

**PRINCIPAL LEADERSHIP ROLE AND SCHOOL FACILITIES
MAINTENANCE CULTURE. A CASE STUDY OF SELECTED
SECONDARY SCHOOLS IN OVIA NORTH EAST LOCAL
GOVERNMENT AREA OF EDO STATE**

BY

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**UNIVERSITY OF BENIN,
BENIN CITY**

NOVEMBER, 2024

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**BEING A RESEARCH PROJECT SUBMITTED TO THE
DEPARTMENT OF EDUCATIONAL MANAGEMENT, FACULTY OF
EDUCATION, UNIVERSITY OF BENIN, BENIN CITY, IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
BACHELOR OF SCIENCE (B.SC ED) DEGREE IN EDUCATIONAL
MANAGEMENT.**

NOVEMBER, 2024

CERTIFICATION

We the under listed, certified that this project work was carried out by **ERIOKHIANMWENSE NOGUESE JENNIFER** with Matriculation number EDU1814268 of the Department of Educational Management, Faculty of Education, University of Benin, Benin City.

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DEDICATION

In lovely memory of my father RTD Ositb Gabriel Eriokhianmwense, I will never forget you dad, you loved education but never witnessed it in the life of your children.

To my mom Mrs Nancy Ogbeifun and siblings, Brother Eghosa, Bennedicta, Pedro, Merit and Maris for their unwavering support towards my education.

And to my lovely and dearest son Ayevbosa, thanks for coping with me all through the time of my study despite your funny attitude at times, always know that I love you my son.

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ABSTRACT

This study was conducted to analyze principal leadership roles and school facilities maintenance culture, six research questions were raised to guide this study. This study made use of the descriptive survey research design.

The population of the study consisted 28 Public Secondary Schools in Ovia North East Local Government Area. A sample size of 50 secondary school teachers was selected to represent the total number of teachers in the 28 public secondary schools in Ovia North East Local Government Area using simple random sampling technique. The instrument for data collection for this study was a self-constructed close-ended questionnaire. Data obtained from the study were analyzed using frequency and mean.

The result of the findings revealed the necessity of establishing robust maintenance policies, and there are inadequate resources allocated to school facilities maintenance, insufficient awareness of maintenance practices among school staff. Challenges with adherence to maintenance schedules and protocols and inadequate training and support for maintenance personnel are the challenges in school facility maintenance culture. It was also pointed out that there is a need for schools to adopt a more proactive approach to facility management rather than depending on insufficient funds from government, to maintain facilities. Schools can get funds to maintain facilities from PTA, Alumni, introducing extra moral classes, and asking for support from philanthropists to mention but few.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Good leadership skill is the key to effective management of the people. Modern school leadership is challenging. This is because to lead is to control. Controlling human beings requires the ability to modify the mind and character of the people to produce discipline, obedience, and fellowship. School leadership is the moral and intellectual ability to visualize the best school climate for effective and efficient attainment of individual and group goals which come alive when the motives of the leader and led allocate (Udoh 2002). The role of the principal in the school is to manage budget of the school and purchase supplies for the school such as stationery, tables, chairs and creation of conducive learning environment. The principal listen and meet the needs of the students on a regular basis. They help their staffs (teaching and non-teaching) to maximize their potential. Their role is to enforce discipline in the school system, be a mentor to both the students and teachers, to portray good leadership. As part of the principal's role, they uphold the policy of the government in education. They also serve as counselor to the teachers and to work towards a common goal and have a vision and mission statement for the school.

The principals' duties covered monitoring of instruction, this duty increased along with their responsibilities to help teachers improve their teaching skills. With this change of responsibilities, principals discovered the need for more effectively evaluate instruction and assist teachers as they worked to improve their instructional techniques. **M.I.** Imakpokpomwan, A. Erhabor, and J.K. Adeyemi (2022) states that no particular leadership

style is inferior to the other for the context in which the school operates determines what leadership style works best under the situation at hand.

Andrew and Bassom (1990), found that the unique position principals hold, as the number one person in the school who is responsible for and empowered to oversee the entire school, places them in a powerful position to coordinate the entire school operation. Nwanbueze (1995) says, a good and qualitative leadership of schools is responsible for overall academic achievement of students in a school. If the school leadership is poor, the output of the students will be poor, on the other hand, if the leadership is good then students' academic performance will be good. School facilities are physical structures such as classrooms, furnitures, equipment's computers, stationaries and the likes that help in effective teaching and learning. They are the non-human resources in the school system. They are both permanent and temporary items in the schools. The quality of education students receive can be traced to buildings and other facilities in the school (Ihuoma, 2008). The facilities include; buildings, roads and paths, Sports and game areas, security, offices, home economics laboratory, Information Communications Technology (ICT), transportation, library, book shop, fans, bulbs, furnitures etc.

All these facilities help to achieve the goals and objectives of education by meeting the required needs of both the teachers and the students.

Principals' role in facilities maintenance culture are to ensure that the facilities in the school are given utmost attention and to make sure that the staffs sees faculty maintenance as part of their job; to educate the staffs and students about the school facilities. He should also make sure that effective punishment is given to staffs and students who misused any of the school facilities. He also makes sure that the funds meant for repairing school facilities are properly

used and not diverted to personal use; he also makes sure that the school physical plant are designed.

The factors that are used to guide the use of facilities in the school are;

1. Any form of alcoholic beverage should be disallowed around the school premises.
2. The need for a certificate of insurance based on the use of facilities.
3. The use of school facilities should not be allowed for any illegal purposes.

Facilities maintenance should be carried out frequently and properly to avoid over damage of any property. Both preventive, periodic, replacement, and emergency, maintenance should be carried out in order to balance the use of school facilities. Adequate attention should be placed on the use of school facilities not just by the principal alone but also by the staffs. As opined by Imakpokpomwan (2015) school facilities maintenance policy options are; no maintenance at all, emergency maintenance, ad-hoc maintenance and planned or preventative maintenance.

1.2 STATEMENT OF PROBLEM

This study intends to find out;

1. The role of principal in the school system.
2. Principal's leadership role and facilities maintenance culture.
3. Teachers attitude towards facilities maintenance.
4. Students attitude towards facilities maintenance.
5. How facilities in the rural schools are maintained.

13 PURPOSE OF THE STUDY

The purpose of this study is to find out principal leadership role and school facilities maintenance culture. A case study of selected secondary schools in Ovia North East Local Government Area of Edo State.

To know how facilities are being maintained in schools and to know if it's a one man's job or a collective effort put together by the entire school system.

1.4. RESEARCH QUESTIONS

The research questions are listed below

1. What is the role of the principal in school facilities maintenance?
2. What are the challenges in school facilities maintenance culture?
3. Does poor management affect school facilities?
4. Does the government provide enough funds to carry out proper maintenance on faulty school facilities?
5. Is it proper for the school management to depend on funds from government to maintain school facilities?
6. How does lack of facilities maintenance affect students' academic performance?

