



Principals' Management of School Facilities as Correlate of Students' Academic Achievement in Senior Secondary Schools in Adamawa State, Nigeria

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Abstract: *This study investigated the principals' management of schools facilities as correlate of students' academic achievement in senior secondary schools in Adamawa state. The purpose of this study was to determine the principals' management of schools facilities as correlate of students' academic achievement in senior secondary schools in Adamawa state, one hypothesis guided the study. The study adopted descriptive survey design; the area of the study was Adamawa state. The population of the study comprised 337 principals and 5128 teachers and 134,346 in all the senior secondary schools within the five education zones of Adamawa State. The sample size of 166 principals, 365 teachers and 531 senior secondary school students which were statistically determined using Taro Yamane formula for finite population. The instrument was questionnaire named "principals' management of school facilities questionnaire" (PMSFQ) designed by the researcher and pro forma to elicit students' academic achievement. The instruments were validated by 4 validators. The reliability coefficient of 0.82 was obtained using cronbach's alpha method. The null hypothesis was answered using linear regression analysis. The hypothesis tested at 0.05 level of significance was rejected. In conclusion it was reveal that principals' management of schools facilities have contributed to students' academic achievement in senior secondary schools of Adamawa state. Among the recommendations, school facilities should be provided to enable students' and teachers to concentrate on their job for effective delivery.*

Keywords: *Principals' Management, School Facilities, Students' Academic Achievement.*

INTRODUCTION

The role of principals in the management of secondary schools is vital for the realization of educational goals since principal are involved in the implementation of educational policies and programmes. One of the primary functions of secondary school principals is management and maintenance of school facilities. Principals' management of school facilities is an integral part of the overall management of the school. The actualization of the goals and objectives of education require the availability, planning, organising, maximum utilization, and appropriate maintenance of the school facilities. Furthermore, advances in science and technology, necessitate that the school manager should adopt modern methods of facilities management (Ogie, 2015). This will improve the quality of teaching and learning. A direct relationship exists between the quality of school facilities provided and the quality of the products of the school. The physical environment of a school is a major determining factor in the attainment of its objectives.

Concept of school facilities: School facilities as earlier noted are divided into Planning of school facilities, Organising of school facilities and iristructiorial materials equipment. Planning of school facilities include

teachers, cleaners, messengers, librarians, library assistants, laboratory attendants and watchmen. Dare (2011) states that Organising of school facilities and equipment include class rooms, dormitories, library, laboratory buildings, staff rooms, teachers' quarters, examination halls and administrative buildings. He further stated that Educational equipment include such items as machines, Audio visual materials, chalk boards, stools and work shop equipment.

Dare (2009) suggested that creative use of various media in learning will create anxiety in students to learn more, retain better and improve their performance of skills they are expected to develop. It was in need of the above that teachers were encouraged to explore various ways and means of utilizing instructional materials and tools to make learning very meaningful to the learner. Many factors may be responsible for the low correlation between entry qualification and students' academic achievement. Ibrahim (2010) lamented that it was rather disheartening, discouraging and disappointing to many Nigerians to see the National Examination Council (NECO) failing when the first results released by it in 2000-2001 was too good to be true because many candidates who could not write good sentences made distinction even in the most difficult subjects such as English language and Mathematics. The results according to him were literarily awarded. Ibrahim also said that the monopoly of the West African Examination Council (WAEC) had failed since it had a lot of work to do in order to convince stakeholders that it can moderate credible and acceptable examinations.

Onyebueke (2010) all observed that students from wealthy homes had access to varieties of educational materials like good books, learning aids and attending the best secondary schools, ate balanced diet and lived in conducive and comfortable environment which aided their academic achievement in higher institutions. Onyebueke also noted that most parent who were illiterate did not bother in providing conducive atmosphere for their children who were not even encouraged from home for good study habits. Their lacked assistance when it came to the issue of homework. Uchendu (2010) noted that for teaching and learning of higher quality to take place, adequate Instruction materials were indispensable, said that when teaching aids were properly chosen and used, they enabled the teacher to teach without stress and learning was reciprocal within a short period of time.

Others hold that inadequate school facilities can have adverse effect on students' achievement (Jackline & John, 2014). The question is – what are school facilities? School facilities refer to Planning of school facilities, Organising of school facilities and instructional material equipment. Human resources include teachers, store attendants, librarians and library attendants, laboratory assistants to mention but a few. Organising of school facilities and instructional materials equipment on the other hand, comprise classrooms, staff rooms, administrative blocks, dormitories, libraries, laboratories, examination halls, teachers' quarters, text books, audiovisual materials and items of furniture, laboratory chemicals and equipment.

