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EFFECTS OF PRINCIPALS' PERFORMANCE IN THE MANAGEMENT OF FACILITIES IN PUBLIC SECONDARY SCHOOLS IN NORTH EASTERN NIGERIA

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Abstract

This study investigated the effects of Principals' of Performance in the Management of Facilities in Public Secondary Schools in North Eastern Nigeria. Specifically two objectives were formulated to investigate principals' performance in the management of Infrastructural facilities and Instructional facilities. Two research questions and two null hypotheses were raised in line with the specific objectives. A descriptive survey research design was employed for the study. The study population comprised 2,198 principals and 34,460 teachers in public secondary schools in all the six states and in North Eastern Nigeria. The Research Advisors (2006) was adopted for the sample selection of 333 principals and 381 teachers from the 333 public secondary schools. Data were collected by the use of self-developed structured questionnaire titled "Effects of Principals' Performance in the Management of Facilities Questionnaire" (PRPMFQ) made up of 20 item. Descriptive statistics was used to analyze research questions while null hypotheses were tested using t-test independent sample at 0.05 level of significance. Major findings of the study showed that effects of principals' performance is positive in

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the management of infrastructural facilities and instructional facilities in public secondary schools in North Eastern Nigeria. The study concluded that principals' performance has positive impact in the management of facilities in public secondary schools in North Eastern Nigeria. Based on the findings, the study recommended that, Good knowledge of management processes should form the basis for appointing principals while on-the-job training is put in place.

Introduction

Facilities issues arise at all educational levels, from basic through secondary and tertiary level, from classrooms to administrative offices. This challenges every educational institution to proactively develop and implement a plan for dealing with these inevitabilities. Effective management of facilities plan integrate best practices of planning for provision of facilities by ensuring proper procurement of good quality materials, safe keeping of facilities' records during implementation and evaluation, and ensuring that facilities are handled in the best ways while maintenance and improvement services are integrated. This is because, an excellent academic performance and indeed sustainable development of educational system is dependent on effective and efficient management of human and material resources. In secondary schools administration, resources are not only limited but can be effectively and efficiently managed when management processes are properly harmonized, organized, coordinated and controlled by the school management team. This is in agreement with Blunt in Miller and Spoolman (2011) that, it is not the availability of these resources alone that guarantees achievement of school goals and objectives, but their adequacy and effective utilization. However, no matter how well packaged a school system is at any level of education, without proper management of the available resources, the system may fail to achieve its desired results. The actualization of goals and objectives of education require the provision, maximum utilization and appropriate management of human and material resources. Learning does not occur in a vacuum but takes place where students and staff thrive in an orderly, clean, safe environment and classrooms. Also, in well ventilated and equipped, suitably lighted and spacious, and properly maintained environment which facilitate teaching and learning processes. This could be regarded as management of facilities. Management simply means the act of getting things done through other people. Fabunmi (2019) defines management as the elites that run the affairs of the education sector through team efforts with the intention of making optimal use of available resources to achieve the set goals. Management includes the activities of setting the strategies of an organization and coordinating the effort of its employees to accomplish its objectives through the application of available resources, such as financial, material, technology and human resources. Madhumita (2018) defines management of facilities as an integral part of the overall management of the school.

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Facilities can be defined in so many ways depending on the organization using it. Educational facilities, according to Madhumita (2018), are those material things that facilitate teaching and learning processes in schools. In educational institutions, facilities constitute essential inputs which create favourable learning environment, facilitate interaction and enhance achievement of educational objectives. Chen (2017) maintained that excellent school facilities are basic ingredients for good education programmes and are basic to achieving set targets and achieving the literacy rate of a country. School facilities are available in various forms which school administrators, teachers and students harness, allocate, and utilize for the smooth and efficient management of any educational institution. The facilities may be fixed or movable and they serve various purposes in educational system. They are school buildings such as the classrooms, laboratories, offices, workshops, cafeteria, toilets, laundry, library, residential halls, common rooms, and those designed for the physically challenged among others. Noor, Abdul and Buang, (2014) opines that school facilities comprised the physical expression of the school curriculum in the construction, internal and external arrangements of the buildings, equipment, grounds, surroundings, general appearance which includes the flower beds, paths, orchards, shrubs, playgrounds, classrooms, assembly hall, dining hall, desks and school farms.