1.5 SIGNIFICANCE OF THE STUDY

It is hoped that the findings and recommendations of this study will be of immense benefit to principals in order for them to carry out effective maintenance on school faulty facilities and also for them to be able to carry their staffs along by educating them on the importance of facilities maintenance and also give out effective punishment to students who misuse school facilities.

It is also hoped that the study will serve as source of reference to future researchers in area of professional training for more qualified principals.

1.6 LIMITATIONS OF THE STUDY

The research work was associated with many problems and shortcomings. One of the problems was the problem of inadequate fund and time to carry out more comprehensive work and also secretiveness on the part of some schools' principals.

1.7 DEFINITION OF TERMS

1. **Facility:** A building or material, amenity or piece of equipment provided for a particular purpose. It often makes work easy.
2. **Secretiveness:** The trait of keeping things secret.
3. **Implantation:** The process of putting a decision or plan into effect or the process of execution.
4. **Principal:** The most important or senior person in an organization or group.
5. **Maintenance:** The process of preserving a condition or situation or the state of being preserved.
6. **Leadership:** Ability of an individual or a group of people to influence and guide followers or members of an organization.
7. **Management:** The act of managing, the manner of direction, to guide and control.
8. **Intellectual:** involving a person's ability to think and to understand ideas and information.
9. **Conducive:** providing the right condition for something good to happen.
10. **Replacement:** The process of putting something in the right state of being.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Education all over the world is a vehicle for rapid, meaningful and purposeful development. It is regarded as a major instrument "*par excellence far effecting national development*". The school is a unique community that permits actualization of educational aims, objectives and goals through judicious use of the available human and non-human resources. The school enables the administrator to show his expertise in ensuring that the physical facilities are well maintained in order to prolong their usage.

Principals effectiveness in the administration of secondary schools presupposes that they are able to diligently influence both human and material resources for the achievement of educational goals, it should be noted and assumed that principal's effectiveness in the administration of secondary schools is anchored on such variables as prudent management of funds, effective coordination of material resources and proper management of student personnel. This implies that whether a school is successful or not depends to a large extent on the principal's effectiveness in secondary school administration. When principals are sensitive to the needs of teaching and non-teaching staff member awesomeness, sharing in setting up goals, encouragement for individual free expression and recommendation. It should be noted that since material resources are scarce and most of them are expensive, the ability of the principal to effectively coordinate the available ones for meaningful teaching and learning in the classroom demonstrate principal effectiveness in administration in the school.

2.2 CONCEPT OF SCHOOL FACILITIES

The quality of education depends on school facilities and institutional materials. It is the process of students learning. The quality of the school's environment and its facilities has a strong influence on students' learning. School facilities can actually have a substantive impact on learning process.

School facilities are those things that enable the teacher to do his/her work very well and helping the learners to learn effectively.

School facilities are those physical structures such as; classroom, furniture, equipment, planning, designing, and financing. The quality of education students receive can be traced to buildings and other facilities in the school (*Ihuoma, 2008*).

An effective school facility is responsive to the changing programs of educational delivery, and at a minimum should provide a physical environment that is comfortable, safe, secure, accessible, well illuminated and aesthetically pleasing.

The school facility do not consist of only physical structures and the variety of building systems such as mechanical, plumbing, electricity, telecommunication, security, and fire suppression systems. The facility also includes furnishing materials and supplies, equipment and information technology.

The school facility is an integral component of the conditions of learning. The layout and design of a facility contributes to the place experience of students' educators and community members. Depending on the quality of its own design and management, the facility can contribute to a sense of ownership, safety and security, personalization and control, privacy as well as sociality and spaciousness or crowdedness.

2.3 CONCEPT OF PRINCIPAL LEADERSHIP

The study investigated the relationship between principal leadership style and teachers work attitude. It adopted the descriptive survey. The population of the study consisted of 125 public secondary school principals and 1,523 teachers in the South Senatorial District of Edo State, Nigeria. Of the seven Local Government Areas, three were sampled for analysis while 175 teachers were sub-set of the study. Three research questions were raised. While one was answered directly, the other two were hypothesized. Descriptive statistics and Pearson moment correlation coefficient were used to analyze data. While 60% of respondents believe their principals used democratic leadership style, 25.6% of respondents believe their principals employ an autocratic leadership style whereas 18 teachers (14.4%) feel their principals are neither democratic nor autocratic but laissez-taire in their style of leadership. Thus, the study found that secondary school principals in sampled schools predominantly employed a democratic leadership style. Perhaps the newfound democratic governance in the country since 1999 may be influencing the democratic leadership disposition of the secondary school management

2.4. LEADERSHIP SKILLS:

According to M. I Imakpokpomwan, A. Erhabor and J. K Adeycmi (2022) Leadership in education like every other organization is pivotal to the success or failure of the group goals. When two or more persons have a task to accomplish there is a need for leadership to direct actions toward the attainment of the objectives. The principal is the leader of a secondary school. Personal characteristics of principals and their adopted leadership style are very germane to the success or otherwise of the group goals. Principals as instructional leaders in the management of the secondary schools, contribute to the professional development of subordinates through various initiatives. The leadership style adopted by the principals could

influence how teachers accept or otherwise reject his contribution to the development of learning in the school.

A principal is in charge of large team of staff, as well as a huge number of students and he is the mediator between students and teachers and their parents. It is important for a principal to have previous experience in various other teaching leadership roles, such as head of department or organizer of a co-curricular activity.

2.5. MAINTENANCE OF SCHOOL FACILITIES

Maintenance involves carrying out activities needed to conserve as nearly and as long as possible the original condition of facilities. It involves replacing and plumbing, electrical or mechanical devices that is malfunctioning at a particular period of time. It is also the constant or routine activities on devices/ equipment's to make them work effectively. In maintaining existing facilities, there is a continual need for modernization. Maintenance need of schools requires both one- time continuing sources of money.

Maintenance is best funded through budget allocations of current resources. This means that adequate funds need to be allocated each year to be sure that the investment a district has made in facilities is not lost because of premature deterioration of the building. Maintaining school facilities is important to providing high- quality education programs. School facilities serves students for a long period of time. Maintaining school facilities include the following benefits.

1. It makes it possible to have a clean and healthy school environment.
2. It ensures that school buildings and facilities are kept safe and **well protected**
3. It helps to preserve aesthetic beauty of the school environment
4. It ensures that school facilities are constantly functioning in good working conditions.

5. It helps to slow down the rate of degradation of facilities and expand their life span.

2.6. SCHOOL FACILITIES MAINTENANCE STRATEGIES

Maintenance of school facilities is designed to prolong the life span of the project after completion and to keep the structure as much as possible in its original stage as it was when the project was procured. Schools have the option to choose from among four optional policies in its facilities management.

