh (2018), Stakeholder is a group, corporate, organization, members, or system that affects or can be affected by an organization's actions.

Concept of Maintenance

Solomon (2013) noted that French official norm defines “corrective maintenance” as maintenance which is carried out after failure detection and is aimed at restoring an asset to a condition in which it can perform its intended function. Preventive maintenance (PM) has the care and servicing by personnel for the purpose of maintaining equipment in satisfactory, operating condition by providing for systematic inspection, detection and correction of incipient failures either before they occur or before they develop into major defects (Basri & Abdul Razak, 2017). The maintenance of these facilities is greatly necessary in order to avert colossal wastage or their total loss.

Concept of Management

North-Samardzic et al. (2024) define management (or Managing) as the administration of an organization, whether it is a business, a not-for-profit organization, or government body. Management includes the activities of setting the strategy of an organization and coordinating the efforts of its employees (or of volunteers) to accomplish its objectives through the application of available resources, such as financial, natural, technological, and human resources.



Maintenance of Infrastructural Facilities.

Provision of appropriate and conducive environment for teaching and learning is one of the prerequisites for improving the quality of learning in primary schools. Most educational programs in Nigeria and across the world are faced with the problems of infrastructure such as lack of school, inadequate classroom structure, shortage of furniture and general conducive learning environment (Hamman, 2019). Infrastructural facilities refer to the physical and spatial enablers and enhancers of teaching and learning. In the local government education authority, the major infrastructural facilities include classrooms, libraries, farms or gardens, laboratories, workshops, offices, toilets, stores, staff quarters, playfields, and the entire school plant (Rahmawati, 2024). Infrastructure refers to the fundamental facilities and systems serving a country, city, or other area, including the services and facilities necessary for its economy to function. Infrastructure is composed of public and private physical improvements such as roads, bridges, tunnels, water supply, sewers, electrical grids, and telecommunications (including Internet connectivity and broadband speeds). In general, it has also been defined as "the physical components of interrelated systems providing commodities and services essential to enable, sustain, or enhance societal living conditions (Hayatu et al., 2023). Infrastructural facilities include the school site, classrooms, libraries, toilets, cafeteria, stores, gardens, sport fields, tools, instructional facilities, staff and pupil's furniture, teachers and pupils text books, utilities etc (Krishnaiah et al., 2024). There is abundant evidence that the available school facilities are far less than the required ones in the Nigerian school system (Owoeye & Olatunde Yara, 2011). Worse still, it has been found that most of the available ones are in poor conditions for use due to poor management, (AbdulKareem, 2017) This deplorable condition of infrastructural facilities in schools has been affecting this efficiency and the effectiveness of the Nigerian school, since these are the necessary tools for teachers and learners.

Infrastructure refers to the fundamental facilities and systems serving a country, city, or other area, including the services and facilities necessary for its economy to function. Infrastructure is composed of public and private physical improvements such as roads, bridges, tunnels, water supply, sewers, electrical grids, and telecommunications (including Internet connectivity and broadband speeds). In general, it has also been defined as "the physical components of interrelated systems providing commodities and services essential to enable, sustain, or enhance societal living conditions" (Hassan & Fatile, 2022). There are two general types of ways to view infrastructure, hard or soft. Hard infrastructure refers to the physical networks necessary for the functioning of a modern industry. This includes roads, bridges, railways, etc. Soft infrastructure refers to all the institutions that maintain the economic, health, social, and cultural standards of a country. This includes educational programs, official statistics, parks and recreational facilities, law enforcement agencies, and emergency services.

Types of Infrastructure.

Infrastructure can be put into several different types including:

Soft infrastructure: These types of infrastructure make up institutions that help maintain the economy. These usually require human capital and help deliver certain services to the population. Examples include the healthcare system, financial institutions, governmental systems, law enforcement and education systems.

Hard Infrastructure: These make up the physical systems that make it necessary to run a modern, industrialized nation. Examples include roads, highways, bridges, as well as the capital/assets needed to make them operational (transit buses, vehicles, oil rigs/refineries).

Critical Infrastructure: These are assets defined by a government as being essential to the functioning of a society and economy, such as facilities for shelter and heating, telecommunication, public health, agriculture, etc. In the United States, there are agencies responsible for these critical infrastructures, such as Homeland Security (for the government and emergency services), the Department of Energy and the Department of Transportation.



