

SCHOOL PLANT MANAGEMENT AS A PREDICTOR OF SCHOOL ADMINISTRATION IN SECONDARY SCHOOLS IN NSUKKA EDUCATION ZONE

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Abstract

The study investigated school plant management as a predictor of effective school administration in secondary schools in Nsukka Education Zone. The study adopted a correlational research design. The population of 45 public principals in Nsukka Education Zone. The population of 45 public principals in Nsukka Education Zone was used as the sample because it is small and manageable. There was no sampling technique. The School Plant Management Questionnaire (SPMQ) and Effective School Administration Questionnaire (ESAQ) were used for data collection. The instruments were face validated by three experts. The internal consistency reliability coefficient was computed through Cronbach alpha method and the reliability coefficients of 0.80 and 0.73 were obtained for ESAQ and SPMQ respectively. Linear regression was used to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance. It was revealed that instructional and residential facilities management independently predicted effective school administration in secondary schools in Nsukka Education Zone to a very high extent. Based on the findings of this study, the following recommendations were made that: the school principals should supervise the use of instructional facilities teachers. The teachers should be made to sign an agreement by the principals on the use of the residential facilities in order to guide their conducts. The principals should employ ad hoc staff who can assist in the cleaning of the health facilities after usage.

Keywords: School Plant, Management, Effective School Administration

Introduction

Effective school administration is the hallmark of the establishment of the school system. This suggests that school administration is indispensable in the growth and development of the school system. School administration can be seen as the day-to-day operations of educational institutions. According to (Uzonna, 2022), school administration involves the management of the various school resources for the achievement of goals and objectives (Ebuehi, 2023). Ebuehi further stressed that educational administration is the management of the school programmes and activities. It involves providing leadership for the education of students, developing curricula, implementing assessments and managing human and material resources to achieve specific goals. Effective school administration entails the realization of the lofty goals and objectives. Effective school administration encompasses leadership, effective communication, commitment, social interaction, persuasion, empowerment, proper assignment of task, acting decisively, management of risk (Prestone, 2023). Personal observation as a teacher showed that most the school administrators are not effective in their administrative functions. It also includes the management of processes within a school system to ensure the achievement of particular outcomes

In this study, school administration can be seen as principals' management of teachers, students and school facilities for the achievement of educational goals and objectives. The principals in this context are duly referred to as the school administrators. The school principals help to provide a safe and high-quality learning environment and educational experience for students. More so, they oversee teachers teaching methods, disciplining of students, process of curriculum implementation,

setting of rules and security procedures, monitoring of students' achievement data, handling of the school budget and communicating processes (Oguejiofor, 2023). More so, they carry out the functions of paying deep insight into the problems of provision and maintenance of play materials, library, and other co-curricular activities, hostel building and equipment among others (Bordia, 2022). The author stressed that these facilities are necessary for the functioning of the administration of educational institution (Bordia, 2022).

Educational facilities portend great importance in the teaching and learning processes. Educational facilities can be seen as those facilities needed for educational purposes. They are usually designed and procured for direct teaching and learning. These facilities ranged from classrooms, classroom seats, laboratories, libraries, experimental equipment, chalkboard, audio-visual learning equipment, health, and residential facilities. Owing to the scarcity yet importance of educational facilities, Moore (2004) warned that it should be used for their specific purpose in order to record maximum usage.

Shortage of educational facilities has been a major bane of the educational systems in Nigeria. The role of educational facilities cannot be overemphasized. There is a need to provide financial assistance for the construction of new school buildings, classrooms, laboratories, Hostels etc. to cultivate and enable the youth to develop to full potential. It is believed that most of academic success and achievement can be traceable to the level of availability of educational facilities. This is an indication that educational facilities are needed in the school programmes and activities.

Residential facility is as important as every other facility. The residential facility can be seen as the facility provided for the teachers or students for their day-to-day activities by the school in order to ease the cost of house rent and proximity to the school. According to Prestone (2023), residential facilities are found to be very significant facilities in the school system. It was reported that residential infrastructural facilities have a significant combined influence on teachers' job satisfaction and performance in both public and private secondary schools (Akinkuade, & Oredein, 2021). Furthermore, residential facilities were found to be relevant in teachers' job satisfaction (Oguejiofor, 2023). Close to the residential facility is the health facility.