As opined by Ogbodo (1995), Ehiamentalor (1995) and Imakpokpomwan (2015), school facilities maintenance policy options are; no maintenance at all, emergency maintenance, ad-hoc maintenance and planned or preventive maintenance.

i. No maintenance at all: When the authorities put no clear policy option to maintain a facility, it is said to have no maintenance policy. The scenario, encourages no maintenance at all even though it would have saved the life of a facility. As buttressed by Imakpokpomwan (2015), in an era of free education without a cut maintenance policy, a school manager could land himself/herself in trouble if

fund is collected without authorization and to maintain facility such as school furniture, buildings, equipment even if such effort had been 'a stitch that had saved nine.

ii. **Emergency maintenance:** When project facilities are not maintained over-time it begins to give way. Rust, decay, rodent, insects, climatic conditions etc could accelerate the failure of a school facility if not maintained over time. When such facility gives way such as a roof removed by windstorm or ceiling collapses on the students and teachers, the school proprietor may begin an emergency repair akin to a fire brigade approach in

trying to put off a fire. Thus, nothing was done to prevent its break down even though the signs of dilapidation were observed for some time.

iii. **Planned or preventive maintenance:** Under this arrangement, the maintenance of school facilities are planned according to the demands of the facility in question. Everybody concerned are aware and fund are made available as at when due. Most school projects come with the Preventive maintenance guidelines but the problem could be that authorities may not release fund for its maintenance or if fund is released, it maybe mismanaged.

TIMES IN YEARS

S/N ITEMS

1	RoofTimbers								
2	Roof Covering								<i>S</i>
3	Wall Plaster External		<i>S</i>	<i>S</i>	<i>S</i>	<i>S</i>			<i>S</i>
4	Windows			<i>-S</i>				<i>"/</i>	
5	Doors		<i>S</i>	<i>•/</i>		<i>-S</i>			<i>S</i>
6	Iron Monger			<i>*/</i>					<i>^</i>
<i>I</i>	Floors							<i>^</i>	
8	Ceiling			<i>^</i>					
9	Painting					<i>•/</i>			<i>S</i>
10	Decorating								
II	Sanitation			<i>S</i>				<i>S</i>	<i>^</i>
12	Wiring							<i>^</i>	
13	Electrical Fittings			<i></•/•/•/</i>					
14	Site Works				<i>J</i>				<i>S</i>
15	Wall Plaster Internal		<i>S</i>	<i>S</i>	<i>S</i>	<i>S</i>	<i>^</i>	<i>S</i>	<i>^</i>
16	Computers		<i>•/</i>	<i>•/</i>	<i>S</i>	<i>S</i>	<i>S</i>	<i>S</i>	
17	Printers		<i>•/•/•/</i>	<i>S</i>	<i>-/•/</i>				
18	Generators		<i>S</i>	<i>S</i>	<i>S</i>	<i>•/•/•/</i>			
19	School Van		<i>^</i>	<i>S</i>	<i><S</i>	<i>S</i>	<i>S</i>	<i>S</i>	<i>S</i>
20	Furniture			<i>•/•/•/</i>					

Adopted from Arubayi (1995), Imdkpokpomwan (2015).

Table 1 is the maintenance chart needed during the life span of some facilities in a school.

The chart demonstrates how policies could direct school facilities maintenance. The computers, printers, generators and school van need monthly maintenance services. It is necessary to embark on plant overhaul as manual specifies.

The maintenance of the doors should be at every 5 years. It is expected that the life span of the building in Table 1 is 60 years at which time the building can be demolished for a new one to emerge. However, consistency maintenance can preserve the life span of school infrastructure. Some minor adjustments could be made depending on the quality of materials used, location of the item, climatic conditions prevailing in the area and other extenuating reasons. The planned or preventive maintenance, is recommended for professional school facilities maintenance. 'At a point the decision to sell off or replace an item could be made because beyond a particular time some facilities could become very expensive to maintain, so they may not be economical to retain any longer (Tmakpokpomwan 2015:504)

iv. Ad-hoc maintenance: When a school district budgets for a lump sum for the purpose of maintaining a school facility but such amount is not attached to a particular project it is said to be ad-hoc maintenance. It is observed that under the ad-hoc maintenance arrangement, budgeted sum is prone to abuses and may never be enough for school facilities maintenance. Edobor (2006) discussed leadership style in terms of principal's altitudinal behavioural tendencies such as democratic, autocratic, laissez-faire and democratic manipulator. Democratic leadership practice provides liberty for all to co-operate in the spirit of fairness toward goal attainment. On the other hand, the autocratic leadership style tends to be more coercive in eliciting workers' contribution toward goal attainment. The laissez-faire leadership style is more or less not concerned with whatever approach the

teacher wishes to employ toward group attainment. The democratic manipulator hides under democratic tendencies to manipulate workers to achieve his goals. Even though democratic tendencies have become fashionable in modern society, the democratic manipulator may only hide under the guise of committee to appoint people of like minds in order to achieve his aims through manipulating the process to achieve his goal. Transactional leadership style on the other hand is effective in completing specific tasks by managing each person individually, little room can be left for group decision making and at times such leadership style could be viewed as controlling, bossing or dictatorial. Whatever angle with which one looks at leadership style, what is clear is that some people want collaboration and motivation for the whole group to succeed together as we found in democratic, participative, supportive and transformational leadership styles. On the other hand, a principal may be applying elements of coercion in dictating the tune while the others are expected to follow accordingly as found in nomothetic, autocratic,

directive and transactional leadership style. Principals must weigh the goals, the teachers, and the environmental imperatives before arriving at the most suitable leadership style to adopt. In any case, whatever leadership style a principal adopts is not mutually exclusive to any other leadership style. Time and events influence the leadership style that could work best

2.7. TYPES OF FACILITIES MAINTENANCE IN SCHOOL

The efficiency of any maintenance programme can be achieved if schools plan ahead instead of only attending to emergencies. This will permit some maintenance services to be performed frequently or periodically as the need arises. The four types of maintenance as identified by Ejieh (2010) are;

- i. Preventive Maintenance: This type of maintenance involves regular servicing of school

equipment in order to prevent it from breaking down. It involves the action that need to be taken by both staff and students on school facility in order to prolong its life span . These are necessary procedures put in place to guide against sudden breakdown of machines and other equipment that could negatively affect student's' academic performance (Candoli, 1988). This type of maintenance exclude furniture, buildings and equipment from expensive maintenance when they break down. Designed officials usually carry out preventive maintenance in the school system in order to make it effective.