Methodology

The researcher adopted descriptive research design; this is because the study solicits perception of stakeholders under the prevailing circumstance in which structured questionnaire is used to collect relevant data (perceptions) from selected samples (LGEA officials, Head teachers and teachers) from the population. The rationale for the design is that it can select sample from the target population (Akuezullo and Agu, (2004). The population of the study was 192,733 participants (LGEA Officials, Head Teachers and Teachers) in Kaduna State. And samples representing LGEA Staff (29,132) Twenty-Nine thousand One hundred and thirty-two. The Head Teachers (17,496) Seventeen Thousand Four Hundred and ninety-six Head Teachers. And One Hundred and Forty-six Thousand one hundred and five (146,105) teachers in Kaduna State. Stratified random sampling technique was used in sampling the respondents; this is because stratification allows variability of elements selected with each stratum more homogeneous than the variation of elements between strata. Therefore, simple random technique was used in arriving at the sample population use for the study. The sample for the study use is 383 consisting Fifty-Eight (58) LGEA officials, Thirty five (35) Head Teachers and Two hundred and Ninety (290) Teachers which are selected in line with the recommendation of Research Advisor 2006 at 95 percent confidence level and 0.05 level of significant. The instrument used for Collection of data for this study was structured questionnaire tagged Stakeholders perception on role performance of LGEA on the management of primary schools (PSORPLGEAMPS) in Kaduna State. In order to ascertain the validity of this instrument, and also its applicability to the sample of this study, to the respondents, the research instruments were validated by experts in Educational Administration and Planning for content validity, there suggestions were used for the correction of the instruments before it was finally administered. the instrument was pilot tested in some sample Schools to ascertain that the instrument was able to measure what is meant to measure. The reliability coefficient of the instrument was determined using Cronbach’s Alpha technique at 0.89 reliability index. which shows the instrument is valid. The Data from this study is analysed using frequencies and percentages for the demographic variables, mean and standard deviation was used to analysed the research questions while, the hypothesis tested using One–Way Analysis of Variance (ANOVA) because there were more than two levels of independent variables used. All the hypothesis were tested at 0.05 level of significance.

Research Question One

Role Performance of SUBEB on the Selection of Staff for Recruitment in Primary Schools in Kaduna State, Nigeria.

Tabulations, frequencies and percentages of three categories of respondent’s opinions were used to determine the role performance of local government education authorities on the selection of staff for recruitment in primary schools in Kaduna State, Nigeria

Table 1: Role Performance of SUBEB on the Selection of Staff for Recruitment in Kaduna State, Nigeria

| S/N | Items | Category | SA | A | U | D | SD | Mean | STD | Remark |
|-----|--|----------|----|----|---|-----|-----|------|------|--------|
| 1 | LGEA advertises for employment when there is the need for recruitment of Teachers. | LGEA | 28 | 22 | 0 | 1 | 7 | 4.09 | 1.29 | A |
| | | HT | 5 | 0 | 0 | 13 | 17 | 1.94 | 1.35 | D |
| | | Teachers | 11 | 16 | 2 | 109 | 142 | 1.73 | 1.01 | D |
| 2 | LGEA shot-list only staff that are relevant for the vacancies. | LGEA | 25 | 19 | 2 | 2 | 10 | 3.81 | 1.47 | A |
| | | HT | 5 | 0 | 0 | 13 | 17 | 1.94 | 1.35 | D |
| | | Teachers | 13 | 16 | 2 | 110 | 139 | 1.76 | 1.05 | D |
| 3 | Written examinations are taken at the LGEA for the recruitment exercise. | LGEA | 5 | 10 | 0 | 20 | 23 | 2.21 | 1.36 | D |
| | | HT | 3 | 3 | 0 | 13 | 16 | 1.97 | 1.27 | D |
| | | Teachers | 14 | 13 | 0 | 173 | 80 | 1.96 | 0.96 | D |
| 4 | Only successful candidates are invited for the oral | LGEA | 6 | 9 | 0 | 25 | 18 | 2.31 | 1.34 | D |
| | | HT | 2 | 4 | 0 | 10 | 19 | 1.86 | 1.24 | D |



