

**INFORMATION AND COMMUNICATION TECHNOLOGY AND  
STUDENT ACADEMIC PERFORMANCE OF PUBLIC SECONDARY  
SCHOOLS IN EGOR LOCAL GOVERNMENT AREA OF EDO STATE**

**BY**

**Eghose Godwin IMAFIDON**

**EDU1603023**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT**

**FACULTY OF EDUCATION**

**UNIVERSITY OF BENIN**

**BENIN CITY**

**JUNE, 2021.**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF  
EDUCATIONNAL MANAGEMENT, FACULTY OF EDUCATION,  
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OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF  
SCIENCE IN EDUCATION [B. SC. (ED.)] DEGREE IN EDUCATIONAL  
MANAGEMENT .**

**JUNE, 2021**

**CERTIFICATION**

This is to certify that this project was carried out by **IMAFIDON GODWIN  
EGHOSE** of the Department of Educational management, Faculty of Education,

University of Benin, BENIN CITY. In partial fulfillment of Bachelor of science in  
Education (B.Sc.(Ed.).

.....  
**Dr. (Mrs.) U. Momoh**  
(Project supervisor

.....  
**Dr. Rev. (Sis) Paulette Ekejiuba**  
(Project coordinator)

Date.....

Date.....

.....  
**Prof. E. O .S. Iyamu**  
Dean, faculty of Education

Date.....

## **DEDICATION**

This project is dedicated to God Almighty who has been the source of my life, wisdom and strength, whose continuous grace and mercy has brought me this far.

## ACKNOWLEDGMENTS

The Researcher wishes to express his profound gratitude to my project supervisor Dr. (Mrs.) U. Momoh, who has been so helpful and took adequate time to go through this Research work and made all necessary correction and without whose diligent guidance and advice this study would not have seen the light of the day.

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## **ABSTRACT**

The study investigated the relationship between information communication technology (ICT) and student Academic performance in public secondary School in Egor local Government Area of Edo state. The study adopted Descriptive survey Research Design, the population for the study consist of thirteen (13) public secondary school , through random sampling Ten(10 ) we're selected as sample . A total of 150 respondent were used for the study in order to elicit information from the respondents, a structured questionnaire was validated by the supervisor and distributed to the selected schools. Five (5) Research question were posed to guide the study.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

The educational system of any society always reflects the economic, political, social and cultural situations of that society. Education is very important in a country's development as it helps with human capital development and with opportunities for quality living. The better the quality of education a country has, the faster it is likely to develop. This view was further asserted by the United Nations Report (2010) highlighted education as the basic right and need which is

significant in the accomplishment of the second goal of the Millennium Development Goals. Nigeria is not an exception to this. According to the National Education Policy (last revised in 2004) “any fundamental change in the intellectual and social outlook of any society has to be preceded by education”.

The primary purpose of the teaching and learning process is to bring about desirable change in behaviour through critical thinking. The process does not take place in a vacuum but rather in an environment structured to facilitate learning. Stoner, Freeman and Gilbert (1996) described the environment of an organization as all elements relevant to its operation and they include direct and indirect elements. School facilities, constitute the major component of direct and indirect action element in the environment of learning. Direct actions are elements which have direct teaching relevance to the educational process. While indirect action elements are elements which does not have direct teaching relevance to the educational process. The school is a unique community that permits the actualization of educational aims, goals and objectives 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. Facilities, are designed, built or installed to serve a specific function. Facilities, such as, buildings and equipment may be fixed or movable and they serve various purposes in the educational system. School facilities therefore means the entire school plant which school administrators,

teachers- and students harness, allocate and utilize for the smooth and efficient management of any educational institution for the main objective of bringing about effective and purposeful teaching and learning experience (Asiyai, 2012).

The role of classrooms, furniture, computer system, photocopy machine, playground and administrative blocks among others in enhancing school effectiveness cannot be over emphasised. In fact, efficient and effective maintenance of the school facilities by the staff and student would make teaching and learning more pleasurable (School facilities serve as pillars of support for effective teaching and learning. Good quality and standard of school depend largely on the adequacy and maintenance of educational facilities. School facilities consists of all types of buildings that are used for academic and non-academic purposes, equipment, classroom facilities, furniture, instructional materials, audiovisual aids, toilets, computers, libraries, laboratory materials and others play a pivotal role in the smooth running of the teaching and learning process. They enable the teacher to accomplish his/her task as well as help the learner to learn efficiently and effectively.

Maintenance is the combination of actions associated with initiation, organization and implementation carried out to retain an item in or restore it to an acceptable standard in which it can perform its required function. The regularity in attitude of carrying out this maintenance culminates into a culture of maintenance. Maintenance culture therefore is regularity in the act of carrying out periodic check

and repairs on facilities or machines so as to prevent a system or structural failure. In other words, it is the inbuilt attitude of reviewing; planning and implementing routine checks on facilities no matter how small, to maintain its present or original state to justify its life span. If culture is said to be a way of life it follows that maintenance culture should be a way of life with maintenance practices (Adelakun, 2015).

Maintenance culture requires the correct diagnosis of defects, current remedial measures, sound technical knowledge of material usage, management resources as well as the formulation and implementation of integrated plan and policies to sustain utility. The cultivation or formation of attitude to maintain facilities or items will enhance the following among other things: protection, restoration ensuring adequate and consistent functionality, evaluation, projection for the future, and formulation of policies in respect of the object being maintained and effectiveness of results. Without a strong maintenance culture, efforts at achieving the goal of education may amount to nothing. This is because maintenance culture is the key to functioning of educational resources.

Poor maintenance culture by school administrators hinders head teachers' effectiveness. Maintenance culture seem to have continually to elude school administrators, it appears in Nigeria. Poor maintenance culture by school administrators appears to lead to a rot in school facilities which is observed to be responsible for poor practical skills among students who graduate from primary

schools, especially in vocational, technical and science subjects. When primary school administrators imbibe and assimilate the culture of maintenance of school facilities, school may become attractive and probably better equipped to deliver the goals of head teachers' effectiveness. Proper maintenance of school facilities enhances teaching and learning in primary schools and this could possibly facilitate head teachers' effectiveness.

Adequate maintenance culture of school facilities by school administrators could bring about well-functioning facilities that may create room for an academic environment where people continually expand their capacity to create the results they truly desire. However where school facilities are poorly maintained, it could result in sharp decline in the quality of teaching of head teachers and learning of pupils that graduate from educational Institutions.

Adequate maintenance culture of school facilities in primary schools by school administrators is an important requirement for the effective implementation of educational programmes in Nigeria. For instance, educational curriculum may be sound and well operated with poor and badly managed school facilities. In addition, school curriculum may not be meaningful and functional if required facilities are in dilapidated condition. Head teachers' effectiveness rely on functioning school facilities. Functioning school facilities are school facilities that are in good condition and they include fire safety measures, sufficient exits, abundant and safe water supply, adequate sewage disposal system, sufficient and

sanitary toilet facilities and plumbing fixtures, adequate storage, proper light, and acoustics for noise control.

School facilities maintenance culture entails ensuring that school facilities are kept near their original state as possible such as keeping the school sports facilities clean, periodic renovation of the buildings, servicing the school bus and generator sets, repairs etc. for the purpose of restoring the facilities to optimum working condition. As a matter of fact, schools' facilities maintenance is necessary in order to address observed deficiencies and preventive maintenance so as to protect against new deficiencies in order to greatly extend the useful life of the structure. For instance by maintaining building structures, the costs of future repairs and major renovation are significantly reduced. Regular maintenance ensures that buildings will remain operational even under adverse weather condition. Most important, a well maintained school facility protects the health and safety of building occupants, as well as the equipment's therein.

What seem obvious is that the head teachers' effectiveness can be attributed to the quality of maintenance, s give to school facilities. However head teachers' facility maintenance culture could be attributed to many factors which include the gender of Headteachers, school location, size of school, and head teacher's experience. These factors appear to have the potentials of affecting facility maintenance capability of head teachers and in turn contribute positively or negatively to the academic attainment of students. Effective maintenance culture of

school facilities requires knowledge, skill and expertise in handling different facets of the school system.

Primary education is the bedrock upon which other levels of education are built upon. By implication, whatever happens at this level can either make or mar the entire education of a nation. However, the main focus of the Nigerian government is to use the Universal Basic Education as a scheme to eradicate illiteracy and thus subsequent one.

The quality of education delivered by primary school teachers and the academic achievement of pupils of any primary school is dependent on several factors of which school facilities are paramount. Facilities are everything used directly and indirectly in the school system for the purpose of achieving educational goals and objectives. Facilities can also be explained as the entire school plant such as block of classrooms staffrooms laboratories workshop libraries, chairs, laboratory, equipment, consumables, audio-visuals aids, electricity, water, tables stationaries, playground, storage spaces and others which and others which schools has. It has always been realized that facilities has are very important in the development and improvement of education in Nigeria. A school without facilities, either public or private, may not be able to achieve the stated goals and objectives of the system. When facilities are available and skillfully utilized, they influence learning and making it more meaningful. Facilities in education are very vital because they aid teaching and learning. It is therefore

worthy of note that the head teacher plays his or her role in effectively imbibing, promoting and sustaining maintenance of a primary school facility. The obsolete and inadequate structures of some Nigerian primary schools, particularly the public primary schools need to be restored to up to date optimum working conditions so as to ensure continuity of the system and make teaching and learning effective. The head teacher as the custodian of the school plant and facilities must ensure the proper utilization and maintenance of school facilities in order to avoid loss of time, money, energy, and resources. He has the responsibility of ensuring ssthat school facilities are well protected against fire outbreak, pests, wear away as well as thieves and are also kept in good working condition. Effective management of school facilities occurs where planning, organizing, staffing, leading, and controlling the processes of supply, utilization, maintenance and improving educational facilities in public primary schools is superintended by the Head-teacher to fulfill the set objectives. Abdulkareem (2011), maintained that, in order to fulfill educational objectives, educational facilities are required and should be central to the extent that teachers, students and other personnel will enjoy their stay and perform their duties effectively, made possible by the Headteachers' leadership ingenuity and proficiency. The school curriculum would be meaningful and functional if the required facilities are provided in adequate quantities at appropriate times and maintained properly.