Statement of the Problem

There are serious negative consequences to students when school facilities are not properly managed. In Adamawa state majority of the students in public senior secondary schools perform poorly in West African senior school certificate examinations (WASSCE). This situation makes it impossible for the attainment of the goals of national policy. All the above problems are as a result of poor achievement of students, which appears deep rooted in inadequacy or poor management of school facilities inherent in the secondary schools today.

Equally true is that poor achievement and non-grasp of practical's in science courses had been attributed to debilitated facilities or near-absence of laboratory infrastructural facilities. Nwankwo (2007) opined that in many cases the laboratories do not exist or are in advanced stages of disrepair, resulting in the poor achievement of students in West African Examinations Council (WAEC), hence the resultant poor quality output from Nigerian secondary schools, especially the public schools. Okeke (2007) maintained that the quality of educational output to a large extent depends on the scale of equipment and facilities such as laboratory, workshops, libraries, books, teaching aids and how best they are being put to use. It is therefore the purpose of this study to explore the extent to which effective management of school facilities by the school principals affect the achievement of students and the teaching-learning outcomes generally.

Purpose of Study

The purpose of this study is to determine the principals’ management of school facilities as a correlate of students’ academic achievement in senior secondary schools in Adamawa state. The specific objective is to determine the relationship between;

1. Principals’ management of school facilities and students’ academic achievement.

Research Hypotheses

The following null hypothesis was formulated and tested at 0.05 level of significance.

H0₁: There is no significant relationship between the principals’ management of school facilities and students’ academic achievement.

Methology

The design of this study was descriptive survey research design. The target population of this study comprises of all the 337 principals, 5128 teachers’ and 134,346 students’ in all the senior secondary schools within the five education zones of the State. In this study, a stratified random sampling technique was used to sample two education zones out of the five zones which are Yola zone and Mubi zone. The sample size was **166** principals and **365** teachers’ in the selected zones which was determined by Taro Yamane formula

The instrument used in this study was the Principals’ Management of School Facilities Questionnaire (PMSFQ). The instrument was constructed by the researcher to elicit responses relevant to the study from both the principals and teachers and a Pro forma design to collecting WASSCE students results from 2015-2017. The questionnaire was subjected to content validity. After the construction of the instrument, four validators in the field of Educational Management, Measurement and Evaluation in the Department of Science Education Modibbo Adama University of Technology, Yola validated the instrument.

In other to establish the reliability of the instrument, the items were pilot tested using 15 principals and 15 teachers’ in 15 senior secondary schools in Ganye zone. These schools were chosen because they operate on the same standard and also have the same characteristics in the main study. The reliability of the instrument was obtained using Cronbach's Alpha method. A reliability coefficient of 0.82 was obtained which shows a high reliability.

The researcher and two research assistants (RAs) went to each of the selected schools and administer the questionnaire for principals and teachers’. The collection of the responses was after two weeks. In addition, the researcher went to selected senior secondary schools to collect and analyze WASSCE results of the randomly picked schools. The data collected was analyzed using mean and standard deviation to answer research questions; while the null hypotheses were tested using regression analysis.

Findings

Data Analysis and Presentation of Results

One hypothesis were formulated and tested at 0.05 level of significance using regression analysis.

H0₁: There is no significant relationship between the principals’ management of school facilities and students’ academic achievement.

Table 1: Multiple Regression on Principals’ Management of School Facilities and Students Academic Achievement

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	126.032	5	25.206	.112	.040 ^b
	Residual	118163.385	526	225.073		
	Total	118289.416	531			
a. Dependent Variable: ACHIEVEMENT						
b. Predictors: (Constant), principals’ management of school facilities						

Table 2: Model Summary of Linear Regression on Availability, Planning, Organizing, Utilization, Maintenance of School Facilities and Students Academic Achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.033 ^a	.411	.484	15.002
a. Predictors: (Constant), principals' management of school facilities				

The multiple regression tables show that there is significant difference between the various R values, $F = 0.112$ (df 5, 530), $P > 0.05$. Since the computed p-value (0.04) is less than 0.05 level of significant, therefore the null hypothesis is rejected. This means that the principals' management of school facilities have predictive ability on students' academic achievement in Adamawa state. Furthermore, the adjusted R-square value (0.484) indicates that, only 48.4% of the students' academic achievement in this study was accounted by the principals' management of school facilities.

Conclusion

On the basis of finding of the study it was concluded that, principals' management of school facilities contribute to secondary school students' academic achievement in senior secondary schools in Adamawa state.

Recommendations

Based on the outcome of the study, the following recommendations were made.

Government and schools authorities should make adequate annual budgetary provisions for school facilities to allow for periodic replacement, continuity and availability of school facilities. School principals, teachers and students should be trained on facilities maintenance culture which should be included in their curricula.

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