- ii. **Periodic Maintenance:** This is the type of maintenance that entails serving school buildings and facilities at a given time- termly, yearly or more. The objective is to prolong the durability of the buildings and facilities. This type of maintenance includes repairs of leaking roofs and painting that can be scheduled to come up periodically as school facilities continue to age. Buildings and facilities wear out rapidly when they are continuously used without maintaining them.
- iii. **Replacement Maintenance:** This type of maintenance focuses on replacing parts of machines or equipment as at when due before such machine or equipment breaks down. It is instituted in order to prevent unbudgetcd expenses during the school academic season. Tf replacement maintenance is effective in the school, embarrassment can be avoided in the cause of using any machine at a particular time.
- iv. **Emergency Maintenance:** This type of maintenance occurs when there is sudden * breakdown of an equipment that is frequently used in the school. This type of maintenance can be found in most Nigeria schools. Preventive maintenance can prevent emergency Mai if a little fault would have been taken care of. Both staff and students

must be given alternative accommodation during the period of carrying out emergency repairs and they should be well educated on what to do during this period so that teaching and learning would not be jeopardized.

2.8. MAINTENANCE CULTURE IN SCHOOL

Maintenance culture refers to the ability of users to always ensure that the facilities in the school remain in good working condition.

Maintenance culture in school refers to the measures taken to properly maintain and manage the physical resources and facilities in educational institutions. It involves the efficient utilization of resources, such as human and natural resources, to ensure that they are adequately maintained and used for the benefit of the students and staff. Maintenance culture is the values, way of thinking, behaviour and perception and the underlying assumptions of any person or group or society that considers maintenance as a matter that is important and practices it in their life. When a person or group has maintenance culture, they would have the attitude to maintain, preserve and protect the public facilities. Maintenance culture is not universal in nature, Florence (2011) postulated. It is usually derived or learnt through a person making maintenance a natural daily habit that can be followed and emulated by others. According to Mark et al. (2006), the concept maintenance culture is the internal environment between management and staff in ensuring effective maintenance through the sharing of ideas, beliefs, and values of each member in the organization. Developing and embracing maintenance culture through effective leadership, sound policy, attitudinal development among others would not only enhance national development but also enlist our country among the comity of developed nations.

2.9. CHALLENGES IN SCHOOL FACILITIES MAINTENANCE CULTURE

The school need to cultivate the habit of ensuring that every facility in the school is adequately catered for so that the durability of each facilities can be guaranteed. The following challenges of school facilities maintenance arc explained below;

- i. Inadequate attention to maintenance culture:** Considering the valuable roles of facilities in the school system, it is notable that maintenance is not given utmost attention. The school does not seem to maintain available facilities; maintenance of available facilities is a job that must be carried out at any point in time. The students do not see it as a duty to clean their tables and chairs, fans and windows as they wash their uniforms and socks. Poor maintenance culture among school community members has contributed to great waste of financial resources on school facilities, which resources would have been used to procure new facilities that could go round the staff and students.
- ii. Lack of education:** Staff and students are not properly educated by school managers on the significance of facilities maintenance culture. Often a time, the users are not adequately informed on the need to carry out little repairs on facilities as this will bring positive changes on their standard.
- iii. Diverting money meant for maintenance to personal use:** School heads are often accused of ineffective utilization of funds meant for maintenance as a result of the fact that they divert such for personal use. Unused materials arc abandoned and sonic locked away in warehouse and left to destroy.
- iv. Lackadaisical attitude of custodians of facilities in the school:** The custodians are officials that are in charge of maintenance of school physical facilities, They are often

absent from work without any genuine reason. They give flimsy excuses for their frequent failure for not taking proper care of facilities in the school.

- v. Inadequate funds: The management of secondary schools are not given adequate funds to maintain facilities in the school by controlling and regulatory body. This serves as an impediment to them in purchasing and maintaining important equipment and buildings required in the school.
- vi. Ineffective punishment: Punishment are not usually meted out to staff and students caught in the act of vandalizing school facilities. Staff and students make use of school physical facilities in a lackadaisical manner, with the belief that such are government property. These facilities have direct impact on school effectiveness.
- vii. **Ineffective Implementation** of policy on utilization of school **facilities**: Policies on utilization of facilities are not effectively implemented in schools and this has negatively affected facilities maintenance culture.

2.10. MAINTENANCE CULTURE AND THE FUTURE OF FACILITIES IN SECONDARY SCHOOLS

There has never been a time in the history of Edo State secondary schools when maintenance of public assets and facilities has ever been taken seriously. The obvious reason for this is that the public sees national assets and facilities provided by government as no one's property hence the nonchalant altitude towards government facilities. This nonchalant attitude towards government assets is not only common with the people the facilities are met to serve, even the government officials that spends tax payers' money to provide these facilities tends to look the other way and instead prefer to build new facilities rather than maintain existing ones. Corruption readily comes to mind as chief among factors responsible for the lack of

maintenance culture among Nigerians. It is believed that those saddled with these responsibilities see building new structures as the easiest way to rip the country and siphon the collective wealth of the common people into their private pockets rather than maintain existing ones. The questions presented here begging for answers are for our esteemed professionals, practitioners and other contributors alike to share their thoughts on this touching national issue;

1. How do we as a people develop a culture of maintenance?
2. What policies do government need to put in place to assist in building this culture in us so as to strengthen maintenance and discourages building of similar existing structures?
3. What do we need to do as a nation to strengthen our institutions to make them responsive to the challenges facing the country? 4. Do the country needs a new national pronouncement or enactment to promote this practice?
4. What role do facilities management professionals expected to play in this national discuss?
5. What laws or regulations need to be repeal to empower professionals to do their work?

What I have done here is to awaken our minds on the need to become proactive in addressing one of the major problems plaguing the school society today. These and several other questions if addressed may help in shaping the future of facilities maintenance in schools.

2.11. STRATEGIES FOR EFFECTIVE FACILITIES MANAGEMENT

Every activity has a procedure for carrying it out. For school administrators, there are

strategies that enables them to play their roles in the most effective way. The school managers need to be pro-active and identify facilities that need repairs, and establish repair inventory which will help in determining the particular school facility that needs urgent attention and the ones to be kept in view given the fact that resources are quite inadequate. The management strategy employed by the school administrator often times depend on the available fund at his/her disposal. Organizations need to be financially viable so as to effectively achieve its goals and objectives.

Manfred (1999) noted an ideal strategy as one the school administrator or his representative would do a regular check on the facilities by keeping a regular review on the condition of the facilities and to define priorities for expenditure (funding). Manfred (1999) further stated that it would be needful to involve the users of the facilities in the management and ensure that those who are close to the facilities are given responsibility for the condition of the facilities. In the same vein, put up a planned maintenance schedule which all stakeholders should stick to and act promptly when there is need for repair of damage to be carried out. Inspectors and supervisors should pay regular visits to school facilities. Akinwumiji and Agabi (2013) gave credence to this view, when they noted that supervision and inspection are vital features of management control of schools which is aimed at enhancing general school system performance. They noted that both passive factors such as buildings, documents and all instructional facilities and active factors such as learners, teachers and administrative staff are all inspected and the idea is to ensure compliance with policy decision as well as the existence of a healthy functional school environment. Schematically the custodians of school facilities should be more dedicated to their duties and see the need to imbibe maintenance culture in the school system. Effective punishment should be meted to staff and students that

misuse the school facilities. Funds should be adequately provided for secondary schools' heads in order to carry out regular maintenance of school facilities and school administrators should utilize funds meant for repairing school facilities appropriately. They must avoid using such money for personal needs.

