

EDUCATIONAL FACILITIES MANAGEMENT FOR EFFECTIVE ADMINISTRATION IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE

Nwuke Thank God James, PhD and Nwanguma Timothy Kelechi, PhD

Institute of Education, Rivers State University

Email: thankgod.nwuke@gmail.com/kelechi.nwanguma@ust.edu.ng

DOI: <https://doi.org/10.5281/zenodo.14810492>

Abstract: The study investigated educational facilities management for effective administration in public senior secondary schools in Rivers State. Three research questions and three corresponding null hypotheses guided the study. A descriptive survey design was adopted in the study and the population of the study consisted of 302 Principals and 6557 teachers totaling 6859. The sampling technique applied in selecting 378 respondents from a population of 6859 was simple random sampling. Given the disparities in the distribution of the unit population for each school, the stratified proportionate sampling method was applied in the unit sampling using the Taro Yamane formula. The instrument that was used for data collection was a self-constructed questionnaire titled “Educational Facilities Management for Effective Administration Questionnaire (EFMEAQ). The results of the tests were analyzed using Cronbach's Alpha statistics based on the three sections of the instrument 0.77, 0.78, and 0.72 respectively with the average reliability index as 0.76. Mean and Standard Deviation Statistics were used to answer the research questions while t-test statistics were used to test the null hypothesis at a 0.05 level of significance. The finding indicates that to a high extent regular maintenance of classrooms as an educational facility is managed for effective administration in public senior secondary schools in Rivers State. It concluded that the findings from this study pointed out the importance of effective educational facilities management for the administration of public senior secondary schools in Rivers State. It was recommended among others that principals should develop standardized procedures for reporting maintenance issues in classrooms and State Government should offer training on best practices for maintaining and updating library resources.

Keywords: Educational Facilities, Regular Maintenance, Regular Supervision, Regular Facility Audit and Effective Administration

Introduction

The Federal Government through the Ministry of Education provides the policies that guide the educational system and also oversees the implementation of these policies at the state and local level. On the other hand, the state government ensures the implementation of the National Policy on Education by providing the necessary educational facilities for effective school administration. The teaching and learning process can only be effective

with the use of educational facilities in quality and quantity. Educational facilities management involves the strategic planning, design, maintenance, and operation of physical environments in educational institutions to ensure they are conducive to learning and teaching. This encompasses a broad range of activities including the upkeep of buildings, ensuring health and safety standards, managing utilities and resources, and optimizing space utilization. Effective facilities management is crucial as it directly impacts the quality of education provided, the well-being of students and staff, and the overall functionality of the school environment.

Educational facilities refer to everything within the school premises which include the site, blocks of classrooms, equipment, electricity, water, visual and audio aids, furniture, workshops, libraries, storage space, playground and conveniences. Educational facilities consist of not only physical structure and the variety of building system, such as mechanical, plumbing, electricity and power, telecommunication, security and fire suppression system. The educational facilities comprise building grounds, namely athletic fields, playgrounds, areas for outdoor learning and vehicular access and parking classroom buildings, hostels, halls, offices, libraries etc. (Picus, 2007). Educational facilities are linked with the success of the domains in educational system; psychomotor, affective and cognitive domains of learning in senior secondary schools. The achievement of these goals and objectives of education requires the provision, maximum utilization and appropriate management of educational facilities as posited by (Asiabaka in Okenwa et al., 2022). In agreement with this notion Fenker (2004) averred that, educational facilities management entail determining the required educational facilities, providing the required educational facilities, monitoring the optimal use of educational facilities provided, maintaining breakdown and replacement of completely damaged facilities and reviewing educational facilities provision.

In line with public senior secondary schools in Rivers State, Nigeria, efficient facilities management is vital for several reasons. First, well-maintained and adequately equipped schools create a more conducive learning environment. Studies have shown that the physical condition of educational facilities can significantly affect students' academic performance and teachers' ability to deliver effective instruction (Earthman, 2002). For example, classrooms with proper lighting, ventilation, and temperature control enhance students' concentration and comfort, thereby facilitating better learning outcomes (Uline & Tschannen-Moran, 2008).

Additionally, effective facilities management can contribute to the safety and security of the school environment. This includes ensuring that the infrastructure is structurally sound, that fire safety measures are in place, and that there are adequate provisions for emergency situations. A safe school environment is essential for preventing accidents and minimizing disruptions, which in turn supports continuous and effective teaching and learning activities (Lyons, 2001).