| | | | | | | | | | | |
|-----------------|--|----------|-----|----|---|-----|----|------|------|---|
| | examination's actions at the LGEA.to the State level. | Teachers | 8 | 17 | 0 | 194 | 61 | 1.99 | 0.85 | D |
| 5 | The state conducts oral exams and the successful candidates are listed for posting to various schools. | LGEA | 30 | 10 | 0 | 16 | 2 | 3.86 | 1.39 | A |
| | | HT | 26 | 1 | 2 | 3 | 3 | 4.26 | 1.38 | A |
| | | Teachers | 159 | 16 | 0 | 84 | 21 | 3.74 | 1.54 | A |
| 6 | The LGEA ensures that teachers recruited are based on the needs of the LGEA. | LGEA | 4 | 11 | 0 | 22 | 21 | 2.22 | 1.31 | D |
| | | HT | 3 | 2 | 0 | 20 | 10 | 2.09 | 1.15 | D |
| | | Teachers | 28 | 22 | 0 | 167 | 63 | 2.23 | 1.18 | D |
| 7 | Teachers that are employed are adequate for all the schools. | LGEA | 5 | 10 | 2 | 14 | 27 | 2.17 | 1.4 | D |
| | | HT | 5 | 3 | 0 | 10 | 17 | 2.11 | 1.47 | D |
| | | Teachers | 11 | 16 | 0 | 194 | 59 | 2.02 | 0.89 | D |
| 8 | Induction Training is given to the newly recruited teachers in the LGEA. | LGEA | 6 | 9 | 0 | 13 | 30 | 2.1 | 1.45 | D |
| | | HT | 4 | 3 | 0 | 18 | 10 | 2.23 | 1.29 | D |
| | | Teachers | 13 | 14 | 0 | 177 | 76 | 1.97 | 0.94 | D |
| 9 | LGEA ensures that the recruited are qualified for teaching | LGEA | 4 | 11 | 0 | 18 | 25 | 2.16 | 1.35 | D |
| | | HT | 3 | 5 | 0 | 11 | 16 | 2.09 | 1.36 | D |
| | | Teachers | 11 | 16 | 0 | 179 | 74 | 1.97 | 0.92 | D |
| 10 | LGEA official ensure that all records of old and newly recruited teachers are kept up to date. | LGEA | 5 | 10 | 0 | 28 | 15 | 2.34 | 1.28 | D |
| | | HT | 2 | 5 | 2 | 24 | 2 | 2.46 | 1.01 | U |
| | | Teachers | 10 | 16 | 3 | 177 | 74 | 1.97 | 0.91 | D |
| Cumulative mean | | | | | | | | 2.39 | | |

Table 1, item 1 on whether the LGEA advertise for employment when there is need for employment on recruitment of teachers, the mean is 4.09, 1.94 and 1.73 by the responds of teachers, Head teachers and LGEA official was rejected. Similarly, item 2 is rejected through the mean of LGEA Officials 3.81. H/T 1.94 and Teacher 1.7 by the response of teachers, head teachers and LGEA official on only staff that are relevant that are short listed for employment. On written exams are taken at the LGEA for recruitment. The teachers, head teachers and LGEA on item 3 statement response mean is LGEA Officials 2.21, H/T 1.97 and Teacher 1.96 respectively that the respondent reject it. From item 4 the decision mean of the respondents was found to be LGEA Officials 2.31 H/T 1.86 and Teacher 1.99 meaning it was rejected that only successful candidate was invited the state level. Item 5 which state the state government conduct oral exam and the listed successful for schools, the respondent's responses mean is LGEA Officials 3.86, H/T 4.26 and Teacher 1.38. The teachers, head teachers and LGEA officials rejected the statement. Item 6 was to find whether LGEA ensures that teachers are recruited are based on the needs of the LGEA. The response of the respondents shows that all the respondents rejected the item statement that is LGEA Officials 2. 22, H/T 2.09 and Teachers 2.23 as the mean score. Item 7 was to find out whether the teachers employed are adequate to the LGEA primary schools however all the respondent's responses show that all respondents' responses show that all responses rejected the item statement that is by the teachers, head teachers and LGEA officials 2.17, H/T 2. 12 and Teacher 2.02 respectively. And Item 8 is on whether induction training is given to the newly recruited teachers in the LGEA in North West zone Nigeria the responses show that respondents reject the item statement i.e. the teachers, head teachers, LGEA official with the mean LGEA Officials 2.1 H/T 2.23 and Teacher 1.97 respectively. Item 9 was to find out whether the all recruited teachers are qualified for teaching the respondents response indicate that the statement is rejected base on the following means LGEA Officials 2.16, H/T 2.09 and Teacher 1.97. While Item 10 is on keeping up to date records of recruited teachers old and new. The responses of the respondents indicated that the item was rejected as the mean is as follows by the LGEA Officials 2.34, 2.46 H/T and Teachers 1.97 respectively. Similarly, by this analysis it was established that LGEAs in Kaduna State do not follows the procedure for recruitment properly. The cumulative mean is 2.39, therefore the mean result is rejected.