Management is thought of as a special kind of leadership in which the accomplishment of organizational goals is paramount. As such, this could be referred to as principals' role performance. Hence, this study perceives principals' performance on the management of facilities as the articulation of principals' professional and leadership skills effectively and efficiently in the utilization, sustainability and maintenance of school facilities proportionately in the actualization of the stated objectives. Given this onerous task, the principal, as a matter of fact, must understand the role of school managers to effectively manage not only school personnel but the facilities to meet the overall objectives of the school system. Generally, the principal's role performance on the management of educational facilities entails bringing together individuals as a group that will control, coordinate and articulate activities to achieve tangible and holistic learning for the overall benefit of the society. This can only be possible by the leadership force exhibited by the school principals while performing certain roles and responsibilities. These roles include such elements as planning, decision making, organizing, coordinating, motivating, directing, staffing, budgeting and evaluating.

Instructional facilities have distinct views by different authors. Some authors use it to mean instructional materials, while some others referred to them as physical facilities. According to Kibuthu, Ndirangu, and Udoto, (2016), instructional facilities are those things of education which enables a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. Abdullahi and Wan-Zahari (2015) opines that instructional facilities help to maximize learning on the part of students by appealing to a variety of senses. They are used in processes of instruction

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and could be in form of equipment, graphic illustration that helps the students to learn. Another definition of instructional facilities was given by Remilard and Heck (2014) as material and non-material resources that is organized and support instruction during teaching and learning processes such as textbooks, tasks, Information and Communications Technology facilities, graphs, charts, and other supplementary resources.

Infrastructural facilities in education, according to Abdulkareem and Fasasi (2010), includes all facilities that make learning environment suitable for effective teaching and learning in schools such as classroom, buildings, laboratories, workshops, libraries, toilets, desks, chairs and tables. Also, Ojeje and Adodo (2018) perceives school infrastructures as the space interpretation of the school curriculum, one of the ways through which the curriculum finds its physical expression. School infrastructural facilities consist of the basic systems and structure which a viable school needs in order to function effectively and to fulfill the purposes for which it was established. As such, school infrastructural facilities here could be refers to as all machineries and equipment used for educational purposes such as school machines, generators, vehicles, office equipment, studio and its equipment, library and its equipment, workshop and its equipment; and laboratory and its equipment.

Management of facilities is the application of scientific methods in the planning, organizing, decision-making, co-ordination and controlling of the physical environment of learning for the actualization of the educational goals and objectives. This culminates in the collective and participative decision making process towards the selection, establishment and installation of school plants; design of school grounds, halls and spaces; upgrading, innovation and purchase of new machineries and equipment; choice, design and implementation of programmes and projects; backup and review of management policies, practices, rules and regulations on the management of facilities in secondary schools. Management of facilities has direct impact on the learning environment and is a key determinant of educational outcomes. It is therefore critical that school physical facility management practices align with the school improvement plan by linking school assets to basic education service delivery standards and strategies.

According to Asiabaka in chidobi (2016), availability of physical facilities in schools and its optimum use have been a matter of concern across the globe. The actualization of the goals and objectives of education require the provision, maximum utilization and appropriate management of the facilities. Hence, the problem of this study is that, most of the schools in North-Central Geographical Zone are bedeviled with series of challenges of infrastructural facilities and instructional facilities among others which formed the objectives of this study. Most of the items identified here are inadequate, deplorable state and poorly maintained which could lead to sanitary problems and low achievements in our secondary schools. As a matter of fact, the principals in their roles are faced with herculean task to be successful in the management of the aforementioned school

facilities as a result of the grossly inadequate facilities and funding in that level of education. All these put together could positively or negatively affect principals' performance in the school administration.