The realization of the importance of educational facilities has informed the demand in the choice of primary schools that parents/guardians send their children/wards to in Nigeria. This commitment is demonstrated by government in the provision and establishment of Universal Basic Education (UBE), to bring all categories of citizens into the school system and ensure retention till graduation (Ukeje, 2000). However, this can only be achieved if the existing facilities are properly managed especially as greater demands would be mounted by the users (Nwadiani, 2001). In a related study, Adeboyeje (2000) stated that the utilization of facilities is of various degrees depending on the extent to which an item has been put into effective use. This includes non-utilization, underutilization, maximum utilization, optimum utilization and overutilization. Non-utilization occurs when a facility is not put into use at all; when a facility is not used to its fullest capacity, underutilization occurs. There is over-utilization, when a facility is used more than its capacity. All of these require the ingenuity of the administrators to balance the usage and maintenance of available facilities.

In spite the great significant attached to the provision of school facilities, the school plant and facilities in many Nigerian primary schools particularly the public primary schools environment appears to be poorly maintained. It very common to see primary schools with broken windows and doors, collapsed ceilings, damaged roofs, cracked walls, faded paints, broken and scanty furniture, non-functional equipment/electrical fittings, old and outdated libraries, and poorly maintained

playground. It against this background that the researcher is interest in investigating the effectiveness of head teachers effectiveness in the maintenance of school facilities in Public Primary Schools in Oredo Local Government Area of Edo State.

### **Statement of the Problem**

School facilities can have a profound impact on both teachers and students. School facilities affect teacher's recruitment, retention, commitment and effort. With respect to pupils, school facilities affect health, behaviour, engagement, learning and growth in achievement. Thus, this research exposes that without adequate facilities and resources, it is extremely difficult to serve large numbers of children with complex needs.

Sadly, in Nigeria, situation seems to be taking a wrong turn. Teachers and students effectiveness seems to be getting worse. There are several issues confronting effective school facilities maintenance in Nigeria school and they are Enrolment explosion leading to excessive pressure on existing school facilities, inadequate fund arising from economic recession and competitions for funds by other sectors. Consequently, facilities are inadequate to cope with increased enrolment pressure. In addition, inadequate funds have not allowed for proper maintenance of available facilities, in-adequate and outright lack of expert (artisans to handle and repair the modern gadgets used in the primary school system over centralization of authority and duty: Many of the school head teachers do not seem

to delegate duties to their subordinates which leads to over centralization in the school system, non-challant attitude of school head teachers, school teachers' to government property.

There is however, lack of maintenance culture among Nigerians and the bulk of blame for the poor maintenance of primary schools particularly the public primary schools appears to be heaped on the government, who are faced with numbers of responsibilities neglecting the Head teacher as the direct manager to the primary school.

In the light of the above and death in empirical literature there is therefore an apparent need to empirically examine the role of head teacher's effectiveness on maintenance of school facilities in Edo state as well as empirically investigate the association between head teachers effectiveness and maintenance of school facilities in Edo state.

### **Research Questions**

The following research questions will guide the study:

- i. What is the level of head teachers effectiveness in public Primary Schools in Oredo Local Government Area?
- ii. What is the level of maintenance of facilities in public Primary Schools in Oredo Local Government Area
- iii. Is there any relationship between head teacher and school facility maintenance in public Primary School in Oredo Local Government Area

- iv. Is there any relationship between head teacher and school facility maintenance in public Primary School in Oredo Local Government Area based on gender.
- v. Is there any relationship between head teacher and school facility maintenance in public Primary School in Oredo Local Government Area based on size of school

### **Hypothesis**

Research questions 1 and 2 will be answered directly while question 3-5 will be hypothesized

Ho<sub>1</sub>: There will be no relationship between Head teachers effectiveness and facility maintenance in public primary schools in Oredo Local Government Area.

Ho<sub>2</sub>: There will be no relationship between Head teachers effectiveness and facility maintenance in public primary schools in Oredo Local Government Area based on gender

Ho<sub>3</sub>: There will be no relationship between Head teachers effectiveness and facility maintenance in public primary schools in Oredo Local Government Area based on class size

### **Purpose of the Study**

The main purpose of the study is to determine head teachers' effectiveness and school facilities maintenance in public primary schools in Oredo Local Government Area: Specifically, the study intends to find out:

- i. Ascertain the level of head teachers' effectiveness in public Primary Schools in Oredo Local Government Area?
- ii. Determine the level maintenance of facilities in public Primary Schools in Oredo Local Government Area
- iii. Ascertain if there is any relationship between head teacher and school facility maintenance in public Primary School in Oredo Local Government Area
- iv. Determine if there is any relationship between head teacher and school facility maintenance in public Primary School in Oredo Local Government Area based on gender.
- v. Determine if there is any relationship between head teacher and school facility maintenance in public Primary School in Oredo Local Government Area based on size of school

### **Significance of the Study**

This study is of immense importance to all head teachers in the academic development of students, teachers' functionality and school facility maintenance.

The study is significant because it will reveal the level of school facilities maintenance culture and how Headteachers are effective in school facilities

maintenance since the condition of school facilities have impact on the students teachers, and school administrators.

This study would be of immense benefits to policy makers in the educational sector. The findings of this study will enable the policy makers, to formulate appropriate policies guiding school facilities' management in the state. It will also make it possible for the government to appropriate more funds for the maintenance of school facilities.

The findings will also enable the head teachers to take proper care of the school facilities so as to promote effective teaching and learning in primary schools. It will also enable them to develop good maintenance culture require to manage school facilities. It will also enable them to develop the attitude required to promptly replace damaged school facilities and equipment.

This study will enable head teachers to detect very easily the defects and effect repairs or replacement. It will reveal to the head teachers the constituents of school facilities and stimulate their interest in keeping proper inventory of them.

The findings of this study will enable teachers to be aware of their roles in the maintenance of school facilities under their care. As a matter of fact, the study will enable teachers to appreciate the problems involved in the utilization and maintenance of school facilities. The findings of the study could improve students' academic effectiveness: as a result of the changed orientation that this study will initiate.

This study is also ' beneficial to future researchers and other stakeholders who may be having different views regarding school facilities maintenance and head teachers' either in Edo State or other states of the country.

### **Scope and Delimitation of the Study**

This scope of the study covers head teachers' effectiveness and facilities maintenance in Oredo Local Government Area. The indicators of head teachers' effectiveness on focus in this study is preventive and repair processes while school facilities maintenance will be assessed using the condition of the facilities on ground. The study will be delimited to public primary schools in Oredo Local Government Area.

### **Definitions of Terms**

The following terms were operationally defined as used in the study:

**Head Teachers:** A head teacher is the most senior teacher within a school.

**Head Teachers' Effectiveness:** means the level of productivity demonstrated by head teachers in the discharge of their administrative duties.

**School Facilities:** these are facilities in school such as classrooms, laboratory equipment's, desks, lights, chairs and libraries.

**Facilities Maintenance:** Is the .process of carry out repairs on facilities.

**Maintenance Culture:** Consistency in the attitude of regularly checking and

repairing school facilities to ensure they are in very good condition or near their original state.

**Gender:** This refers to male or female

**School Size:** School with less than 200 pupils is small while 200 pupils and above is high.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURES**

This Chapter deals with the review of related literatures and will be discussed under the following sub-headings:

- Theoretical Framework
- Concept of School Facilities
- Types of School Facilities and School Facilities Maintenance
- Concept of Head Teachers' Effectiveness

- Indicators of Head Teachers' Effectiveness
- Demographic Factors in Head Teachers' Effectiveness
- Head Teachers Effectiveness and School Facilities Maintenance
- Summary of Reviewed Literatures

### **Theoretical Framework**

- Broken Windows Theory
- System Theory

Broken Windows Theory (James Q, Wilson and George L. Kelling, 2006).

Broken Windows Theory was postulated by James Q, Wilson and George L. Kelling (2006). The theory posit that act of serious vandalism can be prevented by fixing problems when they are small, and fixing them within a short period of time. This example used to demonstrate their theory: "Consider a building with a few broken windows. Eventually, they may even brake into the building, and if it's unoccupied, perhaps become squatters light fires inside. Sara Mead (2006) used this theory recently on her study on school facilities maintenance and student academic achievement in primary schools. A valuable service by highlighting the urgent need to address the growing problem of school facilities maintenance ("Schooling Crumbling Infrastructure") in her zeal to improve maintenance for effective teaching process.

The authors hypothesized that if a broken window in a building is repaired,

people will be likely to assume that no one cares about the building, and soon more windows will be broken. Carried it to its logical extreme, the theory posited that it eventually become acceptable to trash on entire neighborhood. Perhaps the broken windows theory helps explain the vandalism and associated disrespect for school facilities. The theory is certainly in line with school facilities maintenance. The broken windows theory can be applied to other things, specifically school facilities which are part of educational administration and planning and is relevant to the present study.

#### System Theory (Von Bertalanffy, 1972)

The system theory was propounded by Von Bertalanffy (1972) According to him a system is a unit with series of interrelated and inter-dependent parts, such that the interplay of any part affects the whole. A system can therefore, be regarded as a structure with inter-dependent parts. The system theory is relevant to educational administration because the entire educational setup is a system. The school is a social system and does not exist in a vacuum. The operations in the school are mutually dependent on its internal and external environments.

The system theory is characterized by the following properties, output, and feedback. Within the educational system, all the various parts operate to achieve the overall objectives of education. The theory was used in a study conducted by Rukayya in Yola Metropolis in 2014. This theory has relevance to physical

resource which includes school facilities and is therefore relevant to the present study.

### **The Concept of School Facility**

According to Adeboyeje (2000) and Emetarom (2004), school facilities are the physical and spatial enablers of teaching and learning which will increase the production of results. Ogbodo, (1995) said that school facilities are items in education that include school buildings (classrooms, assembly halls, laboratories workshops and libraries) teaching aids and devices such as modern educational hardware and their software in the form of magnetic tapes, films and transparencies that facilitate teaching and learning processes in the school. Oyesola (2000) cited in Asiyai (2012) asserted that school facilities include permanent and semi-permanent structures such as machinery, laboratory equipment, the blackboard, teacher's tools and other equipment as well as consumables. Afework and Asfaw (2014) corroborated this by stating that school facilities consist of all types of buildings that are used for academic and non-academic purposes, equipment, classroom facilities, furniture, instructional materials, audiovisual aids, toilet, library, laboratory materials and others that play pivotal role in the smooth running of teaching and learning process. Uko (2001) further stated that when school facilities are considered from the point of the school plant, then one will be considering facilities such as: school furniture, science laboratories, school library, and clinical workshops.