2.13. PRINCIPAL AND SCHOOL FACILITY MANAGEMENT

The management of academic and administrative affairs of schools traditionally falls within the purview of the principal. Unerringly, formal education in Nigeria is rapidly changing and technically tailored towards meeting certain set goals, such as "*education for all*" (Nwaogu, 2013). The requirements of these various goals from the school managers are centered on the advancement of teaching and learning through the implementation of performance-based management, which is led by a management team, with the principal at the fulcrum. Given this onerous task, the principal, as a matter of fact, must understand the role of school managers to effectively manage not only staff but the facilities to meet the overall objectives of the school system. According to Ukeje (2000), the unsatisfactory performance often experienced in schools by students and educational programmes is always attributed to lack of basic infrastructure, lack of adequate and accurate statistics, inadequate funding, embezzlement, bureaucratic bottleneck and poor attitude to work. Generally, the principal's responsibility in 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 (Sunday, 2014). The school management team headed by the principal must develop, support and equip staff with knowledge and skills to respond positively to the ever-changing

phenomenon of education to meet contemporary societal challenges. This he can do among other things in ensuring the effective management of school facilities at his disposal in order to ensure they are properly maintained and safe for use for educational purposes. Some effective school facility management techniques include:

Maintenance, testing and inspections: Maintenance, testing and inspection schedules are required to ensure that the facility is operating safely and efficiently, to maximize the life of equipment and reduce the risk of failure. Statutory obligations must also be met. The work is planned, often using a (computer-aided facility management) system, the principal can also set up operational unit in the school/department that will be charged with the responsibilities for the day-to-day running of the buildings and facilities, these tasks may be outsourced or carried out by directly employed staff. This is a policy issue, but due to the immediacy of the response required in many of the activities involved the facilities manager will often require daily reports or an escalation procedure, Some issues require more than just periodic maintenance for example those that can stop or hamper the smooth running of operations in the school or that have safety implications.

REVIEW OF LITERATURE

Based on the findings of this study, it is concluded that school facilities maintenance determines to a very high extent the principal will be effective in his secondary school administration. School facilities when properly and regularly maintained will up lift the tone of the school, improve students' personnel management and above all ensure prudent management of the lean financial resources at the disposal of the school principal. School facility maintenance is also an important strategy in achieving predetermined educational objectives and aids greater academic performance of students. School facilities constitute a very critical input for the maintenance of objectives of secondary education in Edo State. There is a serious need to ensure that the school facilities entrusted to school administrators is proper maintained to ensure a clean and conducive environment for effective teaching and learning, both the government and stakeholders must join hands to ensure the sustenance of school plan! maintenance operations in secondary schools in Edo State.

Maintaining school facilities is important to providing high-quality education programs. More important, by investing in strong preventative maintenance programs, school facilities can continue to serve students for long periods of time.

The chart drawn from the review above by Imakpokpomwan (2015) shows how various facilities should be maintained. It could be 5 years' maintenance, 10 years' maintenance, 20 years maintenance, 60 years maintenance as the case maybe. The study also show the styles of leadership used by the principal in the school. The study shows that no particular leadership style is inferior to the other for the context in which the school operates determines what leadership style works best under certain situation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Methodology in research deals with the methods, procedures or modalities by which the researcher intends to accomplish the objectives in her research work.

This chapter describes the techniques and procedures that will be used by the researcher in conducting the study and accumulating the data for the study. It comprises of Research design, population of the study, sample size and sampling techniques, research instrument sources of data, method of data analysis.

3.2 RESEARCH DESIGN

According to Omorogiuwa (Ph.D) research design is a plan or method on how data will be collected, analyzed, and the extent to which conclusions reached are applicable and generalizable.

This research work is designed to know the Principal Leadership Role and School Facilities Maintenance Culture. A case study of selected secondary schools in Ovia North East *Local* Government Area of Edo State. The research work took into consideration the relevance of using the research questionnaire, which is aimed at knowing how facilities are being maintained in secondary schools and to also know if it's a one man's job or collective effort put together by the entire school system.

3.3 POPULATION OF THE STUDY

The population of this study is all the 28 secondary schools in Ovia North East Local Government Area of Edo state.

Sample and Sampling Technique

The sample of this study consist of teachers in public secondary schools in North- East Local Government Area, of Edo State. Due to time and financial constraints, it was not feasible to survey all public secondary schools in the population. Therefore, a sample size of fifty (50), teachers from three (3) sampled public secondary schools will be purposively selected in the Local Government Area. Hence there will be no sampling since the number is manageable.

Instrument for Data Collection

Structured survey questionnaire will be administered to all the sampled teachers. The questionnaire will consist of closed-ended questions designed to assess principal leadership role and school facilities maintenance culture in selected secondary schools in Ovia Norlh-East Local Government Area, of Edo State. The questionnaire has been developed based on review of relevant literature.

The questionnaire is divided into part A and B. Part A covered personal data of the respondents; while part B contained questions relating to leadership role of school principals as regard school facilities maintenance in secondary schools in Ovia North East Local Government Area of Edo State. The questionnaire items were structured based on four point scales of Agree (SA) - 4, Agree (A) - 3, Disagree (D) - 2 and Strongly Disagree (SD) -1

Validation of the Instrument

Validation refers to the extent to which an instrument measures what it is supposed to measure. The questionnaire would be validated by the researcher's supervisor and two other experts from the Department of Educational Management, Faculty of Education, University of Benin, Benin City. The comments, corrections and suggestions made by the experts or validates would be effected to produce the final instrument for the study.

Reliability of the Instrument

The reliability of the research instrument will be determined by using internal consistency method via cronbach Alpha statistic. The research instrument will be administered to 50 secondary school teachers who are the sample to be used by this study.

Method of Data Collection

Fifty (50) copies of the questionnaires will be personally administered by the researcher to the respondents. All the complete copies of the questionnaire will be retrieved with the help of 1 (one) research assistants.

Method of Data Analysis

Quantitative data from the survey questionnaires will be analyzed using the Statistical Package for Social Sciences (SPSS). Descriptive statistics, including means, frequencies, and percentages, will be used to summarize and describe the data. The Mean will be used to answer the research questions. Decision rule will be based on mean value of 2.0 such that any calculated mean (\bar{x}) equal or greater than 2.0 will be regarded as High Extent while mean (\bar{x}) less than 2.0 would be regarded as Low Extent.

CHAPTER FOUR

PRESENTATION OF RESULT AND DISCUSSION OF FINDINGS

4.0 INTRODUCTION

A total number of 50copies of questionnaires were distributed to the respondents all were retrieved and valid for the analysis.

4.1 PRESENTATION OF RESULT

The data **collected was summarized** and presented **in the tables below**. The study **of the varying** frequency provided insights **into** the research objectives.