Objectives of the Study

The main objectives of this study was to find out whether the effects of principals' performance are positive or negative in the management of Infrastructural facilities and Instructional facilities from the perception of school principals and teachers in public secondary schools in North Eastern Nigeria.

Research Questions

In view of the objectives of the study, the following research questions guided the study:

1. How do principals' performances affect the management of infrastructural facilities in public secondary schools in North Eastern Nigeria?
2. How do principals' performances affect the management of instructional facilities for teaching and learning in public secondary schools in North Eastern Nigeria?

Research Hypotheses

In line with the research questions, the following null hypotheses are postulated for the study:

Ho_1. There is no significant difference in the opinions of respondents on effects of principals' performance in the management of infrastructural facilities in public secondary schools in North Eastern Nigeria.

Ho_2. There is no significant difference in the opinions of respondents on effects of principals' performance in the management of instructional facilities for teaching and learning in public secondary schools in North Eastern Nigeria.

Research Methodology

This study was anchored on descriptive survey research design to gather the necessary data from principals and teachers in public secondary schools in North Eastern Nigeria. The instrument used for data collection was a 20 item self-developed questionnaire tagged "Principals' Performance in the Management of Facilities Questionnaire (PRPMFQ). The total copies of questionnaires administered were seven hundred and fourteen (714) copies: three hundred and thirty three (333) for the principals and three hundred and eighty one (381) for the teachers. A total number of six hundred and thirty three (633) copies; two hundred and ninety two (292) from principals and three hundred and forty one (341) from teachers were correctly filled and returned

Population and Sample size of the Study

The study population comprised all public secondary school principals totaling 2,198 and teachers totaling 34,460. Thus, the study has a total population of 36,658 respondents.

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The Research Advisor 2006 was adopted for the sample selection of 333 principals and 381 teachers from the 333 public secondary schools and simple random sampling technique was used for the selection of schools.

Results and Discussion

Descriptive statistic were used to analyze research questions and null hypotheses were tested using t-test independent sample at 0.05 level of significance to determine its acceptability or rejectability while average mean scores from each question response was taken at 3.00 as a benchmark: any item with average mean score of 3.00 and above was regarded as agreed (positive) while average scores less than 3.00 was regarded as disagreed (negative).

RQ1. What are the effects of principals' performances in the management of infrastructural facilities in public secondary schools in North Eastern Nigeria?

Table 1 presents the principals and teachers' perception on effects of principals' performance in the management of infrastructural facilities in public secondary schools in North Eastern Nigeria:

Table 1: Opinions of Respondents on Effects of Principals' performance in the Management of Infrastructural Facilities in Public Secondary Schools in North Eastern Nigeria.

S/N	Item Statements	Respondents	Number of Respondents	x	Std.
1	Adequate plans and provision for manageable size of classrooms in the school	Principals	292	3.17	1.3
		Teacher	341	2.7	1.4
2	Maintenance and repairs of school buildings and equipments	Principals	292	3.2	1.3
		Teachers	341	2.6	1.4
3	The school library is well organized and equipped with current textbooks and other reading materials	Principals	292	3.8	1.1
		Teachers	341	3.4	1.3
4	Supervising regular maintenance of school facilities	Principals	292	3.5	1.0
		Teachers	341	3.2	1.2
5	Ensuring usage and regular servicing of laboratory's facilities in the school	Principals	292	3.7	1.1
		Teachers	341	3.5	1.2
6	Use internally generated revenue to provide reagents in the school laboratories	Principals	292	3.9	1.0
		Teachers	341	3.6	1.2
7	There is adequate provision of laboratories facilities in the school	Principals	292	3.8	1.0
		Teachers	341	3.3	1.2
8	Provision of alternative power supply to electricity in the school.	Principals	292	3.1	1.3
		Teachers	341	2.8	1.2
9	Educating the school community and students to have respect and protective attitude for school facilities	Principals	292	3.8	1.0
		Teachers	341	3.2	1.3
10	Employing the service of personnel in charge of taking care of physical facilities in the school	Principals	292	2.9	1.4
		Teachers	341	2.7	1.4