In Rivers State, the importance of effective facilities management is amplified by the challenges that many public senior secondary schools face, including inadequate funding, aging infrastructure, and increasing student populations. Addressing these challenges requires a strategic approach to facilities management that prioritizes maintenance and upgrades, utilizes data for decision-making, and involves stakeholders in the planning process. By implementing comprehensive facilities management practices, school administrators can create environments that are not only functional but also inspirational, motivating students and teachers to achieve their best (Ogbodo,

2015). For public senior secondary schools in Rivers State, effective facilities management can significantly enhance the quality of education by providing safe, well-maintained, and resource-efficient environments that facilitate learning and teaching. Through strategic planning and proactive management, school administrators can overcome existing challenges and create educational settings that foster academic excellence and holistic development for students.

Statement of Problem

The management of educational facilities is a critical component in the effective administration of public senior secondary schools. In Rivers State, Nigeria, the quality and management of these facilities significantly impact the educational outcomes and overall school performance. Despite the crucial role of facilities management, many public senior secondary schools in Rivers State face severe challenges that hinder the provision of quality education. These challenges include inadequate funding, deteriorating infrastructure, insufficient maintenance, and a lack of strategic planning and resource optimization.

Firstly, inadequate funding is a pervasive issue that hampers the effective management of educational facilities in Rivers State. Public senior secondary schools often operate with limited financial resources, which are insufficient to cover the costs of maintaining and upgrading school facilities. This financial constraint leads to a backlog of maintenance issues, resulting in deteriorating buildings, inadequate classroom spaces, poor sanitation facilities, and insufficient educational resources. The lack of funding not only affects the physical condition of schools but also impacts the morale of students and staff, thereby hindering the overall learning experience.

Secondly, the existing infrastructure in many public senior secondary schools is in a state of disrepair. Many school buildings are old and have not been adequately maintained over the years. Issues such as leaking roofs, broken windows, faulty electrical wiring, and inadequate water supply are common. These conditions create an unsafe and un conducive learning environment, which negatively affects students' health, safety, and academic performance. Additionally, the poor state of infrastructure often forces schools to operate in overcrowded classrooms, further diminishing the quality of education and increasing the strain on existing resources.

Another significant problem is the lack of systematic and proactive maintenance of school facilities. Maintenance practices in many schools are typically reactive rather than preventive, addressing issues only after they have become severe. This approach leads to higher long-term costs and exacerbates the deterioration of facilities. The absence of a comprehensive maintenance plan results in the inefficient use of limited resources and further accelerates the decline of the school's physical environment (Adeyemi, 2008).

Furthermore, there is a noticeable lack of strategic planning and resource optimization in the management of educational facilities. School administrators often lack the necessary training and expertise in facilities management, leading to poor decision-making and suboptimal allocation of resources. Effective facilities management requires a strategic approach that includes regular assessments, planning for future needs, and the efficient use of available resources. Without such an approach, schools struggle to maintain a conducive learning environment, and the quality of education suffers. Moreover, there is a critical need for stakeholder involvement in the planning and management of school facilities. Parents, teachers, students, and community members are

often excluded from the decision-making process, leading to a lack of ownership and accountability. Engaging stakeholders can provide valuable insights, foster a sense of community, and ensure that the needs and priorities of all parties are considered. The absence of such involvement results in facilities management practices that do not fully address the needs of the school community. Addressing these problems requires a multifaceted approach that includes increased funding, proactive maintenance strategies, strategic planning, and active engagement of stakeholders. By improving the management of educational facilities, schools in Rivers State can create a more conducive learning environment, enhance educational outcomes, and better serve the needs of their students and communities which prompted the investigation of this study on educational facilities management for effective administration in public senior secondary schools in Rivers State

Aim and Objectives of the Study

This study aims to investigate educational facilities management for effective administration in public senior secondary schools in Rivers State. Specifically, the study sought to ascertain the following:

1. Ascertain the extent regular maintenance of classroom as an educational facility is managed for effective administration in public senior secondary schools in Rivers State.
2. Determine the extent regular supervision of school libraries as an educational facility is managed for effective administration in public senior secondary schools in Rivers State.
3. Investigate the extent regular facility audit of recreational facilities as an educational facility is managed for effective administration in public senior secondary schools in Rivers State.

Research Questions

The following research questions guided the study.