According to Cutis (1999), school facilities are the reasonable assets of the school through which effective teaching and learning can take place and be promoted. School facilities according to Dare (2010) should be properly planned, developed and maintained. This is to ensure its relevance to the school curriculum and its effective teaching and learning in any educational institution. School facilities are indispensable as far as the educational institution is concerned. They are essential for the wellbeing and comfort of teachers and the students in the teaching learning process. In other words, school facilities have significant positive effect on student's and teacher's motivation. Lawrence (2003) emphasized that the unavailability of school resources negatively affects staff and students motivation. This is why Khan and Iqbal (2012) pointed out that adequate and quality school facilities are basic ingredients for quality education and to achieve the intended goal of the school programme. They also strengthen the idea by emphasizing that learning is a complex activity that requires students and teachers' motivation. Adequate school facilities such as standardized buildings and classrooms with their facilities, instructional materials and equipment for child's development should also be made available. According to the Ethiopian Ministry of Education (2002), to ensure the quality of education, students should have quality textbooks, instructional materials and other school facilities in sufficient quantity and quality. Although Hedges and Theoreson (2000) argued that the adequacies of school facilities do not guarantee students' academic effectiveness, they however

maintained that the proper utilization of facilities has a great value. The purpose of school facilities according to Fagbamiye (2000) is to lay sound foundation for educational structure in order to achieve educational goals. However, Ndu (1997) identified several factors that are responsible for the depreciation of facilities to include, constant usage, effects of weather, age and carelessness, or negligence.

It is obvious that school facilities are those materials that aid teaching and learning. Without these facilities it will be very difficult to achieve the objectives of educational system. As a matter of fact, for pupils to have access to quality education, quality facilities such as textbooks and instructional materials must be sufficiently provided and maintained.

### **Types of School Facilities**

According to Uko (2001), the following are the various types of school facilities:

- i) Administrative: filing cabinets, typing machines, duplicating machines, photocopying machines and telephones.
- ii) Teaching equipment: projectors, cameras, monitors and transparencies.
- iii) Games/Sports Equipment: boots, footballs, tennis balls, jerseys and rackets.
- iv) General Services Equipment: grass mower, grass cutters, gathering, first aid and fire extinguishers. Also mentioned are sanitary systems, water supply, refuse disposal, catering services and health care delivery facilities.

According to her, effective management of school facilities calls for the ingenuity of the head teacher to mobilize and facilitate the teachers, non-teaching, custodial staff and students to ensure proper management and maintenance of existing facilities. Olagboye (1998) also identified materials that constitute school facilities. He listed the following as the main facilities in primary schools:

- Equipment such as laboratory equipment, workshop equipment, sporting equipment's, teaching aids, typewriters, photocopiers, computers and the likes.
- Permanent and semi-permanent facilities as classrooms, workshops, hostels, staff-quarters, assembly halls, administrative blocks, libraries and laboratories.
- Furniture - desks, tables, chairs, beds and so on.
- Textbooks and stationeries.
- Electrical facilities such as meters, fans, generating sets, air conditioners, and other electrical fittings.
- Water supply such as tap water, wells, water and tanks.

### **Types of School Facilities Maintenance**

According to Asiabaka, (2008), head teachers should put in place the following types of school facility maintenance;

## Preventive Maintenance

This is a type of maintenance carried out on school facilities to avoid sbreakdown and ensure optimal effectiveness of the facility. Up to date information about the facility is required to serve as a guide for the maintenance team. Preventive maintenance saves cost and time. It is usually an integral part of the management practice in societies where maintenance culture is well established. Decisions on preventive maintenance are collectively made and implemented.

## Routine Maintenance

This is carried out periodically as scheduled by the school managers. Facilities may be serviced monthly, quarterly or even annually depending on the agreed schedule. Manufacturers guide provide information on the nature and maintenance intervals. School managers comply with these guides to avoid breakdown of the equipment.

## Emergency Repairs

This is very common in the management of school facilities in societies where maintenance culture is not well established. It takes place when a facility breaks down and urgent measures or steps had to be taken to remedy the situation. In this regard, collective decision-making may not be possible because there may be limited time to bring together all the necessary individuals to make decisions. It is also expensive because due to lack of maintenance, the extent of damage may

demand total replacement of the facility or high cost of repair. In some cases, the breakdown may cause injury or even death to staff and or students of the school. The resultant effect may be high insurance premium. It may also prevent the use of the facility for teaching and learning until repair had been effected. School managers should proactively develop and implement facilities management plan to address facility needs.

#### Predictive Maintenance

This involves the use of computer software to predict equipment failure based on age, user demand and effectiveness measures.

#### **Concept of Head teachers Effectiveness**

Effectiveness is the frequency or how well a job task is carried out by a person. Head teacher effectiveness is the measure of how well or the frequency at which head teachers carries out their duties in the task areas of management of primary schools. Rosenthal and Pittsky (2012) stated that task effectiveness is an individual level variable which indicate whether a person did well or not in his expected roles. It is therefore the measure of how well a job task is performed by the head teacher in his roles towards ensuring that effective teaching and learning take place for the achievement of primary school goals.

With schools facing increased pressure to improve teaching and learning, Stoner (2012) posited that the duties and responsibilities of head teachers expanded further to include task areas where their effectiveness is measured like instructional

supervision, communication, decision making, provision of incentives for teachers and students, professional development, financial management, public relation, adherence to statutory regulations in school administration, conflict management/resolution, and plant management. Thus, success in school reforms to increase student achievement often hinged upon a head teacher's ability to effectively perform his duties within the context of these task areas in the management of schools.

The effectiveness of head teachers in supervision of instruction could make teachers teach effectively. Supervision of instruction is the process of ensuring that effective teaching and learning takes place in the school system. According to Mgbodile (2014), supervision of instruction involves the school administrators' ability to effectively see that aspects of instructional delivery in the school system are properly carried out to enhance learning.

### **Indicators of Head Teachers Effectiveness**

Supervision is one of the indispensable task of an effective administrator in the operation of a good school system because in addition to arranging and organizing for effective teaching and learning to take place, the school head must undertake to supervise the instruction going on. It is the duty of the Head teacher to see that meaningful learning is taking place in all the classes and that the teachers

are teaching what they are supposed to teach, and in a manner that the students understand and enjoy their lessons.

Supervision of instruction is a vital area in the management of primary schools. According to (Ezeuwa (2015) instructional supervision entails the process which by means of advice, direction and discussion, head teachers as supervisors help to see that available resources, manpower, finance and capital equipment are utilized for the achievement of effective teaching and learning. Hence supervision of instruction is interactional in the sense that it involves the relationship between the supervisor and the supervisee.

Udochukwu (2013) described supervision in school management as the process by which school administrators bring about improvement in instruction by working with teachers who are working with students to ensure that effective teaching and learning takes place. It is also the process through which the head teacher stimulates growth in teachers and helps them to help themselves. Nwuzor and Ogbonna (2015), and Peretomode (2016) described instructional supervision as a set of activities carried out with the purpose of making teaching and learning better for the learner. Instructional supervision also involves effort made by the head teacher to enhance effective teaching and learning. According to Igwe (2013), it includes all designated school efforts directed towards leadership to teachers and other educational workers in the improvement of instruction. It involves the stimulation of professional growth and development of teachers; the selection and

revision of education objectives, material of instruction and methods of teaching, and the evaluation of instruction.

Eferakeya cited in Igwe (2013) posited that the role of instructional supervision in educational management and control may be viewed as that of monitoring different aspects of the school system in terms of resource utilization and relating them to the level of educational goal achievement. This role would embody establishing and clarifying role relationship; developing the curriculum - setting goal, planning learning experiences, allocating resources; supervision of programmes including procurement and allocation of instructional materials and equipment; evaluation of programmes – checking of notes of lesson, scheme of work, diaries, registers and financial records; provision and submission of all school records on demand to the inspectors for cross-checking.

Oyewale and Alonge (2013) noted that the head teacher as the school administrator should, therefore, perform the within-school supervisory role in instructional improvement and in evaluation of education by assisting teachers determine the right methods, teaching facilities, physical setting, and classroom attributes that are likely to promote effective learning.

The primary purpose of instructional supervision is to improve classroom teachers' link between the planned curriculum and the learning experienced by the students. Thus, for the Headteacher effectively supervise instruction, he must have extensive knowledge of teaching skills and theory to enable him recognize what

should be obtainable in the classroom. This knowledge according to Brown & Cooper (2018) includes lesson planning, teaching methods and skills, and evaluation.

The essence of instructional supervision seems not to be achieved in most schools. Ezeocha (2019) noted that effective supervision of instruction is lacking in most Nigerian primary schools hence the perceived decrepitude in the standard of education. He emphasized that Nigerian society demands qualitative education to give the youth functional education, which cannot be achieved without effective supervision of instruction to check if learning content in the curriculum is taught the students. Therefore, without adequate commitment to the effectiveness of the school administrators in their instructional role, categorized as supervision and curriculum development and innovation, and other aspects of school management, the goals of educational programs will continue to be shattered. The extent some factors will relate with head teachers effectiveness of the task of supervision will be examined in this study.

Effective instructional supervision is enhanced by communicating specific issues through advice, direction and discussion to teachers and parents by the head teachers as supervisors.

The concept of communication has been defined in different ways by different authors. Koontz (2012) defined communication as the transfer of information from the sender to the receiver with the information being understood

by the receiver. Karen (2013) regarded it as the process of meaningful interactions among human beings which involves the transmission of information, direction, ideas, feelings and understanding. Communication is thus the process of sharing information, ideas, or attitudes in ways that produce a degree of understanding between two or more people.

According to Hoy & Miskel (2015), the influence an executive has over his subordinates is partly a matter of his position on the hierarchy and partly a question of his competence which is partly dependent on the existence of a complete and sensitized communication system.