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Cumulative Mean & Std. of both Principals and Teacher = 3.29 & 1.25	Mean & Std. of Principals only = 3.48 & 1.15

The result of the data analysis in Table 1. showed that the effects of principals' performance in the management of infrastructural facilities in public secondary schools in North Eastern Nigeria is positive as there were consensuses in the respondents' opinions (principals and teachers) in six items with average mean score of 3.00 and above. On the other hand, the effects of principals' performance on the management of infrastructural facilities in public secondary schools in North Eastern Nigeria is negative as the average responses from the respondents (principals and teachers) was below 3.00 on four items. However, the aspect of planning for provision and maintenance of infrastructural facilities could be adjudged to be capital project that is beyond the principals' financial capacity in public secondary schools. Therefore, cumulative mean score of 3.29 is adjudged to have positively affect the management of infrastructural facilities in public secondary schools in North Eastern Nigeria. Findings revealed that the effects of principals' performance in the management of infrastructural facilities is positive in public secondary schools.

RQ2. What are the effects of principals' performance in the management of instructional facilities for teaching and learning in public secondary schools in North Eastern Nigeria?

Table 2 presents the principals and teachers' perception on the effects of principals' performance in the management of instructional facilities in public secondary schools in North Eastern Nigeria.

Table 2: Opinions of Respondents on Principals' performance on the Management of Instructional Facilities in Public Secondary Schools in North Eastern Nigeria.

S/N	Item Statements	Respondents	Number of Respondents	x	Std.
1	Adequate provision of teaching/learning materials in the school	Principals Teacher	292 341	4.2 3.9	1.0 1.0
2	Organization of capacity building in improvisation of teaching aids in the school	Principals Teachers	292 341	3.9 3.9	0.9 1.0
3	Provision of writing materials like black/white boards, lesson	Principals Teachers	292 341	4.3 4.2	0.6 0.7

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	notes, lesson plans and pens chalks and markers				
4	Periodic inspection of instructional facilities to avoid deterioration	Principals Teachers	292 341	3.9 3.9	1.1 1.1
5	Provision of maps, charts, flannel boards and audiovisual aids	Principals Teachers	292 341	3.1 2.6	1.3 1.4
6	Regular maintenance of instructional facilities in the school	Principals Teachers	292 341	3.1 2.8	1.3 1.4
7	Provision of cabinets in each department for storing instructional aids	Principals Teachers	292 341	3.9 3.6	1.1 1.2
8	Adequate plans for usage and feedback mechanism of instructional facilities in the school	Principals Teachers	292 341	3.9 3.0	1.1 1.0
9	Supervision of students textbooks and notebooks regularly to ensure compliance	Principals Teachers	292 341	4.0 4.0	0.9 0.9
10	Leading the management team in supervising usage of instructional materials during lesson delivery	Principals Teachers	292 341	4.0 4.0	1.0 1.1
Cumulative Mean & Std. of both Principals and Teacher = 3.74 & 1.02		Mean & Std. of Principals only = 3.81 & 0.97		Mean & Std. of Teachers only = 3.67 & 1.06	

The result of the data analysed and presented in Table 2. showed that the effect of principals' performance in the management of instructional facilities is positive in public secondary schools in North Eastern Nigeria, as there were consensuses in the opinions of

respondents (principals and teachers) in eight items with average mean score of 3.00 and above. On the flip side, the principals' performance is negative in the provision of maps, flannel boards and audio-visual aids with average mean score of 2.80. Regular maintenance of school instructional facilities recorded average mean score of 2.9. This study is of the view that, factors of status and school location might have influenced the disparities in the opinions of the respondents in the areas that recorded negative on the average. Therefore, the cumulative mean score of 3.74 is adjudged to be positive on the management of instructional facilities in public secondary schools in North Eastern Nigeria.

Test of Hypotheses

Ho_1. There is no significant difference in the opinions of respondents on the effects of principals' performance in the management of infrastructural facilities in public secondary schools in North Eastern Nigeria.