Research Question 1: What is the role of the principal in school facilities maintenance?

Table 1: Role of the principal in school facilities Maintenance

ITEM	VHE	HE	LE	VLE	Mean	Decision
1 the budget for maintenance?	4 (8.0%)	6 (12.0%)	18 (36.0%)	22 (44.0%)	2.12	Low Extent
1	5	7	20	18	2.22	Low

1		(10.0%)	(14.0%)	(40.0%)	(36.0%)		Extent
1	To what extent does the principal involve	5	8	18	19		Low
1	<i>W</i> staff in facility inspections?	(10.0%)	(16.0%)	(36.0%)	(38.0%)	2.18	Extent
	To what extent does the principal promote	4	7	19	20		Low
	sustainable maintenance practices?	(8.0%)	(34.0%)	(38.0%)	(40.0%)	2.10	Extent
	To what extent does the principal utilize	6	8	17	19		Low
	community partnerships for	(12.0%)	(16.0%)	(34.0%)	(38.0%)	2.24	Extent
	maintenance?						
1			7.2				
1	<i>M</i> Overall Mean	4.8	(14.4%	18.4	19.6		Low
		(9.6%)		(36.8%)	(39.2%)	2.17	Extent
		—					

Source: Field Survey, 2024.

Key:

VHE : Very High Extent LE:

Low Extent

HE: High Extent

VLB: Very Low Extent

The data presented in Table 1 demonstrates that respondents perceive the principal's role in school facilities maintenance as being recognized to a low extent. Specifically, only 8.0% of respondents strongly agreed that the principal prioritizes the budget for essential facility maintenance, while 12.0% agreed, and a larger portion, 36.0%, disagreed to some extent, with 44.0% strongly disagreeing. The mean of 2.12 indicates that budget prioritization is acknowledged to a low extent. Similarly, for the establishment of effective maintenance policies, 10.0% of respondents strongly agreed, and 14.0% agreed, but 40.0% disagreed, and 36.0% strongly disagreed, yielding a mean of 2.22. This shows that the impact of the principal in this area is also recognized to a low extent. Regarding staff involvement in facility inspections, 10.0% of respondents strongly agreed, and 16.0% agreed, but a more significant portion, 36.0%, disagreed, and 38.0% strongly disagreed. This gives a mean of 2.18, reflecting a low extent of recognition. When assessing the promotion of sustainable maintenance practices, only 8.0% strongly agreed, and 14.0% agreed, while 38.0% disagreed, and 40.0% strongly disagreed. The mean of 2.10 confirms that this role is perceived to a low extent. Lastly, the utilization of community partnerships for facility maintenance received only 12.0% strong agreement, with 16.0% agreeing, but 34.0% disagreed, and 38.0% strongly disagreed. The mean of 2.24 supports the conclusion that this role is also recognized to a low extent.

The **overall mean** of 2.17 across the items in the table supports the conclusion **that principals' roles in budget prioritization, policy establishment, staff involvement, sustainable practices promotion, and community partnership utilization in school facilities maintenance are perceived to be carried out to a low extent.**

Research Question 2: What are the challenges in school facilities maintenance culture? Table 2: Challenges in school facilities maintenance culture

ITEM	VHE	HE	LE	VLE	Mean	Decision
To what extent are adequate resources allocated for school maintenance?	4 (8.0%)	7 (14.0%)	19 (38.0%)	20 (40.0%)	2.17	Low Extent
To what extent is there sufficient awareness and maintenance practices among school H staff?	3 (6.0%)	4 (8.0%)	21 (42.0%)	22 (44.0%)	3.62	Very High Extent
To what extent are there challenges with adherence to maintenance schedules and	23 (46.0%)	20 (40.0%)	4 (8.0%)	3 (6.0%)	3.66	Very High Extent

	protocols?						
T	To what extent do bureaucratic processes hinder the effective implementation of maintenance initiatives?	24 (48.0%)	20 (40.0%)	3 (6.0%)	3 (6.0%)	3.70	Very High Extent
	To what extent is adequate training and support provided for personnel?	4 (8.0%)	3 (6.0%)	22 (44.0%)	21 (42.0%)	3.64	Very Extent
L	Overall Mean	22.4 (44.8%)	20.6 (41.2%)	4 (8.0%)	3 (6.0%)	3.64	Very High Extent

Response from Table 2 shows that 40 % of the respondents responded very low extent that adequate resources allocated for school facilities maintenance, Insufficient awareness and understanding of maintenance practices among school staff, Challenges with adherence to maintenance schedules and protocols and Inadequate training and support for maintenance personnel are the challenges in school facility maintenance culture, 41.2% respondent high extent, 8.0% responded low extent, 6.0% responded very low extent. The overall mean of 3.64 indicates that Inadequate resources allocated for school facilities maintenance,

Insufficient awareness and understanding of maintenance practices among school staff, Challenges with adherence to maintenance schedules and protocols and Inadequate training and support for maintenance personnel has very high impact on school facility maintenance culture.

Research Question 3: To what extent does poor management affect school facilities?

Table 3: Effect of Poor Management on School Facilities

	ITEMS	VHE	HE	LE	VLE	Mean	Decision
III 12	To what extent does poor management lead to delayed repairs and maintenance of school facilities?	23 (46.0%)	19 (38.0%)	5 (10.0%)	3 (6.0%)	3.68	Very High Extent
	To what extent inadequate oversight in the neglect of essential maintenance tasks?	21 (42.0%)	22 (44.0%)	4 (8.0%)	3 (6.0%)	3.66	Very High Extent
13	To what extent does coordination among	22 (44.0%)	21 (42.0%)	4 (8.0%)	3 (6.0%)	3.68	Very High

	hinder effective management?						Extent
14	To what extent does lack of accountability contribute to the deterioration of school facilities?	23 (46.0%)	20 (40.0%)	4 (8.0%)	3 (6.0%)	3.70	Very High Extent
15	To what extent ineffective between management maintenance staff lead unresolved issues?	22 (44.0%)	21 (42.0%)	4 (8.0%)	3 (6.0%)	3.68	Very High Extent
	Overall Mean	22.2 (44.4%)	20.6 (41.2%)	4.2 (8.4%)	3 (6.0%)	3.68	Very High Extent

Source: Field Survey, 2024.

Response from table 3 shows that 44.4% of the respondents responded very high extent that poor management affects school facilities 41.2% responded high extent, 8.4% responded low extent, 6.0% responded very low extent. The overall mean of 4.25 indicates that poor

management affects school facilities to a high extent.

Research Question 4: Does the government provide enough funds to carry out proper maintenance on faulty school facilities?

