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AVAILABILITY OF EDUCATIONAL FACILITIES AS A CORRELATE OF MANAGERS' EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The purpose of this study was to ascertain how educational facilities' availability correlated with managers' effectiveness in secondary schools in Anambra State. One research question and one hypothesis guided the study. The correlational research design was adopted for the study. The study was carried out in Anambra state. The population of this study comprised all the 268 principals of secondary schools in the six Education Zones in Anambra State. The entire population of 268 principals were studied. Data for this study were collected by means of structured instruments developed by the researchers. The first instrument is titled "Educational Facilities Inventory Checklist (EFIC)". The second instrument is titled "School Managers' Effectiveness Indicators (SMEI)". Three experts: two experts in Educational Management and Policy and one expert in Measurement and Evaluation (Department of Early Childhood and Primary Education), all from the Faculty of Education, Nnamdi Azikiwe University, Awka validated the instruments. The reliability of the instruments was determined through a trial testing in 5 public secondary schools in Enugu State. The data were analyzed using Cronbach Alpha to measure the internal consistency of the instrument and reliability co-efficient values of 0.86, and 0.83 were obtained respectively for each of EFIC and SMEI. The instruments were administered on the respondents in their schools by the researchers with the help of five research assistants who were briefed and guided on the modalities for the administration and collection of the instruments. The Pearson Product Moment Correlation and multiple regression were used in the data analysis. The hypothesis was tested 0.05 level of significance. Findings indicated that there is weak correlation between availability of educational facilities and managers' effectiveness. Based on the findings of this study, it was recommended that the government should endeavour to improve availability of educational facilities through initiating programmes and policies that will encourage availability of educational facilities.

Keywords: Availability; Education; Facilities; Managers; Effectiveness.

Introduction

Education is an important tool for national awareness, positive change and development. The growth of a nation's economy, politics and social values mostly depend on the amount of qualitative and quantitative education she could offer to her citizens. In this regard, Nigeria advocates for the philosophy of education that could cater for the needs of her citizens. This education is provided at different levels namely: pre-primary, primary, secondary and tertiary. The focus of this study is on secondary education.

Secondary education is the education students receive after primary education and before tertiary education. The

broad goals of Nigerian secondary education as specified in the National Policy on Education (NPE, 2019) are aimed at preparing students for useful living within the society and higher education. It was observed by Asoro (2021), that, achieving these aims have remained largely elusive in the Nigeria school system due to problems of teachers' and students' administration, finance, infrastructures, motivation, curriculum, supervision, lack of information and technology facilities. As a result, principals as school leaders or managers continue to be subjected to blames that the complex task they perform are not efficiently and effectively channeled towards providing education necessary for the world of today and the future (Aman et al., 2020). Thus, for the goals of secondary education to be achieved, effective and efficient management is therefore needed.

Management is the coordination of human and material resources to achieve pre-determined objectives, it is also accomplished by performing such functions as planning, organizing, staffing, directing, coordinating, decision making and budgeting. Alabi (2018) defined management as the act or process of working with and through people, utilizing available position to achieve a specified goal.

The crucial roles secondary schools play in the education of future leaders and development of high level manpower cannot be overemphasized. However, these roles can only be played with proper management put in place by the principals. The principals are at the helms of affairs in their respective schools. They therefore receive all praises and blames. The jobs of the principals in secondary schools have progressively become more complex and highly hazardous. For instance, lots of duties are supposed to be done by them, including management of curriculum and teaching, assessment, evaluation and examination, resource allocation, costing and forward planning, staff appraisal, relationship with community and use of practical skills necessary for surviving the policies of organization (Ibrahim, Yahaya and Shahabi, 2020). The essence of all activities of the principals is to ensure that the policies on secondary education are effectively implemented. These policies cannot be fully implemented in the absence of adequate and functional educational facilities.