Innovation purposes include messages about generating new ideas and changing programmes, structures and procedures in the school. Finally, socialization and maintenance purposes of communication affect the participants' self-esteem, interpersonal relationships and motivation to integrate individual goals with the school objectives.

Oboegbulem and Onwurah further noted that the medium of communication is perhaps one of the most crucial determinants for effectiveness of communication in the school system. They enumerated the following as medium the head teacher could use to enhance communication in the management of primary schools. These include school morning assembly, letters and memoranda, staff meetings, school rules and regulations, signs, meeting with school functionaries, and prefectural representatives. If the Headteacher's communication style is unfavourable to

teachers working with him, there is the tendency that the teachers would not cooperate with the head teacher and productivity would be affected.

The communication climate created by the school management directly influences the extent to which communication is positive or negative in an organization. Richard (2019) opined that an open or supportive communication climate promotes co-operative working relationship and it is therefore conducive for effective information gathering and transfer. A closed or defective information climate has the opposite effect

Decision-making is the act of choosing between alternatives in the process of solving a problem to bring about optimum results. Decision-making is defined by Charis (2001) as a process of identifying and selecting a course of action to deal with a specific problem or take advantage of an opportunity. Decision-making is the heart of administrative process and leadership in schools. According to Charis, a good decision is arrived at from five stages which include: recognizing and defining the problem, analyzing the problem, establishing the criteria for solving the problem, developing a plan or strategy for problem solving and imitating the plan for action.

A good decision could reduce tension in schools. As a fundamental process in an organization, decision making is the central responsibility of the educational administrator (Peretomode, 2018). Decision making according to, Peretomode, is the process of choosing from among alternative ways of achieving an objective or

providing a solution to a problem. It involves choice and entails cost although not an end in itself but a means to achieving organizational goals and objectives. Decision making from the view of Heinz and Harold (2015) is the process of selecting a course of action from among alternatives. It is the core of planning, as a plan cannot be said to be complete unless a decision involving commitment of resources, direction, or reputation has been made.

Decision making in response to opportunities in the primary schools occurs when head teachers search for ways to improve organizational effectiveness to benefit students, teachers, parents and the government. On the other hand, decision making in response to threats occurs when events inside or outside the schools are adversely affecting its effectiveness and the head teacher searches for ways to enhance organizational effectiveness. Thus, head teachers in primary schools are faced with myriads of challenges in administrative activities which seem to have consistently hampered the realization of the objectives of the school. These problems according to Hallinger and Heck (2019) require unified effort from the head teachers and the teachers for quality and effective decisions in the management of school facilities. One of the most typical areas of decision-making in primary school administration is physical facilities maintenance.

It has been observed that Head teachers who are effective in decision making process involving school facilities could reduce a lot of rift, damages, malfunctioning and mismanagement of primary school facilities which can hinder

the realization of the objectives of the school. This is so because the success or failure of any primary school is largely dependent upon the decisions taken by the head teacher who is the administrative head. Hence his actions or inactions could make or mar the school system.

The head teacher must understand how to deal with teachers and students to get the best out of them. Kanabe (2013) posited that to make a teacher committed, the school management must motivate them by showing that they are cared for by listening to them and assisting them in their personal problems. Continuing, Kanabe noted that frequent acknowledgement of teachers and students whose effectiveness is outstanding will make them consistent and spur others work hard to the lime light. Teachers must be handled with care and encouraged to do their work. Their feelings and problems must be understood by extending love and friendship towards them as this will add value to their welfare, and repudiate the notion of treating them as mere working tools for achieving school goals. The head teacher should help to secure discipline among the students, monitor their attitudes to their studies and their commitment to hard work and learning and rewarding hard work like excellent effectiveness in examination.

Provision of incentives could also entail monitoring the needs of pupils such as the need for good playing grounds, for convenience such as having adequate urinal and toilet facilities, and medicare in order to give meaning to the learning process.

Teachers need to be motivated for effectiveness and efficiency. A well ventilated, furnished and finished staff office should be made available. Moreso, good toilets and medical facilities should also be made available.

Bullying and indiscipline in primary schools; the dissatisfaction of teachers over the leadership style of the head teacher; inadequate maintenance of school plant, equipment and materials; ineffective communication flow among the school personnel, and lack of mission, vision statement in primary schools (Lawson, 2017).

In the administration of primary schools, the head teacher tries to integrate all the components involved. The maintenance of the school is a joint effort of the head teacher, teachers, students, members of the community where the school is situated, and government agencies. These groups are expected to be placed in a good standing by strengthening the relationship with them for the achievement of desired educational objectives (Mark, 2018). Good public relations between the head teacher and the various stake holders are therefore necessary. As basic components of the system their behaviours determine the systems effectiveness (Ezeocha, 1990). Ensuring that communications are maintained with the various stake holders of the school system is important for mutual co-existence.

The community members according to Mgbodile (2014) need to understand clearly what happens in the school as early understanding of school facilities could enable the public to form correct opinions about the school facilities.

According to Amirize (2019), the importance of physical facilities and equipment is expressed in a conducive physical accommodation like classrooms and offices with furniture, libraries, laboratories and playground. Donnelly (2019) observed that the physical appearance and general condition of school physical facilities are striking basis upon which many parents and friends of any educational institution make their judgment about the quality of what goes on in the school. That is to say that the facilities play a major role in determining the type of relationship between the school and the community. This is because parents and pupils make their judgment and take their decisions on whether to associate themselves with a particular school after a careful evaluation and consideration of the physical facilities and equipment in the school. Ndu, Ocho and Okeke (2017) opined that if the quality and quantity of the physical facilities attract the admiration of a parent, the conviction of the parent will be that since the quality and quantity of the school physical facilities and equipment are of such level, the quality of the staff and school will be of high standard. Therefore, in an attempt to attract the admiration and acceptance from the community, there is need for a well planned physical facilities plant.

The head teacher as the head should see that the necessary requisition for infrastructure is sent to the appropriate authority for provision. This point was made more emphatic by Hanushek (2018) who stated that some administrators do not give regard to school facilities by making necessary request from the board and

following up till they are supplied to serve the needs of the school. The consequence is obvious and students are left with no choice than to sit on the bare floor in some schools, with the staff room if any, having neither chairs nor tables for teachers to sit comfortably.

The cost of providing school plant is high. According to Peretomode (2018), the cost of the stock of educational facilities in the school system in Nigeria is enormous even at the present state of their insufficiency and inadequacy. They represent substantial financial outlay to the tax-payers. Establishing new educational facilities is no longer that easy because of the current state of economic depression and constantly rising costs. These factors make it imperative for administrators to ensure that the existing facilities are regularly maintained to extend their useful life and maximize their utility. In view of this, Enyi (2012) pointed out that, for effectiveness in the management of schools, administrators are expected to have a good maintenance programme in the schools to protect the initial capital investment made by government. Proper utilization of facilities through an effective maintenance culture is a prime means of reducing the total cost of school operation and make achievement of objectives effective and efficient. This fact was further buttressed by Bryce (2016) that the actual role of school administrators in the area of plant management is maintenance. Therefore, resources available to them should be used to maintain the buildings, furniture and

equipment as far as is possible in their original condition either through repairs or by replacements.

The maintenance of school plant is important in the management of schools. MacCabe (2018) reiterated that government should build maintenance cost into educational budget since wear and tear or deterioration of educational facilities is a natural process. It is inevitable that maintenance be conceived as an on-going activity designed to keep the educational function and environmental conditions of school buildings and other facilities at maximum efficiency and effectiveness. This would be to the enduring benefit of school head teachers both now and in the future in the management of their schools. School plant maintenance refers to keeping of school property in a condition close to their original state. Although it is impossible to convert an old material or equipment to an entirely new one but renovation would in all cases add life to that material or equipment. Plants generally lose values continuously as soon as they have been put into use. Lack of use also reduces durability of equipment which therefore calls for maintenance. The factors that cause depreciation and loss of value of school plant, according to Allen (2017), include: wear and tear, physical decay, obsolescence or growing out of use, and accidents. Depreciation of school plant is a usual occurrence and it is inevitable, and can cause setback in the achievement of school aims and objectives. Achunine (2017) noted that adequate programme for school plant maintenance include detecting and repairing or replacing damaged or lost portion of school

facilities. This is done to prevent total deterioration by getting rid of obsolete materials which are no longer useful as the need arises.

Management of School plant entails a lot of activities. Mgbodile (2016) indicated major areas of responsibility and duties that need to be performed for proper management and maintenance of school plant to enhance their life span. These are: regular replacing roofs, doors, windows, repairs of broken chairs and tables as well painting of offices and classrooms. Others include ensuring that gardeners and labourers keep tidy the plants and flowers through regular pruning for aesthetics. Fire Prevention and Safety to put off fire outbreaks, with the use of fire fighting materials which are kept in strategic corners of buildings are also necessary. Buckets can also be filled with sand which could be used to put off any minor fire outbreak. These provisions are necessary because students who attend well organized and equipped schools prove some level of superiority over those that attend classes under dilapidated buildings and untidy environments.

Lack of school plant maintenance makes the environment untidy and unsafe for staff and students. It is also important to note that maintenance of building and equipment provides safety, and reduce accidents, stress and time for the individual in the school community. Head teachers who lead schools that have dilapidated structures stand the risk of answering question of poor effectiveness in examination and regular accidents as well as damages within the schools (Amadike, 2012). Similarly, most causes of anti-social behaviour by students could be traced to the

state of the school or the school environment. This is so because a cozy environment can kindle the behaviour of students as well as staff. Bryce (2016) noted that school compound where property are defaced, aesthetics destroyed, classrooms not swept and machines rendered unproductive, leaves students unsecured, frustrated, discomforted and may encourage indiscipline and wanton destruction of property and total disorder in the school. This same experience may be observed in laboratories and libraries that are ill-maintained and may affect the students' academic effectiveness through poor teaching and learning. Therefore, school plant management is critical to students' effectiveness. In this study, the extent of Headteachers effectiveness in the management of school plant, and the factors that predict it was explored.

Effective school administration is the pivot upon which the success of the entire educational system of the nation revolves. The school administrators in the discharge of their duties are expected to work in confines with the laws regulating administration of primary school (Obi, 2010). Otherwise there will be mischief which could lead to series of litigations in the school system.