Healthcare facilities are those that are built for the sake of attending to staff or student that is sick. It is formally called the hospitals, health centres, school clinic or sick bay. It provides avenue for treatment of sick members of the educational institution. Report has it that residential facilities and services are germane for the actualization of the school goals and objectives (Oguejiofor, 2023). Oguejiofor further stressed that health facilities are necessary for health insurance to school personnel. From the backdrop, it is worthy to report that there is ineffectiveness in the administration of schools in Nsukka Education Zone. The possible causative factors are yet to be unraveled. The researchers suggest that there could be the possibility of school plant mismanagement in the recorded ineffectiveness in the administration of schools in Nsukka Education Zone. Therefore, the study investigated the relationship between school plant management and effective school administration in secondary schools in Nsukka Education Zone.

Purpose of the Study

The study aimed to investigate the extent school plant management can predict effective school administration in secondary schools in Nsukka Education Zone. Specifically, the study sought to:

1. find out the extent instructional facilities management can predict effective school administration in secondary schools in Nsukka Education Zone.
2. determine the extent residential facilities management can predict effective school administration in secondary schools in Nsukka Education Zone.
3. ascertain the extent health educational facilities management can predict effective school administration in secondary schools in Nsukka Education Zone.

Research Questions

The following research questions were answered in this study:

1. what is the extent to which instructional facilities management can predict effective school administration in secondary schools in Nsukka Education Zone?
2. To what extent can residential facilities management predict effective school administration in secondary schools in Nsukka Education Zone?
3. what is the extent to which health educational facilities management can predict effective school administration in secondary schools in Nsukka Education Zone?

Hypotheses

The following hypotheses were tested at 0.05 level of significance

1. instructional facilities management does not significantly predict effective school administration in secondary schools in Nsukka Education Zone.
2. residential facilities management does not significantly predict effective school administration in secondary schools in Nsukka Education Zone.
3. health educational facilities management does not significantly predict effective school administration in secondary schools in Nsukka Education Zone.

Methodology

The study adopted a correlational research design. The population of 45 public principals in Nsukka Education Zone. A population of 45 was used as the sample because it is small and manageable. There was no sampling technique. The instrument titled School Plant Management Questionnaire (SPMQ) and Effective School Administration Questionnaire (ESAQ) were used for data collection. The School Plant Management Questionnaire (SPMQ) is a 30 instrument with two sections. The first section was used to elicit demographic information of the respondents while the second section has three clusters to measure instructional, residential and health educational facilities with ten items respectively. The instruments were face validated by three experts, two from educational administration and planning, Department of Educational Foundations while the other was from Measurement and Evaluation Unit, Science Education, all from the University of Nigeria Nsukka. The internal consistency reliability coefficients were computed through Cronbach alpha method and the reliability coefficients of 0.80 and 0.73 for ESAQ and SPMQ respectively. Linear regression was used to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance.

Results

Research question 1: To what extent does instructional facilities management predict effective school administration in secondary schools in Nsukka Education Zone?

Table 1: linear regression on the extent instructional facilities management can predict effective school administration

Model	R	R Square	Adjusted R Square	Decision
1	.889 ^a	.790	.781	Very high prediction

Decision rule: 100-75% (Very High Extent), 75-50% (High Extent), 50-25% (Low Extent) 25-0% (Very Low Extent)

Data on Table 1 revealed that the regression and regression square coefficients are 0.889 and 0.790 respectively. The predictive power is determined by the coefficient of determinism. The coefficient of determinism of 79.0% reveals that instructional facilities management predicts effective school administration in secondary schools in Nsukka Education Zone to a very high extent.

Hypothesis 1: there is no significant relationship between instructional facilities management and effective school administration in secondary schools in Nsukka Education Zone.

Table 2: t-test associated with linear regression of the relationship between instructional facilities management and effective school administration

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	.693	.727			1.954	.001
	Instructional facilities management	.887	.022	.889		5.865	.000

Data in Table 2 reveals that the t-test value of 5.865 associated with simple regression is rejected because the significant value of 0.00 is less than the alpha value of 0.05. Therefore, there is no significant prediction between instructional facilities management and effective school administration in secondary schools in Nsukka Education Zone.