Table 4 presents the principals and teachers' perception on the effects of principals' performance in the management of Infrastructural facilities in public secondary schools in North Eastern Nigeria:

Table 4: t-test Comparison of Principals and Teachers Opinions on the effects of Principals' Performance in the Management of Infrastructural Facilities in Public Secondary Schools in North Eastern Nigeria.

Respondents	No.	Mean	Std.	Df	A	t - cal	t – crit	P-Value	Decision
Principals	292	3.48	1.15	631	0.05	11.866	1.962	<0.0005	Rejected
Teachers	341	3.10	1.30						Significant
Total	633	6.58	2.45						

The results shown in Table 4: indicated significant difference in the opinion of respondents (principals and teachers) used for the study. The "t" calculated value (11.886) is greater than the "t" critical value of (1.962), $p < 0.05$. This revealed that there was a significant difference in the opinion of principals and teachers in the effects of principal's performance on the management of infrastructural facilities in public secondary schools in the North Eastern Nigeria. This result implies that the opinion of principals with (cum. mean = 3.48, Std = 1.2) on effects of Principals' performance in the management of infrastructural facilities in public secondary schools in North Eastern Nigeria were significantly higher than those of Teachers with (cum. mean = 3.10, Std = 1.3). Therefore, the study rejected the null hypothesis (Ho_1).

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Ho_2. There is no significant difference in the opinions of respondents on effects of principals' performance in the management of instructional facilities for teaching and learning in public secondary schools in North Eastern Nigeria.

Table 5 presents the principals and teachers' perception on effects of principals' performance in the management of Instructional facilities in public secondary schools in North Eastern Nigeria.

Table 5: t-test Comparison of Principals and Teachers Opinions on Influence of effects of Principals' performance in the Management of Instructional Facilities for Teaching and Learning in Public Secondary Schools in North Eastern Nigeria.

Respondents	No.	Mean	Std.	df	A	t - cal	t - crit	P-Value	Decision
Principals	292	3.81	0.97	631	0.05	4.541	1.962	<0.0005	Rejected
Teachers	341	3.67	1.06						Significant
Total	633	7.48	2.03						

The results presented in Table 5: indicated a significant difference in the opinion of respondents (principals and teachers) used for the study. The "t" calculated value (4.541) is greater than the "t" critical value of (1.962) at the same degree of freedom (631), $p < 0.0005$. This revealed that there was significant difference in the opinion of principals and teachers on effects of principal's performance in the management of instructional facilities for teaching and learning in public secondary schools in North Eastern Nigeria. This result implies that the opinion of principals with (cum. mean = 3.81, Std = 0.97) on effects of principals' performance in the management of instructional facilities for teaching and learning in public secondary schools in North Eastern Nigeria were significantly higher than those of Teachers with (cum. mean = 3.67, Std = 1.06). Therefore, the study rejected the null hypothesis (Ho_2)

Major Findings

1. Principals' performance is positive in the organization, supervision, provision of laboratory reagents, maximum utilization and educating stakeholders in the management of infrastructural facilities. However, their role performance is negative on the aspect of planning for provision and maintenance of infrastructural facilities in public secondary schools in North Eastern Nigeria.
2. Does principals' performance is positive on the organization of capacity building in improvisation of instructional materials, inspection and supervision of instructional facilities but negative in the provision of audio visual aids, projector; maintenance and feedback mechanism.

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Conclusion and Recommendations

The study established that the effects of principals' performance is positive in the management of infrastructural facilities and instructional facilities in the aspect of organization, coordination, supervision, maximum utilization and educating stakeholders but their role performance is negative on the aspect of planning for provision and maintenance of these facilities in public secondary schools in North Eastern Nigeria. Arising from the findings of this study, the following recommendations were made:

1. Government should improve on the funding to Secondary Education Boards to a dequa-tely provide needed facilities in the schools and knowledge of management processes should form the basis for appointing principals.
2. School principals should be involved in the planning for provision of facilities which will further strengthen them to establish periodic facilities audit to attract reward and punishment of handlers.

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