Educational facilities have been conceptualized in various ways. For instance, Ohia (2019) defined educational facilities as all the school instructional, administrative, recreational, and residential including all equipment used for the effective learning of students. The physical facilities in the school are known as school plant. Salami (2021) also defined educational facilities as all the equipment and tools that enable effective teaching and learning to take place. They include all resources aside from human and funds in the learning environment. As Buckley, Schneider and Shang (2014) stated, educational facilities enable the teacher to accomplish his/her task as well and help the learner to learn and achieve effectively. According to Iheanyichukwu, Nwosu, Gomma, Ekanem and Edet (2018), educational facilities consists of the buildings within the school, the equipment and all the durable and temporary facilities for proper teaching and learning.

An analysis of the above views of authors indicates that educational facilities consist of all types of buildings used for academic and non-academic purpose, equipment, classroom facilities, furniture, instructional materials, audio-visual aids, toilet, ICT, library, laboratory materials and others. They play pivotal role to the smooth

running of teaching and learning process. Contextually, educational facilities include all the physical facilities and material resources in the learning environment which promote instructional delivery. In this study, educational facilities (such as school buildings) and instructional materials are used interchangeably to refer to the same thing.

There are numerous benefits of educational facilities. The physical facilities, like buildings, for example, shed the students from sun and rain and also creates an enabling learning environment. To buttress this, Atolagbe (2019) pointed out school facilities as the most prominent indicator of shelter that protect administrators, teachers, students from rain, sun, hot/cold weather and destruction which has tremendous positive impact on the comfort, safety and academic performance of students. They also prevent students and staff from violent storm. The provision of sufficient school facilities creates an inspiring learning environment that satisfies the needs of staff and students. Khatete (2018) also stressed that they are used to satisfy the physical and emotional needs of the staff and students in the course of their stay and study in a school. Huge amount of money is usually expended for the procurement of educational facilities, hence effectiveness of the school managers in handling the educational facilities is important to justify the investment.

Managers' effectiveness in relation to handling educational facilities entails regular and timely inspection, repairs of damaged facilities as well as their replacement to keep them in an operational state. Ekpoh (2018) defined managers' effectiveness in relation to educational facility as all the activities carried out by the managers on any component of school facilities such as equipment repairs or services to ensure that they are functioning and in good shape. Effective management of school facility prevents school facilities against dilapidation, fire outbreak and thieves. Adamu, (2019) stressed that effective management of school facility is necessary in order to retain their value and original status to keep them in good condition for use and to prevent wastage of those facilities. It is essential that principal as the custodian of educational facilities regularly inspect, keep record, detect facilities that require replacement and replace them accordingly. It also entails ensuring clean and safe learning environment. Osuji and Young-Arney (2019) noted that the importance of proper, timely and effective management of educational facility cannot be underestimated, in view of the huge cost of procurement of new materials. Adamu (2019) stressed that the educational facilities are categorized into three major types namely; buildings, sport and teaching facilities.

School buildings are the structures within the school environment. Kpee (2013) defined school building maintenance as the continuous effort of checking, improving, repairing, renewing, repainting and controlling of school structures for effective teaching and learning. Nakpodia (2011) stressed that school buildings are essential component of the active process that occurs in the teaching and learning situation. The components of school buildings are walls, floors, roof and electrical fixtures among others. The quality of school buildings is very important in creating an appropriate, attractive and welcoming environment for teaching and learning (Alsuiadi, 2015). Buildings like classrooms, library complex, hostels, administration offices, recreation centers, dining hall, assembly hall and stores are necessary in the school system (Adamu, 2019). The use of school building for purposes other than that which it was meant for results in wastages and misuse. School building utilization entails proper use of the available school structures. It also entails keeping the surrounding of school building very neat and clean. However, some secondary school buildings in Anambra State are dilapidated, abandoned and

surrounded by thick bush with big trees which put them in a dysfunctional state.