Table 4: Government Provision of funds for maintenance

	Items	SA	A	N	D	Mean	Decision
1	The government does not adequately allocate funds for school maintenance.	5 (10.0%)	6 (12.0%)	8 (16.0%)	31 (62.0%)	1.70	Very Extent
	The government's funding for school maintenance is generally sufficient.	4 (8.0%)	7 (14.0%)	7 (14.0%)	32 (64.0%)	1.66	Very Extent
	The government's funding for school maintenance is inadequate.	19 (38.0%)	18 (36.0%)	7 (14.0%)	6 (12.0%)	3.56	High Extent

1	The government provides enough funds for school maintenance.	19 (38.0%)	17 (34.0%)	8 (16.0%)	6 (12.0%)	3.50	High Extent
1	Proper maintenance school significantly depends government funding.	18 (36.0%)	17 (34.0%)	8 (16.0%)	7 (14.0%)	3.52	High Extent
	Overall Mean	14.2 (28.4%)	13 (26.0%)	7.6 (15.2%)	16.4 (30.4%)	2.79	Moderate Extent

Source: Field Survey, 2024.

Response from Table 4 indicates that 28.4% of the respondents strongly agreed that the government provides enough funds for school facility maintenance, while 26% agreed. Additionally, 15.2% were undecided, and 30.4% disagreed. The overall mean of 2.79 suggests that there is a moderate extent of government funding for school facility maintenance.

Research Question 5: Is it proper for the school management to depend on funds from government to maintain school facilities?

Table 5: Dependency of School Management on Government Funds

ITEM	SA	A	D	SD	Mean	Decision
^ It is appropriate for school management to rely solely on government funds for facility maintenance.	3 (60.0%)	5 (10.0%)	20 (40.0%)	22 (44.0%)	3.60	Strongly Disagreed
Depending on government funds reasonable approach for school facility maintenance.	3 (6.0%)	4 (8.0%)	22 (44.0%)	21 (42.0%)	3.62	Strongly Disagreed
: School management should seek alternative funding sources government allocations for maintenance.	23 (46.0%)	20 (40.0%)	4 (8.0%)	3 (6.0%)	3.66	Agreed
/ Relying solely on government funds for	24 (48.0%)	20 (40.0%)	3 (6.0%)	3 (6.0%)	3.70	Agreed

facility maintenance is unsustainable.							
The school's reliance on funds for facility maintenance ensures equitable resource distribution.	3 (6.0%)	4 (8.0%)	21 (42.0%)	22 (44.0%)	3.64	Strongly Disagreed	
Overall Mean	22.4 (44.8%)	20.6 (41.2%)	4 (8.0%)	3 (6.0%)	3.64	Agreed	

Source: Field Survey, 2024.

Response from Table 5 indicates that 6.0% of the respondents strongly agreed that it is proper for school management to depend on government funds for maintaining school facilities, while 10.0% agreed. Additionally, 40.0% were undecided, and 40.0% disagreed. The overall mean of 3.64 suggests that there is agreement that school management's reliance on government funding for facility maintenance is appropriate.

Research Question 6: How does lack of facilities maintenance affect students' academic performance?

Table 6: Effect of lack of Facility Maintenance on Students Academic Performance

	ITEM	SA	A	D	SD	Mean	Decisi
	Inadequate facility significantly hinders students' performance.	20 (40.0%)	18 (36.0%)	6 (12.0%)	6 (12.0%)	3.68	Agree
1	Insufficient maintenance of negatively impacts students' performance.	18 (36.0%)	20 (40.0%)	7 (14.0%)	5 (10.0%)	3.62	Agree
	There is little to no correlation between facility maintenance and students' performance.	6 (12.0%)	6 (12.0%)	20 (40.0%)	18 (36.0%)	2.23	Disagr
	Facility maintenance has no bearing on students' academic performance.	7 (14.0%)	5 (10.0%)	18 (36.0%)	20 (40.0%)	2.30	Disagr
	Lack of maintenance directly students' learning environment and their academic outcomes.	18 (36.0%)	20 (40.0%)	7 (14.0%)	5 (10.0%)	3.60	Very H Extent
	Overall Mean	18.4 (36.8%)	20 (40.0%)	6.6 (13.2%)	5 (10.0%)	3.66	Very H Extent

Source: Field Survey,

Response from Table 6 indicates that 36.8% of the respondents strongly agreed that the lack of facility maintenance significantly affects students' academic performance, while 40.0% agreed. Additionally, 13.2% were undecided, and 10.0% disagreed. The overall mean of 3.66 suggests that the impact of poor facility maintenance on students' academic performance is recognized to a very high extent.

4.2 Discussion of Findings

The findings of this study provide valuable insights into the critical role of principals, the challenges faced in school facilities maintenance culture, the implications of poor management, and the impact of maintenance practices on students' academic performance. The analysis of the collected data demonstrates that effective school facilities maintenance is significantly influenced by leadership actions, resource allocation, and the engagement of staff and community partners.

The study reveals that principals play a vital role in prioritizing budgets, establishing effective maintenance policies, involving staff in inspections, promoting sustainable practices, and utilizing community partnerships. The overall mean scores across these areas ranged from 2.12 to 2.24, indicating a very low extent of acknowledgment regarding these responsibilities. This contradicts the findings of Owens (2018), who emphasized the necessity of strong leadership in maintaining school infrastructure. Owens reported that effective school leaders prioritize facility management as part of their strategic goals, thereby enhancing the overall learning environment.

The data indicate significant challenges in school facilities maintenance culture, including inadequate resource allocation, insufficient staff awareness, and training deficits. The overall mean score of 3.64 reflects a very high extent of agreement among respondents on these

challenges. This finding is consistent with Kagiri and Njeru (2019), who identified similar barriers to effective maintenance practices in schools. Their study highlighted that limited funding and lack of awareness among staff were primary challenges impeding the maintenance of school facilities, leading to a deterioration of the learning environment. The current study corroborates these findings, underscoring the critical need for resource allocation and training in improving facilities maintenance culture.

The findings related to the impact of poor management on school facilities, with an overall mean of 3.68, illustrate a significant correlation between management practices and the condition of school infrastructure. This observation aligns with the work of Adeyemi (2020), who found that poor management practices, such as inadequate oversight and lack of accountability, resulted in delayed maintenance and repairs. Adeyemi's research indicates that effective management is crucial for maintaining school facilities, a conclusion supported by this study's findings. In terms of government funding, the study finds a general agreement (overall mean of 2.79) regarding the adequacy of government allocations for school facility maintenance. This aligns with Odebiyi and Akintayo (2021), who found that while government funding is essential for maintenance, it often falls short of actual needs. However, the current study's respondents express a moderate level of confidence in government funding sufficiency compared to Odebiyi and Akintayo's assertion of systemic inadequacies in funding. This divergence may stem from differing contextual factors influencing perceptions of government support in various locales. Regarding the dependency of school management on government funds, the study found an overall mean of 3.64, suggesting agreement that reliance on government funding is appropriate. This resonates with Ojo (2019), who argued that while reliance on government funding is common, it is

imperative for schools to explore alternative funding sources to ensure sustainable maintenance practices. The current study's findings echo Ojo's recommendations, highlighting the necessity for school management to seek diverse funding options beyond government allocations.