According to Ellah (2004), knowledge of the legal provisions of head teachers rights and privileges, roles and codes of conduct as they relate especially to school facility maintenance should be of great concern not only to the school administrator but to all members of the society who are directly or indirectly involved in the educational system. This is important in order to define the limits

of individual behaviours, provide understating, inject respectability and mutuality of interest and induce co-operation for the smooth running of the school for the attainment of its goals.

Any mistake made to the limits of their respective rights are very costly and in several instance; have resulted to series of litigation in the school system which may not augur well to the effective administration of schools.

In this study, Head teachers' adherence to statutory regulation, and the factors that relate to this was determined.

### **Demographic Factors in Head Teachers' Effectiveness**

These are factors such as age, gender, qualification, experience and marital status that may impact on the effectiveness of the head teacher in the management of schools. In Nigerian setting, Ibukun (2018) stated that factors such as age, qualification, gender and experience have been considered in appointing teachers to headship position with the belief that some individuals would be more effective than others. Age is the number of years a person has lived. Age may not be a determinant of a man's sense of good judgment. Reyes (2018) and Feldman (2016) asserted that the general proposition is that younger head teachers in their fifties exhibit better management capabilities than the older head teachers since individuals tend to gradually disengage from active work with age. It may as well be that older head teachers will be more effective than younger ones. This was buttressed by Oredien (2014) that showed a positive relationship between head

teachers' productivity and age. However, in a study Domina (2015) found that there was no significant relationship between head teachers' age and administrative effectiveness. In this study, these assertions will be tested.

Gender refers to the socially constructed roles of men and women. Gender could also be described as the behavioural characteristics distinguishing between masculinity and femininity in any society. Gender, according to Pollard and Morgan (2012), refers to the socially constructed expectations for male and female behaviours which prescribe a division of labour and responsibilities between males and females. According to Oluseyi (2018), gender studies is traced to the 1976 University of Sussex workshop on the subordination of women where a consensus emerged that unlike sex, which is biologically determined, women's subordination is socially constructed. Hence, while sex refers to the biological differentiation between males and females in terms of their reproductive functions, gender refers to the differentiation between the roles of men and women as socially constructed by society through socialization (Onyeonoru, 2015). Thus, while sex is biological and fixed, gender is varied in space and time and is culturally determined. The World Bank report on gender, conflict and development according to Bouta, George and Bannon (2015), viewed gender as socially construed roles ascribed to women and men as opposed to biological and physical characteristics, and which vary according to socioeconomic, political and cultural contexts, and are affected by other factors including age, class and ethnicity. They posited that gender roles

are learned and negotiated, or contested and are therefore changeable. Although, there are differences in roles between men and women, both can also combine different roles individually over time, or even simultaneously. Madunagu (2005) defined gender as a widely shared ideas and expectations concerning men and women which are typically masculine and feminine characteristics and abilities. Gender, therefore, refers to commonly shared expectations of how women and men should behave in various situations. These ideas and role expectations reflect and influence the different roles, social status, economic and administrative power of men and women in the society.

Scholars have given contrasting views about gender difference in effectiveness among school administrators. Daresh and Male (2000), reported that females head teachers are more effective and efficient in school administration because they extend their motherhood roles to the school environment. Uko (2012) contend male superiority over females as male head teachers usually apply their domineering capabilities to achieve the school goals. The tacit assumption in most South- South States of Nigeria according to Ezeh (2017) is that males are superior to females in most things that count. Females are assumed to be dependent on males for taking initiatives and for leadership. Since headship involves exercising the role of a leader or administrator in primary school, one wonders whether the socio-cultural influences that expose males to different problems solving situation and place females in subordinate position would affect the effectiveness of the

different genders in school administration. These suggest that there are fundamental differences in the leadership, beliefs and practices of male and female leaders. Ezeh further stated that it has been frequently claimed that female leaders are more collaborative and relational. This means that female head teachers relate in a friendly manner with subordinates teachers and students as well as the community where the school situates.

There are indications that these assumptions may not be always true. Recent gender discourse, according to Fadekemi and Isaac (2018), reveals growing scepticism with the validity of gender typecast of men as instrumental, bureaucratic and competitive being and women as nurturing, relational and collaborative. Accordingly, theories based upon transmission models of gender socialization are also too simplistic. They fail to recognize that individuals who become teachers and head teachers draw their beliefs from a range of value system and undergo extensive periods of training and reflection which may lead them to question broad social norms. This could imply that there are a lot of complex social forces which interact with gender to produce a range of beliefs and values which could be cultural, institutional, historic, and environmental in effectiveness (Gbinigie, 2016). Grogan (2016) argued that women were not only positioned by the discourse of educational administration but were simultaneously positioned by other dominant discourse of motherhood, house hold management, labour and relationships.

Therefore, many of the obstacles women face are a consequence of the demands of these clashing discourses. Those women who were successful had found ways to navigate their career path through the demands of competing discourses. Saduwa (2019) maintained that gender has its own advantages and disadvantages for management effectiveness of an administrator but there is more emphasis on their capabilities. Research suggests that among the whites and middle-class Americans, the following gender schemas are prevalent: Men are action-oriented, assertive, independent and task-focused; women are expressive, nurturing, and oriented towards and caring of other people (Gareth and Jennifer, 2006). It was also noted that any schemas such as these are bound to be inaccurate. For example, not all women are alike and not all men are alike, and there are many women who are more independent and task-focused than men.

In assessing male and female head teacher's managerial effectiveness, Vincent (2018) pointed out that men exhibit low dependency on feelings of competence in judging self-work while women are more sociable and caring. It is sometimes argued that since women have been socialized to be more "open" or "interpersonally aware", their managerial style is likely to be less autocratic than that of many men. In some parts of Nigeria, there are fewer women than men that hold administrative position. According to Peil cited in Wagbara (2014), employers of labour are always reluctant to accept women in key sensitive positions which demand high frequency of attention such as monitoring and

overseeing specific effectiveness. Men are highly effective in this position than women because of time spent by women on their pregnancy, maternity leave and monthly flow which make their male counterparts more effective than them.

The role of gender in school-community relationship has been discussed. Ozunna (2017) stated that women by their nature and nurture are generally less prone to the vagaries and vicissitudes characteristics of the political arena. They are consequently very apprehensive of such acts which are likely to polarize their self-actualization and thus create an internal distortion within them. It has been known that apart from few women who have made significant impacts on their job, administrative positions have been one of the areas women have not performed so wonderfully (Reshine, 2013). Continuing, Reshine maintained that women are limited in their capabilities and endeavours to establish remarkable school-community relations. Male head teachers always maintain better relationship with the problems often associated with local politics, especially in a community torn apart by bitterness and feud. Nwagwu (2015) observed that in some countries only very few husbands if any would allow their wives to be exposed to the problems, harshness and uncertainties of community politics in the name of running a school. Wives are therefore seriously cautioned against this which have made some women even afraid of the community they find themselves. This makes some to disregard the community oblivious of the fact that the school cannot exist without the community. This therefore goes to buttress the claim that most schools led by

female head teachers have problems coping with the establishment and maintenance of good community relationship (Wagbara, 2014).

Most scholars hold the view that men make better head teachers than women, but in actual fact it may not be so. Akande (2017) stated that only very few of the women in the labour force find themselves in the supervisory and managerial cadres in their respective occupations. Women are looked down because of their weaknesses and are seen as inferiors but statistics have shown that they equally perform well as school head teachers. Akande further noted that although management has been traditionally male dominated, statistics show that women can do the work of head teachers, even in some cases perform better than their male counterparts. The contrasting views on which gender enhances headteacher's effectiveness in the task areas of primary school management was tested in this study.

### **Facilities Maintenance in Public Primary Schools**

According to Asiyai (2012), in Nigeria, public school enrolment has continued to increase without a corresponding increase in facilities for effective teaching and learning. A study carried out by United Nations Educational Scientific and Cultural Organizations (UNESCO) planning team and the Ministry of Education Lagos on the body, height of Nigeria school children showed the furniture in Nigerian schools are inadequate and inconvenient. Besides, there is

poor maintenance culture by school administrators for the available ones. According to Asiyai (2012), beside the fact that facilities are grossly inadequate to match the student's population and the available facilities were poorly maintained. According to Uko (2015) a major problem facing Nigerian public schools today is that facilities are not properly managed and maintained. Owuamanam (2015) also noted that lack of maintenance for available facilities is the major problems facing Nigerian educational system, especially the public schools. Isaach and Musibau (2010) cited in Uko (2015) asserted that public schools' in the country are characterized with poorly maintained buildings, untidy walls, leaking roofs, overgrown compounds. He further stated that the above features may suggest that education within the buildings follow the same pattern. In a research submission by Odofowokam (2011) and Olaleye (2012), it was noted that over the last two decades, the facilities in Nigeria public schools were not well- maintained.

As a result of poor facility maintenance culture among school administrators, public primary schools in Nigeria are plagued by decaying buildings which threaten the health, safety, and learning opportunities of students (Odigwe and Eluwa, 2013). Asiyai (2012) also stated that facilities in public primary schools are depreciating due to poor maintenance culture by school administrators.

Negligence in the maintenance of school facilities has many negative consequences. Researchers like Ajayi (1999) and Owoeye (2000) stated that lack of maintenance of school facilities in public schools will spell doom for teachers

and students in the teaching and learning activities. Abdulkareem (2011) also opined that facilities in Nigerian public school are poorly maintained; consequently, they cannot provide and foster desirable, creative and harmonious problem-solving skills.

Nwokike (2012) reported inadequate funding for facility maintenance in public primary schools. In 1986, the sum of one hundred and five million Naira was provided by the federal government for the rehabilitation of school plant. Again in 1988, a sum of three hundred million Naira was allocated directly to the local government for rehabilitation (Peretomode, 2015). These allocations were not quite adequate as the school had not much to show in the rehabilitation from funds made available (Nwokike, 2012). Supporting the above fact, Asiyai (2012) stated that inadequate fund allocated and disbursed to schools appears to have not allowed for proper maintenance of available facilities in public schools. Hence, Ebenezer (2014) opined that to save public school facilities in Nigeria, school heads should cultivate school facilities maintenance culture. School facilities need adequate and efficient management. Proper and efficient management of school facilities rests solely on proper maintenance by school administrators and educational stakeholders (Asiyai, 2012).