Research Question Two:

Role Performance of Local Government Education Authorities on Maintenance of Infrastructural Facilities on Management of Primary School in Kaduna State, Nigeria

Tabulations, frequencies and percentages of three categories of respondent’s opinions were used to determine the role performance of local government education authorities on maintenance of infrastructural facilities on management of primary schools in Kaduna State, Nigeria

Table 2: Role Performance of SUBEB on Maintenance of Infrastructural Facilities on management of Primary schools in Kaduna State, Nigeria.

| S/N | Items | Category | SA | A | U | D | SD | Mean | STD | Remark |
|-----|---|----------|-----|-----|---|----|-----|------|------|--------|
| 11 | LGEA officials ensure there is adequate water supply and maintenance for pupils in the school. | LGEA | 29 | 18 | 3 | 4 | 4 | 4.1 | 1.21 | A |
| | | HT | 13 | 15 | 2 | 0 | 5 | 3.89 | 1.32 | A |
| | | Teachers | 106 | 168 | 1 | 0 | 5 | 4.32 | 0.66 | A |
| 12 | Staff room, library, toilets for teachers and pupils are provided and maintained regularly by LGEA. | LGEA | 4 | 7 | 3 | 20 | 24 | 2.09 | 1.26 | D |
| | | HT | 4 | 6 | 1 | 8 | 16 | 2.26 | 1.48 | D |
| | | Teachers | 3 | 18 | 3 | 93 | 163 | 1.59 | 0.88 | D |
| 13 | Playgrounds and facilities provided are maintained regularly in the school. | LGEA | 26 | 24 | 1 | 4 | 3 | 4.14 | 1.1 | A |
| | | HT | 12 | 17 | 2 | 0 | 4 | 3.94 | 1.21 | A |
| | | Teachers | 102 | 172 | 1 | 0 | 5 | 4.31 | 0.66 | A |
| 14 | Maintenance of infrastructural facilities assists for conducive teaching and learning environment. | LGEA | 27 | 18 | 5 | 4 | 4 | 4.03 | 1.21 | A |
| | | HT | 11 | 15 | 5 | 0 | 4 | 3.83 | 1.22 | A |
| | | Teachers | 101 | 173 | 1 | 0 | 5 | 4.3 | 0.66 | A |
| 15 | Classroom maintenance helps to improve learners’ enrolment in school | LGEA | 6 | 4 | 1 | 30 | 17 | 2.17 | 1.23 | D |
| | | HT | 4 | 5 | 1 | 15 | 10 | 2.37 | 1.35 | D |
| | | Teachers | 3 | 19 | 2 | 94 | 162 | 1.6 | 0.89 | D |
| 16 | Infrastructural facilities are well maintained by the Head teachers and SBMC in the school. | LGEA | 27 | 20 | 1 | 6 | 4 | 4.03 | 1.24 | A |
| | | HT | 12 | 16 | 2 | 0 | 5 | 3.86 | 1.31 | A |
| | | Teachers | 107 | 165 | 3 | 0 | 5 | 4.32 | 0.67 | A |
| 17 | LGEA Staff ensure sport facilities provided in the school are well maintained. | LGEA | 27 | 19 | 4 | 4 | 4 | 4.05 | 1.21 | A |
| | | HT | 12 | 16 | 2 | 0 | 5 | 3.86 | 1.31 | A |
| | | Teachers | 103 | 168 | 3 | 1 | 5 | 4.3 | 0.68 | A |
| 18 | LGEA employs Carpenters Bricklayers and Electricians for quick maintenance of | LGEA | 29 | 20 | 1 | 4 | 4 | 4.14 | 1.19 | A |
| | | HT | 12 | 16 | 2 | 0 | 5 | 3.86 | 1.31 | A |
| | | Teachers | 100 | 172 | 2 | 1 | 5 | 4.29 | 0.68 | A |



| | | | | | | | | | | |
|----|--|----------|-----|-----|---|----|-----|------|------|---|
| | infrastructures in the schools. | | | | | | | | | |
| 19 | The LEGA keeps regular maintenance of classroom, halls and fields. | LGEA | 26 | 18 | 4 | 5 | 5 | 3.95 | 1.29 | A |
| | | HT | 13 | 15 | 2 | 0 | 5 | 3.89 | 1.32 | A |
| | | Teachers | 103 | 168 | 3 | 1 | 5 | 4.3 | 0.68 | A |
| 20 | Due to the role performance of LEGA officials, all school infrastructural facilities are properly reported and maintained where necessary. | LGEA | 2 | 7 | 3 | 26 | 20 | 2.05 | 1.1 | D |
| | | HT | 3 | 6 | 1 | 11 | 14 | 2.23 | 1.37 | D |
| | | Teachers | 11 | 13 | 0 | 78 | 178 | 1.58 | 1 | D |
| | Cumulative mean | | | | | | | 3.45 | | |