Teaching facilities are resources that facilitate instructional process. These facilities include; textbooks, audio-visual, newspaper, pictures, maps, sound projectors, chalks, chalk-boards, computer, specimens, photocopying machines and crafts among others (Doosuur and Igyuve, 2013). In the assertion of Likoko, Mutsotso and Nasongo (2013) teaching facilities include; text-books, charts, maps, audio-visual, radio, tape recorder, television and video tape recording. These teaching facilities provide sound, visual or both to the sense organs during classroom instruction.

Sports facilities are the equipment and structures for games and other physical activities. Diejomaoh, Akarah and Tayire (2015) posited that sports facilities are equipment for soccer, volleyball, athletic, gymnastics, swimming, handball, table tennis, cricket, field hockey, badminton and basket among others. The Efficient and effective management of the available sport facilities is imperative for sporting activities in secondary schools. Dude, Gundani and Patrick (2018) asserted that sports facilities and equipment maintenance ensures their longevity and safety of those students that use them. The secondary school sports fields require regular constant cutting of grasses to keep them in operational state. In whichever way educational facilities are been categorized, the most important consideration is that the facilities need to be available, adequate and properly utilized.

Availability of educational facilities refers to the provision made in this regard to the schools for effective teaching and learning. Provision of educational facilities needs to be among the very first preparation necessary for opening a new school. Obi (2019) corroborated this view by insisting that proprietors opening new schools should be aware of existing regulations on provision of educational facilities. Consequently, managers of secondary schools ought to ensure that provisions are made for these facilities as availability of such facilities as classrooms, administrative blocks, students' hostels, football fields, lawns, paths among others is a pre- requisite for approval of any secondary school in Nigeria. The unavailability of these facilities to teach the students are likely to lead to poor learning outcomes and also affects the teachers output thereby frustrating the managers of such institutions. However, in most secondary schools, especially in Anambra State, where these facilities are available, there is also the question of their good working conditions.

Some educational facilities that were procured and used for several years are worn and torn, requiring repair or replacement in secondary schools in Anambra State (Uzoechina, 2013). It is a worrisome situation that educational facility maintenance seems to only take place when there is break down of the facilities in some secondary schools in Anambra State. Bisi-Onyemaechi, Akani, Ikefuna, Tagbo, Chinawa (2018) observed that some buildings are dilapidated with worn-off and dusty floor and there are classrooms without ceiling which interfere with learning in schools in Anambra State. Chris-Korie in Emenalo and Chris-Korie (2016) reported that some school facilities (buildings) have experience blown-of roofs due to frequent stormy wind, over-flooding of play ground as a result of heavy rainfall, flood, excessive heat from increase temperature from blocked drainage system in secondary schools in south east, Nigeria and Anambra State in particular. The state of facilities in some public secondary schools in Anambra State is therefore worrisome. The public secondary school facilities are collectively owned by everybody and thereby often regarded as ‘‘nobody's

properties'' which may prompt principals to use and maintain them as they wish to.

A cursory look at most secondary schools in the state seemingly shows that the schools are struggling with limited resources and dilapidated/outdated instructional facilities. Furthermore, it appears that Nigerians and indeed Anabrarians, in the last few years, are dissatisfied with the outputs of these schools of learning. The classrooms seem overcrowded with little or no relevant and adequate learning facilities. Even the school personnel appear to be in short supply. In view of this, Oyeniyi (2010) maintained that by inference, instructional resources have been positively linked with educational efficiency, students' academic performance and their capabilities when they leave school. This unwholesome situation of education in Nigeria and Anambra in particular has subsequently brought a growing concern about the quality of outputs and facilities in the schools.