### **The Benefits of School Facilities Maintenance Culture**

The need to consider the national goal of education could not have arisen if there is no equal benefit maintaining the new or existing facilities in the school.

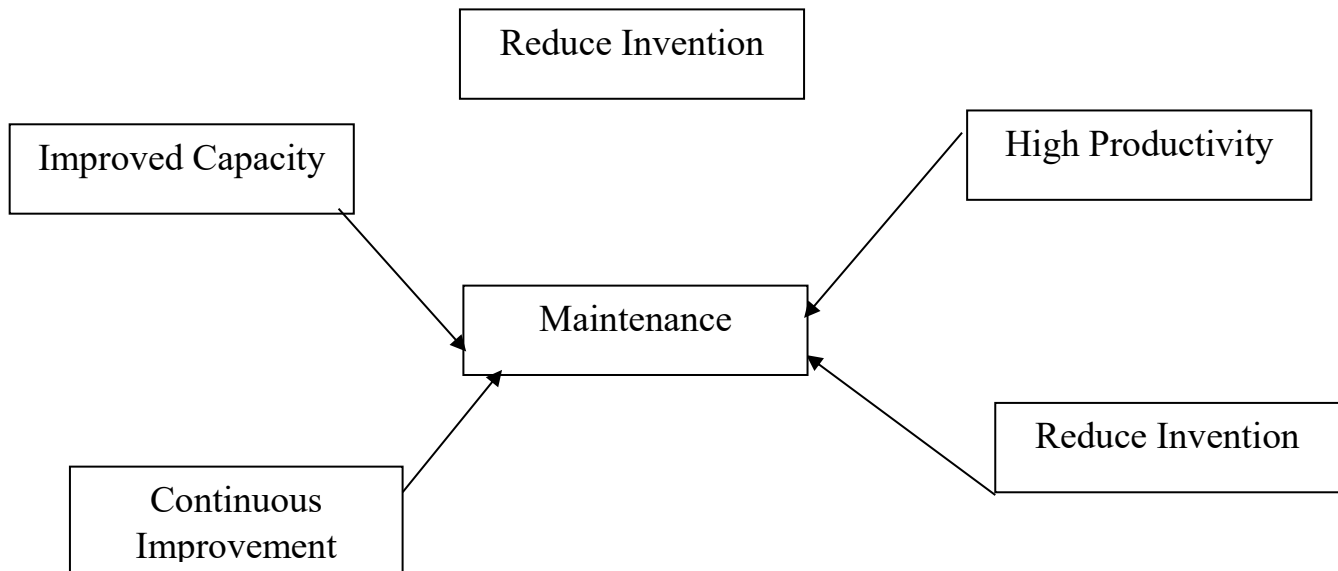
Developing the educational system in such a way as to provide a satisfactory flow of men and women capable, of acquiring the skills necessary to exploit to the fullest, the natural resources of the country makes it imperative for facilities to be abundantly available in schools. Buildings are needed to provide shelter to staff and students, laboratory facilities to generate manipulative skills in students, sports/games facilities to develop the mental, social and physical aspects of the students.

According to Ogbodo (1995:44), school facilities imply substantial cost to the school system for their establishment, if not properly maintained. They dilapidate and wear out faster than their "life span" and also if not properly utilized, the school system will not derive maximum benefit from their use. Ideally, safety takes priority over cleanliness, orderliness, cost effectiveness and even instructional support. Other benefits are highlighted as follow:

- It prevents buildings from deterioration.
- It encourages future public investment in the education system
- It provides clean and safe environments for children or students' to learn and understand.
- It creates a physical setting that is appropriate and conducive for learning.
- It updates old school buildings.
- It ensures facilities are available to yield maximum benefits to students and Staff.

- It protects operating personnel and service facilities.
- It extends the life of the facilities for maximum benefits.

**Fig. 1 Benefits of Proper Maintenance**



**Sources:** (Ibijoke, 2012: 33)

Ajayi (2001) and Ijaduola (2008) cited in (Ibijoke, 2012) clipped in that school plant need to be adequately managed in order to ensure both effectiveness and efficiency of the system. Above all, the common goal of operation and maintenance as remarked by Ojedele (2008) is to keep physical facilities in the best possible condition at all time. Olagboye (2008) from a different perspective identified the under listed importance of school facilities maintenance culture as follow:

- Proper maintenance culture of school facilities ensures safety for those occupying the school building.
- It facilitates effective teaching and learning process.

- It saves cost. This is because reactivating a collapsed building may cost more than to make early repairs on the building.
- It ensures the suitability of school facilities for continued use because repairs and replacement of various equipment make such to be in good shape.
- It reduces parental unrest and demonstration because parents can protest or lay complains when school facilities are not well maintained. For example when issues arise concerning toilet facilities, poor electricity supply and facilities in the classrooms.

In view of the aforementioned points, Anderson (2004) advised that professionals in the area of architecture and engineering should be involved in school facilities, right from the initial stage as each professional has unique expertise to contribute toward effective and efficient school facilities.

### **Head Teachers Effectiveness and School Facilities Maintenance**

It is becoming more apparent that the physical condition of schools can influence student academic effectiveness. Hopland (2011) argued that poor school facilities can have negative consequences for the students' learning environment. However, facilities maintenance culture is a process that ensures that buildings and other technical systems support the operations of an organization (Fenker, 2014). The International Facilities Maintenance Association (2012) cited in (Ibijoke, 2012) described facilities maintenance culture as the practice of co-ordination of the physical workplace with the people and the work of the organization. It integrates

the principles of business administration, architecture and the behavioural and engineering sciences.

According to Asiabaka (2018) school facilities maintenance culture is the application of scientific methods in the planning, organizing, decision-making, coordination and controlling of the physical environment of learning for the actualization of the educational goals and objectives. To Asiyai (2012) school facilities maintenance culture involves keeping records of the facilities, supervising the facilities, planning for the facilities, motivating students and teachers to participate in facilities maintenance and evaluating the available \ facilities. It also involves among other things, collective decision making in relation to selection of site for establishment of new schools, design and construction of new school plants including grounds, renovation and modernization of old plants, provision of equipment for academic and non-academic activities, maintenance of all facilities and review of management practices and processes.

Earthman, Cash and Van Berkum (2016) recently found that 11th grade students in above standard buildings scored higher as measured by the Comprehensive Test of Basic Skills than did their counterparts attending class in substandard facilities. The National Priorities Project (2017) report indicated that Texas students follow the trend found in the study conducted by Earthman et al. (1996).

Chan (2016) conducted a similar study of the impact of physical environment on student success. This study classified 165 Georgia schools into one of three categories: Modern Learning, Obsolete Learning, or Half Modern Learning Environment. Other than building age, differences in the three categories included lighting, colour schemes, air control and acoustic levels (Chan, 1996). As one might expect, Chan (1996) found student effectiveness to be highest in Modern Learning Environments and lowest in Obsolete Learning Environments. Chan (1996) concluded that, technologies and adaptabilities of modern environments better equipped students for success and that to ignore that fact was to disregard the physical difficulties of learning. Roberts, Edgerton, and Peter's (2008) cited in Lumpkin (2013) concluded that school facility condition contributes to students' academic effectiveness.

### **Summary of Reviewed Literature**

The literature review highlighted on the concept of Head teachers effectiveness and School facilities maintenance. Broken windows theory and the system theories were used to explain the need for maintenance and how it could influence head teachers effectiveness. The concept of school facilities maintenance and types of maintenance was exhaustively discussed. It also highlighted on the facilities as materials which includes but not limited to the following, laboratory equipment, blackboards, teaching aids, conducive classrooms amongst others.

A large amount of research on job performance has been widely discussed. Several studies have been carried out on job satisfaction of workers across various occupations. Few studies have been conducted on senior primary school teacher's job performance and head teacher's supervisory role.

The role of head teachers in any educational setting and in the nation at large cannot be overemphasized. Numerous factors have been found to influence their job performance of senior primary school head teachers in Oredo Local Government. In the literature reviewed, broken windows theory and the system theories theory provided the theoretical framework on which the factors influencing teachers' job performance and head teachers' supervisory role in public primary schools in Oredo Local Government were discussed. Herzberg's two-factor theory of motivation was very much in consonance with Abraham Maslow's theory of motivation; both agreed that for workers to give the best of their performance and also remain on the job, they must be motivated.

Furthermore, it was revealed that head teacher's supervisory role could serve to enhance the motivation, morale and job performance of teachers. Bums and Bass (1978, 1985) Transformational theory of supervision focus on connecting the follower's sense of identity and self to the project and the collective identity of the organization; being a role model for their workers, and understanding the strengths and weaknesses of followers, allowing the leader to align followers with tasks that enhance their performance.

From the literature reviewed, assessment of head teacher supervisory role and school facilities has not been given sufficient research interest in the area of this study. The present study will fill the gap in this very important area of Senior Primary Education.

In addition attempts were made to establish whether specific variables such as: collegial relationship, Teachers autonomy, provision of school facilities and teaching materials, Teachers involvement in decision making and participation in training and development programmes can promote job performance of Teachers

However, there is a gap to be filled considering the fact not much work has been carried out on this study by many researchers particularly in Edo State hence the present researcher seeks to fill that gap.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **Introduction**

This chapter deals with the method and procedures used for the collection of data: these include

- Research Design
- Population of the Study
- Sample and Sampling Techniques
- Instrumentation
- Validity of the Instrument

- Administration of Instrument
- Method of Data Analysis

### **Research Design**

Descriptive survey research design will be used for this study as data will be collected from representative sample of students and teachers using modified Likert scale questionnaire. Descriptive survey research design will be used because the research collected information from a large population using sample to generalize. This design is relevant because the data received will be described as it is without manipulation.

### **Population of the Study**

The population of the study will comprise of all the 85 (eighty five) head teachers and 1,839 teachers in the 85 (eighty five) public primary schools in Oredo Local Government Area (Edo State Ministry of Education, 2021).