Research question 2: To what extent does residential facilities management predict effective school administration in secondary schools in Nsukka Education Zone?

Table 3: linear regression on the extent instructional facilities management can effective school administration

Model	R	R Square	Adjusted R Square	Decision
1	.850 ^a	.724	.700	Very high prediction

Data on Table 3 revealed that the regression and regression square coefficients are 0.850 and 0.724 respectively. The predictive power is determined by the coefficient of determinism. The coefficient of determinism of 72.4% reveals that residential facilities management predicts effective school administration in secondary schools in Nsukka Education Zone to a very high extent.

Hypothesis 2: residential facilities management does not significantly predict effective school administration in secondary schools in Nsukka Education Zone.

Table 4: t-test associated with linear regression on the relationship between residential facilities management and effective school administration

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.667	.756		7.560	.000
	residential facilities management	.885	.045	.850	23.777	.000

Data on Table 4 reveals that the t-test value of 23.777 associated with simple regression is rejected because the significant value of 0.00 is less than the alpha value of 0.05. Therefore, residential facilities management significantly predicts effective school administration in secondary schools in Nsukka Education Zone.

Research question 3: what is the extent to which health educational facilities management can predict effective school administration in secondary schools in Nsukka Education Zone?

Table 5: linear regression of the extent health educational facilities management and predict effective school administration

Model	R	R Square	Adjusted R Square	Decision
1	.791 ^a	.625	.621	High prediction

Data on Table 5 revealed that the regression and regression square coefficients are 0.791 and 0.625 respectively. The predictive power is determined by the coefficient of determinism. The coefficient of determinism of 62.5% reveals that health educational facilities management can predict effective school administration in secondary schools in Nsukka Education Zone to a high extent.

Hypothesis 3: health educational facilities management does not significantly predict effective school administration in secondary schools in Nsukka Education Zone.

Table 6: t-test associated with linear regression of the health educational facilities management can predict effective school administration

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	55.231	8.776		6.032	.000
	Health educational facilities management	.781	.212	.791	6.529	.000

Data in Table 6 reveals that the t-test value of 6.529 associated with simple regression was rejected because the significant value of 0.00 is less than the alpha value of 0.05. Therefore, health educational facilities management can significantly predict effective school administration in secondary schools in Nsukka Education Zone.

Discussion of Findings

The study reveals that instructional facilities management can significantly predict effective school administration in secondary schools in Nsukka Education Zone to a very high extent. The finding of this study is in agreement with that of Prestone (2023) who found that residential facilities are significant in the school system. Furthermore, the study of Akinkuade, and Oredein (2021) affirmed the finding of this study that residential infrastructural facilities have a significant combined influence on teachers' job satisfaction and performance in both public and private secondary schools. Furthermore, in support of the findings of this study, it was reported that residential facilities were relevant to teachers' job satisfaction.

The finding also revealed that residential facilities management can significantly predict effective school administration in secondary schools in Nsukka Education Zone to a very high extent. The finding of this study is in tandem with Oguejiofor (2023) who revealed that residential facilities are germane for the actualization of the school goals and objectives.

The finding revealed that health educational facilities management can significantly predict effective school administration in secondary schools in Nsukka Education Zone to a high extent. The finding of this study is buttressed by Allensworth, Lawson, Nicholson et al. (1997) who found that health facilities can provide health insurance to school personnel. This is because healthcare facilities are necessary for attending to staff or students who are sick.

Conclusion

Based on the findings of this study, the researchers concluded that school plant management can predict effective school administration in secondary schools in Nsukka Education Zone to a very high extent. Specifically, instructional, residential and residential facilities management can independently predict effective school administration in secondary schools in Nsukka Education Zone to a very high extent.

Recommendations

Based on the findings and conclusion of this study, the following recommendations were made that:

1. The school principals should supervise the use of instructional facilities for teachers in secondary schools in Nsukka Education Zone.
2. The teachers should be made to sign an agreement by the principals on the use of the residential facilities in order to guide their conduct.
3. The principals should employ ad hoc staff who can assist in the cleaning of the health facilities after usage.

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