Item 2 is on the view of stakeholders whether LEGA ensure adequate water supply and maintenance for pupils in the schools, the result respondents response indicate that the mean is LEGA Officials 4.1, Head teachers 3.89 and Teachers 4.32 respectively. Item 12 is on the view of stakeholders on whether staff room, toilets are provided and maintained for pupils and staff. The respondents' response is as follows: LEGA Officials 2.09, H/Ms. 2.26 and Teachers 1.59 respectively. The result indicated that the item statement is rejected. Item 13 is on play grounds and facilities required are provided and maintained in primary schools the result from the respondents is LEGA Officials 4.14, H/Ms. 3.94, and Teachers 4.31 respectively the result indicate the outcome is rejected. Item 14 on whether there is maintenance of infrastructural facilities the outcome of the results is LEGA Official 4.03, H/Ms. 3.83, and Teachers 4.3 respectively the result indicates that its accepted. Item 15, the mean result is rejected base on the following result on class room maintenance outcome, where teachers 2.17, 2.37 and Teachers 1.6 respectively. Item 16 outcome of mean and standard deviation of item 56 on maintenance of infrastructural facilities by LEGA on SBMC, the result LEGA 4.03, H /T 3.8 and Teachers 4,3 2 respectively, finally it's rejected. Item 17 is to find out whether facilities in the schools on sports are well maintained the respondent's response is as follows; LEGA Officials 4.0 5, H/Ms. 3.8 6 and Teachers 4.3 as the means which indicate that the mean is accepted. And Item 18 is on employment of carpenters, brick layers and electricians for the maintenance of the school's facilities. The means responses indicate it's rejected to the fact of the response is teachers LEGA Officials 4.14, H/Ns. 3.86 and Teachers 4.29 respectively. Item 19 the item statement is to find out whether the LEGA maintain regularly the halls, classroom and fields. The outcome of the mean is LEGA Officials 3.95, H/Ms.3.89 and Teachers 4.3 respectively by the outcom3e result are accepted. Item 20 is to find out whether the infrastructural facilities are properly reported and maintained where necessary. The outcome mean is LEGA Officials 2.05; H/Ms. 2.23 and Teachers 1.58 respectively. The outcome of the mean accepted. The cumulative mean is 3.45, therefore the mean result is accepted.

Hypothesis 1

There is no significant difference in the opinions of respondents on the Role performance of Local Government Education Authorities on Selection of Staff for Recruitment in Primary Schools in Kaduna State, Nigeria.

Table 3: Opinion of respondents on the Role performance of SUBEB on maintenance and Selection of Staff for Recruitment on Management of Primary Schools in Kaduna State, Nigeria.

| | Sum of Squares | Df | Mean Square | F | Sig. | Decision |
|----------------|----------------|-----|-------------|--------|------|----------|
| Between Groups | 1702.032 | 2 | 851.016 | 10.880 | .000 | Rejected |
| Within Groups | 28940.558 | 370 | 78.218 | | | |
| Total | 30642.590 | 372 | | | | |

Table 3b: Sheffe's Test on the opinion of respondents on the Role performance of SUBEB on Selection of Staff for Recruitment on management of Primary Schools in Kaduna State, Nigeria.

| (I)Category | (J) Category | Mean Difference (I-J) | Std. Error | Sig. |
|-------------|--------------|-----------------------|------------|------|
| LGEA | HT | 4.33300 | 1.89298 | .074 |
| | Teachers | 5.93300* | 1.27590 | .000 |
| HT | LGEA | -4.33300 | 1.89298 | .074 |
| | Teachers | 1.60000 | 1.58560 | .601 |
| Teachers | LGEA | -5.93300* | 1.27590 | .000 |
| | HT | -1.60000 | 1.58560 | .601 |