### **Sample and Sampling Technique**

The sample for this study will be fourteen (14) head teachers and public primary schools, representing 6% of the total population. Ten teachers will be conveniently selected to serve as the raters of the head teachers' supervisory role performance. The study employed a multistage sampling technique to select a sample size of 154 from the population which comprises of 150 teachers in 14

head teachers in the randomly selected schools. The sampling will be carried out in four stages using four different sampling techniques as shown below.

- **Stage One:** Head teachers and schools will be stratified on the basis of wards. Ward 1 will have 10 schools, ward 2 has 9 schools and ward 3 has 9 schools.
- **Stage Two:** The simple random sampling technique using balloting method will be used to select 50% of the schools. 4 schools from ward 1, 4 schools from wards 2 while 5 from ward 3.
- **Stage Three:** Ten teachers each for the public primary schools sampled will be conveniently chosen to rate their head teachers on supervisory role performance

### **Research Instrument**

Two research instruments will be used for data collection. The first is a checklist titled: Head Teachers' Effectiveness (HTE) questionnaire to ascertain the level of head teachers' effectiveness. The questionnaire adopted a four point measurement format designed along the line of Likert scale of measurement. It comprised of the Highly Effective (HE) Effective (E), Ineffective (IE) and Highly Ineffective (HI) with a weighed a weighed score of 4, 3, 2 and 1 respectively for positive worded statement

The second instrument for the study will be a checklist titled School Facilities Maintenance (SFM) Checklist which has two sections: section A and B. This will be used to collect data on facility maintenance.

### **Validity of the Instrument**

The research instrument will be validated by the researcher's supervisor as well as two other experts in the Department of Educational Management, University of Benin, Benin City will subject the instrument to face validation. The research purposes as well as research questions will be submitted with an initial draft of the questionnaire

### **Reliability of the Instrument**

The split half technique was used to ascertain the internal consistency of the instrument. The researcher used the questionnaire to obtain information from 11 head teachers in private primary schools in Edo State who were part of the study in the questionnaire. Information checklist was used on school facilities maintenance and head teachers' effectiveness by the teachers. The data collected will be split into two halves of 60 items each and analyzed using Pearson Product Moment Correlation. A Correlation Coefficient of 0.83 was obtained.

### **Administration of the Instrument**

The researcher will collect data with the help of five research assistants. The researcher will train the research assistants, on how to administer the instrument explaining the essence of the study location of the teachers and formats for

providing responses to questions in order to ensure high return rate of the instrument. In each school, copies of the questionnaire will be accompanied by a letter of introduction will be administered on the teachers. Repeated visits were made for the collection of the completed questionnaires.

### **Method of Data Analysis**

The data collected will be analysed using frequency count and percentages to answer research question 1 while, Mean and standard deviation were used to answer research questions. The computation of the data will be carried out with SPSS package, any item with the mean of 2.5 and above would be considered as effect for research question 1 while any item with the mean of less than 2.5 would be considered as not effect. Any item with 50% and above will be considered maintained and in good condition for research question 2.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF RESULT**

This chapter dealt with the presentation of result based on the data collected: the presentation of result followed by the discussion of findings.

#### **Section B**

**Question 1:** What is the level of head teachers' effectiveness in public primary schools in Oredo Local Government Area?

**Table 4.4: Mean and Standard Deviation on the Level of Head Teachers' Effectiveness in Public Primary Schools**

<b>S/N</b>		<b>Mean</b>	<b>SD</b>	<b>Remark</b>
1.	Communicates openly to staff about school activities	2.60	.503	High
2.	Encourages self-expression, creativity and interaction in the school	2.55	.510	High
3.	Shows feeling of concern and respect for staff	3.45	.686	High
4.	Delegates duties to staff	3.20	.834	High
5.	Involve teachers in decision making	2.25	.550	High
6.	Shows concern for school goals and staff welfare	3.44	.688	High
7.	Makes appeal rather than commands staff	2.58	.541	High
8.	Ensures that tasks and duties are carried out by teachers	2.78	.831	High
9.	Permits high level of staff independence in school activities	2.62	.321	High
10.	Wants things done in his/her own way	2.51	.468	High
11.	Is concerned about staff feelings	2.67	.325	High

12. Apportions blames to staff when things go wrong	2.59	.355	High
13. Is resistant to change	2.56	1.13	High
<b>Cluster Mean</b>	<b>2.93</b>	<b>0.07</b>	

\*Benchmark:  $\geq 2.50$

Table 1 showed that the mean ratings of the level of head teachers' effectiveness in Oredo Local Government Area ranged from 1.56 to 3.44. It further revealed that the teachers in the sampled schools rated the indices : showed concern for school goals and staff welfare, is indifferent about activities in the school, is resistant to change, apportions blames to staff when things go wrong, is concerned about staff feelings, wants things done in his/her own way, concedes to high level of staff independence in school activities, imposes task and duties on teachers, makes appeal rather than commands staff, Shows concern for school goals and staff welfare, involve teachers in decision making, delegates duties to staff, shows feeling of concern and respect for staff, encourages self -expression, creativity and interaction in the school, communicates openly to staff about school activities. The cluster mean of 2.93 and standard deviation of 0.07 indicated that the level of Headteachers' effectiveness in public primary schools in Oredo Local Government Area was high.

Research Question 2: What is the level of maintenance of facilities in public Primary Schools in Oredo Local Government Area

**Table 8: Mean and Standard Deviation on the Maintenance of Facilities in public Primary Schools**

S/N	Items Statement	Mean	SD	Remark
1.	Libraries	2.53	1.35	High
2.	Classrooms	2.59	1.54	High
3.	Playground	2.70	1.13	High
4.	Toilets	2.92	.96	High
5.	Classroom furniture (chairs & tables)	2.67	1.41	High
6.	Windows and doors	3.00	.546	High
7.	Chalkboards	2.59	.641	High
8.	Sport Equipment	1.57	1.15	Low
9.	Staffrooms	2.78	.451	High
10.	Electrical Facilities	1.34	.576	Low
	<b>Cluster Mean</b>	<b>2.53</b>	<b>0.09</b>	

Source: Field Study, 2021

Table 8 shows that the mean responses ranged from 1.34 to 3.00, while the pupils deviation ranged from .96 to 1.41. This mean values shows that the respondents agreed to the ten items of maintenance of school facilities maintenance in public primary schools. The cluster mean was between 2.43 and 0.09 respectively. This means that the respondents agreed on the level of maintenance of school facilities was very high.

### **Hypothesis One**

There will be no relationship between Head-teachers effectiveness and facility maintenance in public primary schools in Oredo Local Government Area based on gender

### **Table 2: Fisher z Analysis Result of Head-teachers Effectiveness and Facility Maintenance in Public Primary Schools Based on Gender**

Sex	N	Fisher z	Fisher 2	2-Score	Decision
Male	108	-.186			No
Female	76	-.008	-0.11	<u>+1.96</u>	significant relationship

Table 2 displayed that Fisher z of -1.86 is a very weak and negative relationship in head-teachers effectiveness and facility maintenance public primary schools with female gender. It was also shown that a small or weak strength of Fisher z correlation of -.008 existed in the class of teachers with female gender. Since there were two groups, their Fisher z was transposed to 2-scores to test the hypothesis. The result indicated a non-significant relationship since  $-1.96 > 2$  observed of  $-0.11 < 1.96$ . The hypothesis is retained. It implies that sex did not indicate any difference between head teachers effectiveness and school facility maintenance in public primary schools in Oredo Local Government Area.

## Hypothesis Two

There will be no relationship between Head-teachers effectiveness and facility maintenance in public primary schools in Oredo Local Government Area based on class size

**Table 3: Fisher z Analysis Result of the Head-teachers Effectiveness and Facility Maintenance Based on School Size**

School size	N	Fisher z	Fisher 2	2-Score	Decision
Large	89	-.1.53			No
Small	95	-.1.00	-0.285	<u>+1.07</u>	significant

Table 4 displayed that Fisher z of -1.53 is a very weak and negative relationship in the level of frustrations with large school. It was also shown that a small or weak strength of Fisher z correlation of -.1.00 existed in the class of teachers with large school. Since there were two groups, their Fisher z was transposed to 2-scores to test the hypothesis. The result indicated a non-significant relationship since  $-1.96 > 2$  observed of  $-0.11 < 1.96$ . The hypothesis is retained. It implies that school size did not indicate any difference between head teachers effectiveness and school facilities maintenance in public primary schools in Oredo Local Government Area.

### Hypothesis Three

There will be no relationship between Head-teachers effectiveness and facility maintenance in public primary schools in Oredo Local Government Area.

**Table 4: Fisher z (Analysis Result of the Relationship between Head Teachers Effectiveness and Facility Maintenance)**

<b>Variable</b>	<b>N</b>	<b>Fisher z</b>	<b>2-Score critical</b>	<b>Decision</b>
Head teachers effectiveness	91	-1.37		No
School facility maintenance	93	-0.932	$\pm 0.362$	significant relationship
	184			

Table 4 displayed that Fisher z of -.1.37 is a very weak and negative relationship between head teachers' effectiveness and school facilities maintenance in public

primary schools. It was also shown that a small or weak strength of Fisher z correlation of  $-0.932$  existed in the school facilities maintenance. Since there were two groups, their Fisher z was transposed to z-scores to test the hypothesis. The result indicated a non-significant relationship since  $-1.96 > z$  observed of  $-0 < 1.96$ . The hypothesis is retained. It implies that there is no significant difference between Head-teachers effectiveness and facility maintenance in public primary schools in Oredo Local Government Area.

### **Discussions of Findings**

The findings of the study showed that head teachers' effectiveness in the management of primary schools was high. This was on the basis that the head teachers frequently assigned teachers to classes according to their qualifications, inspected teachers notes of lessons to see if they were properly written in line with the content of scheme of work, conducted unscheduled informal visits to classrooms, pointed out specific strengths and weaknesses in teacher's instructional practices, and occasionally examined students note books during class visits.

These findings agreed with that of Agbo (2013) that head teachers perform different instructional supervision roles. Chika and Ebeke (2007) observed that, among many factors that influence learning and achievement in primary schools, head teachers' instructional management seem to be the most intervening factor. Haruna (2008) also noted that instructional supervision is the most important responsibility of a school head teacher in the management of primary schools since

all effort in all educational settings are geared towards promoting effective teaching and learning.