Notably, the availability problem of educational facilities in secondary schools in the state does not mean that the state is not doing well academically. From personal observations of the researchers, Anambra State is known to be leading in basic and secondary education in Nigeria. In 2018, for instance, five students from Regina Paci Model secondary school, Onitsha won gold medals at the World Technovation Challenge held in Silicon Vally, San Francisco. Again, in 2019, Anambra state representative from St. John's Science Technical College, Alor, won bronze at the International Festival of Engineering, Science and Technology held in Tunisia. In 2019 again, seven students from Queen of the Rosary College, Onitsha defeated over five thousand other teams from around the world to win Global Price Award at Diamond Challenge Global Summit. In WAEC and NECO, Anambra state is still leading. In the light of the above, could the success achieved by the state be linked to the educational facilities in the state? Also, it has not been empirically established whether availability of educational facilities correlates with managers' effectiveness. This study therefore examined availability of educational facilities as a correlate of secondary school managers' effectiveness in Anambra State.

Statement of the Problem

There are basically two reasons why educational facilities are important in secondary schools. Firstly, use of dilapidated school buildings and grounds that are unsafe or unsuitable for modern functional education purposes will lead to the production of mediocre products. Such secondary schools cannot attain excellence in teaching and learning since teachers function properly in non-functional school environment. Secondly, modernization of school facilities is a prerequisite in this era of modern technology and science. Facilities and equipment constitute a strategic factor in organizational functioning and determine to a very large extent the smooth functioning of any social organization or system including education.

Generally, educational facilities are bound to depreciate as they are often put into use. However, in some secondary schools in Anambra State, there seems to be cases of chairs and tables littered all around the school premises, broken windows and doors, dilapidated buildings and exposed electrical fittings.

Personal observation of the researchers indicated that the poor state of educational facilities in Anambra state seemingly does not adversely affect academic excellence in the state. Between 2019 and 2023, secondary schools in Anambra state have consistently performed

considerably well. Could it mean that the managers' effectiveness does not translate to students' students' high academic performance or does it mean that availability of educational facilities has no positive correlation with the managers' effectiveness? It is based on the high performance of the students in the schools despite poor state of educational facilities in the state that this study was undertaken to determine how availability of educational facilities correlated with management effectiveness secondary schools in Anambra State.

Purpose of the Study

The purpose of this study was to ascertain how educational facilities' availability, correlate with managers' effectiveness in secondary schools in Anambra State.

Specifically, this study ascertained the correlation between availability of educational facilities and managers' effectiveness in public secondary schools in Anambra State.

Research Question

One research question guided the study:

1. What is the correlation between availability of educational facilities and managers' effectiveness in public secondary schools in Anambra State?

Hypothesis

One null hypothesis was tested at .05 level of significance:

1. There is no significant correlation between availability of educational facilities and managers' effectiveness in public secondary schools in Anambra State.

Research Method

The correlational research design was adopted for the study. The study was carried out in Anambra state. The population of this study comprised all the 268 principals of secondary schools in the six Education Zones in Anambra State. The entire population of 268 principals were studied. Data for this study were collected by means of structured instruments developed by the researcher. The first instrument is titled "Educational Facilities Inventory Checklist (EFIC)". The second instrument is titled "School Managers' Effectiveness Indicators (SMEI)". Three experts: two experts in Educational Management and Policy and one expert in Measurement and Evaluation (Department of Early Childhood and Primary Education), all from the Faculty of Education, Nnamdi Azikiwe University, Awka validated the instruments. The reliability of the instruments was determined through a trial testing in 5 public secondary schools in Enugu State. The data were analyzed using Cronbach Alpha to measure the internal consistency of the instrument and reliability co-efficient values of 0.86, and 0.83 were obtained respectively for EFIC and SMEI. The instruments were administered on the respondents in their schools by the researcher with the help of five research assistants who were briefed and guided on the modalities for the administration and collection of the instruments. The Pearson Product Moment Correlation and multiple regression were used in the data analysis. The hypotheses were tested 0.05 level of significance.

Result and Discussion

Research Question: What is the correlation between availability of educational facilities and managers' effectiveness in public secondary schools in Anambra State?