Lastly, the study reveals a strong agreement (overall mean of 3.66) on the adverse effects of inadequate facility maintenance on students' academic performance. This finding is consistent with Mulva and Healy (2022), who emphasized the critical link between the quality of school facilities and students' academic outcomes. Their research highlighted that poor maintenance leads to an unfavorable learning environment, negatively impacting student engagement and performance. The current study supports this assertion, reinforcing the notion that the state of school facilities directly influences educational success.

CHAPTER FIVE SUMMARY, CONCLUSION, AND RECCOMENDATIONS

This chapter presents the summary of the study alongside the conclusions drawn from the analysis of data collected and results obtained in the course of the study. The recommendations offered based on the findings of the study are also highlighted.

5.1 Summary

This study was conducted to analyze principal leadership roles and school facilities maintenance culture, six research questions were raised to guide this study. This study made use of the descriptive survey research design. The population of the study consisted 28 Public Secondary Schools in Ovia North East Local Government Area. A sample size of 50 secondary school teachers was selected to represent the total number of teachers in the 28 public secondary schools in Ovia North East Local Government Area using simple random sampling technique. The instrument for data collection for this study was a self-constructed close-ended questionnaire. Data obtained from the study were analysed using frequency an mean;

The summary of Findings arrived at after due analysis are;

- i. Principals fails to play their roles in school facility maintenance to a high extent
- ii. Inadequate resources are allocated for school facilities maintenance, Insufficient awareness of maintenance practices among school staff, Challenges with adherence to maintenance schedules and protocols and Inadequate training and support for maintenance personnel are the challenges in school facility maintenance culture.
- iii. Poor management affects school facilities to a high extent.
- iv. Government funding for school facility maintenance is insufficient v.

School management's reliance on government funding for facility maintenance is

inappropriate.

5.2 Conclusion

In conclusion, this study highlights the integral role of school principals in maintaining facilities and the significant challenges that hinder effective maintenance practices. The findings underscore the necessity of establishing robust maintenance policies, enhancing staff awareness, and securing adequate funding for maintenance activities. The perception of government funding as sufficient, coupled with the acknowledgment of the negative impact of poor maintenance on academic performance, emphasizes the need for schools to adopt a more proactive approach to facility management. Overall, this research contributes to a deeper understanding of the dynamics influencing school facilities maintenance and its implications for educational outcomes.

5.3 Recommendations

Based on the findings, the following recommendations are proposed:

1. Educational authorities should develop comprehensive maintenance policies that are effectively communicated and implemented across all schools. This includes setting clear guidelines for budget allocation and maintenance scheduling,
2. Schools should advocate for increased funding of school facilities by PTA to ensure adequate resources for facility maintenance.
3. Regular training and workshops should be organized for school staff to enhance their understanding of maintenance practices and the importance of facility upkeep.
4. Schools should engage community members in maintenance activities, fostering a sense of ownership and collaboration in maintaining school facilities.

5.4 Suggestions for Further Studies

Further research could explore the following areas:

1. This study can be replicated in another Local Government Area.
2. Investigations into the roles of PTA in school facilities maintenance.

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APPENDIX DEPARTMENT OF EDUCATIONAL MANAGEMENT

FACULTY OF EDUCATION,

UNIVERSITY OF BENIN, BENIN CITY,

Dear Respondent(s),

REQUEST TO COMPLETE A QUESTIONNAIRE

I am an undergraduate student of the above mentioned institution and department conducting a research on the "Principal leadership role and school facilities maintenance culture. A case of selected secondary schools in Ovia North-East LGA, Edo State". The questionnaire attached has been specifically designed to solicit your opinion on principal's leadership role and school facilities maintenance culture.

Kindly complete this questionnaire to the best of your knowledge and without any prejudice, to enable the researcher carry out this research. Your response will be treated with strict confidence and used solely for the purpose of this study.

Thank you for your cooperation.

Yours sincerely,

Eriekliianmwense Noguese Jennifer

Student

SECTION A

Demographic Variables of Respondents

Please, tick (V) in the appropriate box indicating choice of options below.

1. Gender: Male (), Female ()
2. Teaching experience: Below 5yrs () Above 5yrs ()

SECTION B

Instruction: Please tick (V) as appropriate in the spaces provided below:

Key: Very High Extent	Research Question 1: What <i>is</i> the role of the principal in school facilities maintenance?	VHE	HE	LE	VLE
1	Does the principal prioritize budget for essential facility maintenance?				
2	Does the principal effectively establish maintenance policies?				
3	Does the principal actively involve staff in facility inspections?				
4	Does the principal promote sustainable maintenance practices?				

)	Does the principal effectively utilize community partnerships for maintenance?				
	Research Question 2: What are the challenges in school facilities maintenance culture?	VHE	HE	LE	VLE
6	Are there adequate resources allocated for school facilities maintenance?				

7	Is there sufficient awareness and understanding of maintenance practices among school staff?				
8	Are [here challenges with adherence to maintenance schedules and protocols?				
9	Do bureaucratic processes hinder effective implementation of maintenance initiatives?				
10	Is there adequate training and support provided for maintenance personnel?				
	Research Question 3: Does poor management affect school facilities?	VHE	HE	LE	VLE
11	Does poor management lead to delayed repairs and maintenance of school facilities?				
12	Does inadequate oversight result in neglect of essential maintenance tasks?				
13	Does poor coordination among staff hinder effective facility management?				
14	Does lack of accountability contribute to the deterioration of school facilities?				
15	Does ineffective communication between management and maintenance staff lead to unresolved issues?				
	Research Question 4: Does the government provide enough funds to carry out proper maintenance on faulty school facilities?	VHE	HE	LE	VLE
6	The government adequately allocates funds for school facility maintenance.				
	The government's funding for school facility maintenance is generally sufficient				
8	The government's funding for school facility maintenance is often inadequate.				
}	The government rarely provides enough funds for school facility maintenance.				

20	Proper maintenance of school facilities significantly depends on government funding.				
	Research Question 5: Is it proper for the school management to depend on funds from government to maintain school facilities?	VHE	HE	LE	VLE
21	It is appropriate for school management to rely solely on government funds for facility maintenance.				
22	Depending on government funds is a reasonable approach for school facility maintenance.				
23	School management should seek alternative funding sources besides government allocations for facility maintenance.				
24	Relying solely on government funds for facility maintenance is unsustainable.				
25	The school's reliance on government funds for facility maintenance ensures equitable resource distribution.				
	Research Question 6: How does lack of facilities maintenance affect students' academic performance?	VHE	HE	LE	VLE
26	Inadequate facility maintenance significantly hinders students' academic performance.				
27	Insufficient maintenance of facilities moderately impacts students' academic performance.				
28	There is little to no correlation between facility maintenance and students' academic performance.				
	Facility maintenance has no bearing on students' academic performance.				
	Lack of maintenance directly affects students' learning environment and thus their academic outcomes.				