The school administrators' ability to effectively see that aspects of instructional delivery in the school system are properly carried out is a responsibility that must be given high premium. Students' inability to excel in external examinations could be attributed to uncovered scope of work in the syllabus during the teaching and learning process. Okwor (2001) observed that a situation where the head teacher devotes little or no time to instructional responsibilities, the quality of education offered to the students cannot be effectively and adequately ascertained and guaranteed. Enyi (2012) underscored the need for head teachers to ensure effective supervision of teachers' lesson plan before delivery to see if they are properly prepared to enhance teaching and learning.

Therefore, Supervision of instruction is one of the indispensable task of an effective administrator in the operation of a good school system. It is the duty of the head teachers to see that meaningful learning is taking place in all the classes and that the teachers are teaching what they are supposed to teach, and in a manner that the students understand and enjoy their lessons.

The performance of head teachers in school plant management was high. This was based on the fact that the state of most of the observed plant items was excellent. The excellent state was due to expertise, competence and

professionalism exercised by head teachers in the discharge of their duties and the regular and periodic maintenance routine in the use of such facilities. These findings were in agreement with that of Allen (2007) who noted that the state of excellent state of facilities in primary schools, the hygienic water system in most schools, called for funding from government to solidify the state of this quality. Enyi (2012) noted that for effective performance in the management of schools, administrators are expected to have a good maintenance programme in the school to protect the initial capital investment made by government. Bryce (2006) also observed that the actual role of school administrators in the area of plant management is maintenance. Therefore, resources available to them should be used to maintain the facilities to enhance their facelift through repairs or replacements. The excellent state of school plant as depicted from the findings agreed with the assertion of Amadike (2002) on the state of school plant.

The findings of the study in hypothesis one revealed that there is no significant difference between head teachers' effectiveness and school facilities maintenance based on gender of head teachers in public primary schools. This is consistent with the findings of Adegoke, John & Corneille (2017) who found that female teachers were more effective were less effective and efficient in classroom administration because they extended their motherhood roles to the school environment.

The findings of the study in hypothesis three revealed that there is no significant difference between head teachers' effectiveness and school facilities maintenance in public primary schools. This is consonance with the findings of The findings of this study also revealed that area of specialty had significant relationship with head teachers' performance in provision of incentives to teachers and students. Head teachers who did not specialize in educational administration and planning were more effective in providing incentives to teachers and students.

The findings of this study revealed that leadership style had significant relationship with head teachers' performance in all the task areas except school plant management. Head teachers that exhibited a more open leadership style were more effective than those that exhibited close leadership styles in instructional supervision, communication, decision making, provision of incentives, human resources development, public relations, financial management, adherence to legal status, and conflict management and resolution. The findings of the study agreed with that of Ateh-Abang (1997), that the most effective administrators were those that exhibited openness by communicating more information to their subordinates, being more helpful and sympathetic.

These are features of democratic behaviour which support all social activities and give strength to the feelings of personal dignity and self-expression, creativity, group interaction and effective performance.

The findings of the study also showed that size of school had significant relationship with head teachers' effectiveness in instructional supervision, communication and school plant management. Head teachers whose schools were large were more effective in supervision, communication and school plant management. These findings agreed with that of Akiri and Ugborugbo (2008) that performance of teachers was significantly influenced by school size. Teachers in large schools performed better than those in semi-small schools and small schools. The results of their study further revealed that the performance of female head teachers was significantly influenced by school size. Female teachers performed best in large schools and worst in small schools.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION, RECOMMENDATIONS**

This chapter focuses summary, conclusion and recommendations.

#### **Summary**

This study was meant to ascertain the level of teachers' frustrations in public primary schools in Oredo local government.

To achieve this objectives, research question one and two was answered directly while research question 3-5 were hypothesized

1. What is the level of head-teachers effectiveness in public Primary Schools in Oredo Local Government Area?
2. What is the level of maintenance of facilities in public Primary Schools in Oredo Local Government Area
3. Is there any relationship between head teacher and school facility maintenance in public Primary School in Oredo Local Government Area
4. Is there any relationship between head teacher and school facility maintenance in public Primary School in Oredo Local Government Area based on gender.
5. Is there any relationship between head teacher and school facility maintenance in public Primary School in Oredo Local Government Area based on size of school

The descriptive survey research design was employed for this study. The population of the study will comprise of all the 85 head teachers and 1,839 teachers in the 85 (twenty eight) public primary schools in Oredo Local Government Area. The sample for the study comprised one hundred and eighty four (184) teachers representing 10% of the population of 1,839 teachers in Oredo Local Government.

A total number of eleven (11) Head-teachers in 11 public primary schools which constituted 40 per cent of the entire population were sampled for the study.

Three teachers per sampled school were purposively selected to assess the Head-teacher: that is 33 teachers was used for the study. The multi stage sampling technique was used to select the Head-teachers for the study.

Two research instruments was used for data collection. The first is a checklist titled: Head Teachers' Effectiveness (HTE) questionnaire to ascertain the level of head teachers' effectiveness. The questionnaire adopted a four point measurement format designed along the line of Likert scale of measurement. It comprised of the Highly Effective (HE), Effective (E), Ineffective (IE) and Highly Ineffective (HI) with a weighed a weighed score of 4, 3, 2 and 1 respectively for positive worded statement

The instrument for data collection was validated by the researcher's supervisor and two other experts in the Department of Educational Management, University of Benin, Benin- City. Their corrections and suggestions were incorporated into the final instrument. In order to establish the reliability of the instrument, Cronbach Alpha statistics was adopted for the study. The instrument was administered once to twenty four (24) head teachers their responses was scored and analyzed using Cronbach Alpha formula and the alpha value obtained are 0.75 for head teachers. Therefore, the instrument for the study is reliable. The instrument was administered to the respondents with the help of a trained research assistant who helped in distributing and retrieving the instrument. It was administered and retrieved the same day.

The data collected from the respondents were analyzed using simple percentage, mean ( $\bar{x}$ ) standard deviation (SD) and Fisher z. Simple percentage, mean and standard deviation were used to answer the research questions, while Fisher was used to test the hypotheses at 0.05 level of significance.

Consequent upon the foregoing the study made the following findings:

1. The level of head Teachers effectiveness in public primary schools in Oredo was high.
2. The level of school facilities maintenance in public primary schools is high
3. There was no significant difference between head teachers effectiveness and school facilities maintenance teachers in public primary schools
4. There was no significant difference between head teachers effectiveness and school facilities maintenance teachers based of gender in public primary schools
5. There was no significant difference between head teachers effectiveness and school facilities maintenance teachers based of size of school in public primary schools

## **Conclusion**

Based on the findings of the study, it was concluded that majority of the head teachers in public primary schools in Oredo exhibited high level of effectiveness in their professional assignments contrary to allegations that they were productive. Also, teachers in schools do not achieve moderately in their

school facilities maintenance endeavour. Consequently, it can deduced that head teachers perform very well in maintain school facilities but some of the head teachers' failure rate could be attributable to other factors.

Furthermore, the findings of the study revealed that there was a relationship between head teachers' effectiveness and school facility maintenance. It can therefore be deduced that school facilities maintenance is largely dependent on other school factors rather than teachers' characteristics as strong indices for high effectiveness

### **Recommendations**

Based on the findings of the study and the various implications which have been highlighted, the following recommendations were made:

1. In the promotion of Headteachers, size of school and gender should not be given much premium since they had no significant relationship with head teachers' performance in any of the task areas of management of primary schools.
2. Academic qualification, years of working experience, and marital status of teachers should be considered during the appointment of head teachers since these variables had significant relationship with head teachers' performance in different task areas of facilities management.
3. Training and re-training programmes should be given to head teachers with a view to helping them adopt more open leadership styles for effectiveness.

4. Professional development and capacity building programmes in public relations, human resources development, and school plant management should be constantly organized by the government in collaboration with All Nigerian Conference of Head teachers of Primary Schools (ANCOPSS) for the re-training of head teachers since head teachers' performance was low in these task areas.
5. Although motivated, effort to improve the level of motivation of head teachers should be made by the government through the Ministry of Education on the provision and maintenance of school facilities and involve them in decision making to enhance their performance since they represent government and implement the programmes in the schools.

### **Suggestion for Further Research**

The sample used is only some schools in Oredo Local Government Area of Edo State which may not be a true representation of the total population of all the public primary schools in the state.

It is therefore, my humble recommendation that further research study should be carried out to cover a wider area and scope.





## APPENDIX I

### HEADTEACHERS EFFECTIVENESS (HTE) QUESTIONNAIRE

#### (TO BE COMPLETED BY TEACHERS)

#### Section A: PERSONAL DATA

1. Name of School: .....
2. Gender: Male [ ] Female [ ]
3. Size of School: Less than 200 [ ] 200 and above [ ]

**SECTION B:** Head teacher Effectives Questionnaire: Kindly rate your Head teachers' effectiveness using the following scale:

Highly Effective 4 (HE) Effective 3 (E) Ineffective 2 (IE) Not Effective 1 (HI)

S/N	HEADTEACHERS EFFECTIVENESS	HE 4	E 3	IE 2	HI 1
1	Makes appeal rather than commands staff				
2	Ensures that tasks and duties are carried out by teachers				
3	Permits high level of staff independence in school activities				
4	Wants things done in his/her own way				
5	Concerned about staff feelings				
6	Apportions blames to staff when things go wrong				
7	Is resistant to change				
8	Shows concern for school goals and staff welfare				
9	Involve teachers in decision making				
10	Delegates duties to staff				
11	Shows feeling of concern and respect for staff				
12	Encourages self-expression, creativity and interaction in the school				
13	Communicates openly to staff about school activities				

## APPENDIX II

### SCHOOL FACILITY MANAGEMENT (SFM) CHECKLIST

(TO BE FILLED BY HEADTEACHERS)

S/N	SCHOOL FACILITIES	CONDITION			
		VERY GOOD	GOOD	BAD	VERY BAD
1.	Libraries				
2.	Classrooms				
3.	Playground				
4.	Toilets				
5.	Classroom furniture (chairs & tables)				
6.	Windows and doors				
7.	Chalkboards				
8.	Sport Equipment				
9.	Staffrooms				
10.	Electrical Facilities				