Table 3 revealed that there was significant difference in the responses of the respondents belonging to different categories: $F(2, 372) = 10.880, p < 0.05$. Post-hoc comparisons using the Shuffle's test revealed that the significant difference found was between LGEA officials and Teacher. Thus, the hypothesis that says; there is no significant difference in the opinions of respondents on the Role performance of Local Government Education Authorities on Selection of Staff for Recruitment in Primary Schools in Kaduna State, Nigeria is rejected

Hypothesis 2:

There is no significant difference in the opinion of respondents on the Role performance of Local Government Education Authorities Maintenance of infrastructural Facilities in Primary Schools in Kaduna State

Table 4: Opinion of respondents on the Role performance of SUBEB on Maintenance of infrastructural Facilities in Primary Schools in Kaduna State

| | Sum of Squares | Df | Mean Square | F | Sig. | Decision |
|----------------|----------------|-----|-------------|------|------|----------|
| Between Groups | 26.464 | 2 | 13.232 | .305 | .737 | Retained |
| Within Groups | 16058.378 | 370 | 43.401 | | | |
| Total | 16084.842 | 372 | | | | |

Table 4 revealed that there is no significant difference in the responses of the respondents belonging to different categories: $F(2, 372) = .305, p > 0.05$. Thus, the hypothesis that says; there is no significant difference in the opinion of respondents on the Role performance of Local Government Education Authorities in Maintenance of Infrastructural Facilities in Primary Schools in Kaduna State is retained.

Summary of Findings

The study revealed that:

SUBEBs have not been effectively performing their management roles in Selection of qualified staff for recruitment in primary schools in Kaduna State, Nigeria. However, significant difference (p -value=0.00) exists in the opinions of LGEA officials and Teacher and

SUBEBs effectively performed majority management roles in maintenance of Infrastructural facilities in primary schools in Kaduna State, Nigeria.

Discussion of the Findings

The study assessed the stakeholder's perception on Role performance of SUBEBs on management of primary schools in Kaduna State, Nigeria. The variables investigated include, Selection of qualified staff for recruitment and maintenance of school infrastructural facilities. Based on these variables, the study raised two research questions and two corresponding hypotheses. Odewale (2019) The study found that SUBEBs has contributed immensely to the functioning of primary education, both in mandatory and concurrent capacities with the State government especially in selection of qualified



Teachers and maintenance of infrastructures facilities needed for the smooth running of primary education in Nigeria.

Research question one sought respondents' perception on the role performance of SUBEB on how effective is the role performance of SUBEBs in the selection of qualified staff for recruitment in Primary school in Kaduna State, Nigeria. The study found that SUBEBs have not been effectively performing majority of their management roles in Selection of qualified staff for recruitment in primary schools in Kaduna State, Nigeria. However, significant difference ($p\text{-value}=0.00$) exists in the opinion of LGEA officials and Teacher on this subject matter. The finding of the present study is similar to that of Ogundiran (2018) who reported that the recruitment exercise at primary school level is not properly managed by LGEAs as there are evidences of malpractices that leads to recruitment of less qualified applicant over highly qualified ones. Contrary to the present study finding, Chukuma (2017) reported that SUBEB effectively perform their management roles in the recruitment exercise and the recruited primary school teachers were inducted effectively into teaching profession. The contradiction could be associated with different in the study locations. While the present study is carried out in northern Nigeria, Chukuma study was carried in south eastern Nigeria. This implies that recruitment exercises at primary school levels is characterized by irregularities as SUBEBs failed to perform their official responsibilities effectively. The aftermath of this could be seen in the recruitment of unqualified primary school teachers. the study also inquired into LGEA role performance in the area of infrastructural facilities maintenance in primary schools in Kaduna State, Nigeria. The study found that LGEAs effectively performed majority of their managerial roles of maintaining Infrastructural facilities in primary schools in Kaduna State, Nigeria. This finding is contrary to Osuji & Iheanyichukwu (2021) who reported that managers of tertiary education need training on how to effectively manage their colleges resources. Similarly, Nzewi (2014) who reported that that the funds meant for the management of primary schools were utilized to a little extent in maintenance of school infrastructure.

Based on the Summary and Conclusion of the study, the following recommendations are hereby put forward;

The LGEA officials should be retrained by State Universal Education Board through seminars, workshops on how to effectively perform their management roles of selecting qualified applicant for recruitment in primary schools in Kaduna State, Nigeria. and LGEAs officials should be encouraged by the State Universal Education Board to maintain their effectiveness in maintenance of Infrastructural facilities of primary school in Kaduna State, Nigeria.

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