Table 1: Pearson's Correlation between Availability of Educational Facilities and Managers' Effectiveness in Secondary Schools.

variables	N	Availability of Educational Facilitie	Managers' Effectiveness	Remarks
Availability of Educational Facilities	266	0.35	0.09	Weak correlation
Managers' Effectiveness	266	0.09	0.35	

Results in Table 1 show the correlation between availability of educational facilities and managers' effectiveness in secondary schools in Anambra State. With r- value of 0.09, the results indicate that there is weak correlation between availability of educational facilities and managers' effectiveness in secondary schools in Anambra State.

Hypothesis: There is no significant correlation between availability of educational facilities and managers' effectiveness in public secondary schools in Anambra State.

Table 2: Test of Significance of Pearson's Correlation between Availability of Educational Facilities and Managers' Effectiveness in Secondary Schools.

N	Correlational Co-efficient (r)	r^2	Adjusted r^2	Remarks
266	0.068	0.0462	4.74	Weak Correlation

Data analysis on Table 2 revealed the Pearson's correlation coefficient of 0.068 and r^2 of .04624. This shows a weak correlation existing between availability of educational facilities and managers' effectiveness in secondary schools in Anambra State. Furthermore, the adjusted r^2 of 4.74 explains that 4.74% of variance in managers' effectiveness is accounted for by availability of educational facilities.

Summary of Findings

The following findings emerged from this study:

1. There is weak correlation between availability of educational facilities and managers' effectiveness in secondary schools in Anambra State. Further findings of the study indicated that 4.74% of variance in managers' effectiveness is accounted for by availability of educational facilities.
2. There is weak correlation between availability of educational facilities and managers' effectiveness.

Discussion of Findings

One of the things done in this study was to determine the correlation between availability of educational facilities and managers' effectiveness in secondary schools in Anambra State. It was found that there is weak correlation between availability of educational facilities and managers' effectiveness in secondary schools in Anambra State. Further findings of the study indicated that that 4.74% of variance in managers' effectiveness is accounted for by availability of educational facilities.

The findings of the study revealed that an increase in the availability of educational facilities may not likely make the managers to be more effective. This could suggest that the high academic achievement of secondary

school students in Anambra state might not be as a result of availability of educational facilities.

Alabi (2018) conducted a study on the analysis of school facility availability in some selected secondary schools in Ibadan metropolis, Nigeria. It was found that most educational facilities were not availability because the general repairs of damaged school facilities were not regularly carried out. This could be the case with secondary schools in Anambra state.

The findings of this study also corroborated earlier study by Asoro (2021) which was carried out on the availability, utilization and conservation of teaching facilities in Delta State primary schools. The findings of the study showed among others that visual aids, chairs, audio visual aids, desks, tables, books, writing boards, playground and electricity were available but not all were utilized and conserved. It could be understand from the findings of the study that facilities could be available but not well or effectively utilized. This is quite detrimental to the development of secondary education not only in Anambra state but Nigeria at large.

Also relevant to this study is the study by Bizimana and Orodho (2014). The study was carried out to ascertain teaching and learning resource availability and teachers' effective classroom management and content delivery in secondary schools. Bizimana and Orodho found that there was a positive and significant correlation between teaching and learning resources and level of classroom management and content delivery. The findings by Bizimana and Orodho are different from the current study probably because of the differences in the area of the study, population and time lag.

Conclusion

Based on the interpretations of the findings, the data collected and analysis and discussion of results, it is concluded that there is weak correlation between availability of educational facilities and managers' effectiveness in secondary schools in Anambra State. There is statistically insignificant correlation existing between availability of educational facilities and managers' effectiveness in secondary schools in Anambra State.

Recommendations

Based on the findings of this study, the following recommendations are made.

1. As a way of ensuring managers' effectiveness in the secondary schools, the school managers should be allowed to initiate, participate and voice their preferences and opinion when decisions on educational facilities are made in the schools.
2. In addition, the school managers should also be informed about possible changes on educational facilities that affect them and their opinions sought concerning these changes as this will show them that they are valued and are part of their schools.
3. The government should endeavour to improve availability of educational facilities through initiating programmes and policies that will encourage availability and adequacy of educational facilities.

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