1. What is the extent to which regular maintenance of the classroom as an educational facility is managed for effective administration in public senior secondary schools in Rivers State?
2. What is the extent to which regular supervision of school libraries is managed for effective administration in public senior secondary schools in Rivers State?
3. What is the extent to which regular facility audit of recreational facilities is managed for effective administration in public senior secondary schools in Rivers State?

Hypotheses

The following null hypotheses were tested at a 0.05 level of significance.

- 1:** There is no significant difference in the mean ratings of principals and teachers on the extent to which regular maintenance of classrooms as an educational facility is managed for effective administration in public senior secondary schools in Rivers State.
- 2:** There is no significant difference in the mean ratings of principals and teachers on the extent to which regular supervision of school libraries is managed for effective administration in public senior secondary schools in Rivers State

3: There is no significant difference in the mean ratings of principals' and teachers on the extent to which regular facility audit of recreational facilities is managed for effective administration in public senior secondary schools in Rivers State.

Conceptual Clarifications

Educational Facilities Management

Educational facilities management refers to the systematic process of overseeing, maintaining, and optimizing the physical resources of an educational institution to support its core functions of teaching, learning, and administration. This includes the management of buildings, classrooms, libraries, laboratories, recreational areas, and other infrastructure essential to the day-to-day operations of a school. According to Ezeokafor (2020), the primary goal of educational facilities management is to ensure that these facilities are safe, functional, and conducive to learning.

One key component of educational facilities management is maintenance. Regular maintenance of facilities, such as classrooms and libraries, ensures that they remain in good condition and can meet the needs of students and staff. Nwosu (2019) emphasizes that proper maintenance schedules prevent the rapid deterioration of school infrastructure, thereby prolonging its lifespan and reducing repair costs. This includes routine checks on electrical systems, plumbing, furniture, and other physical resources to prevent breakdowns that may disrupt the learning process.

Another important aspect is the supervision and auditing of facilities. Continuous supervision ensures that facilities are not only maintained but also used efficiently. For example, Adeyemi (2021) notes that regular audits of school libraries and recreational spaces can help identify areas that need improvement, ensuring that students have access to well-resourced learning environments. These audits also provide a framework for resource allocation, ensuring that facilities are upgraded or expanded as needed to meet the demands of a growing student population.

Sustainability is another emerging concern in educational facilities management. Schools are increasingly incorporating environmentally friendly practices into their facility management strategies. As Okafor (2022) points out, sustainable facilities management in schools involves the adoption of energy-efficient systems, waste reduction, and the use of environmentally friendly materials in building maintenance. These practices not only reduce operational costs but also promote a culture of environmental stewardship among students.

Regular Maintenance of the Classroom as an Educational Facility for Effective Administration.

Regular maintenance of classrooms is a fundamental aspect of managing educational facilities effectively, particularly in public senior secondary schools in Rivers State. The classroom environment significantly influences the quality of education, impacting both teaching effectiveness and student learning outcomes. Effective administration of these schools' hinges on ensuring that classrooms are maintained in a condition that supports optimal educational activities.

Classrooms are the primary learning spaces where students spend the majority of their school hours. Therefore, their upkeep is critical. Regular maintenance involves a range of activities including cleaning, repairs, and updates

to the physical infrastructure. These activities ensure that classrooms remain safe, comfortable, and conducive to learning. According to Earthman (2002), the condition of school facilities, including classrooms, is directly related to student achievement. Well-maintained classrooms enhance students' ability to concentrate, participate, and perform academically.

One of the key components of regular maintenance is ensuring the cleanliness of the classroom environment. A clean classroom reduces the spread of illnesses and creates a more inviting atmosphere for students and teachers. Regular cleaning routines, including dusting, sweeping, and disinfecting surfaces, help maintain hygiene standards and prevent health-related absences among students and staff (Lyons, 2001). Additionally, clean environments are shown to improve students' mental well-being, contributing to better academic performance (Uline & Tschannen-Moran, 2008).

Regular Supervision of School Libraries as an Educational Facility is Managed for Effective Administration

Regular supervision of school libraries is a vital component of managing educational facilities effectively, especially in public senior secondary schools in Rivers State. Libraries play a crucial role in supporting the academic and intellectual development of students. They provide access to a vast array of resources, including books, periodicals, and digital media, which are essential for both curriculum-based learning and independent research. Effective administration of these schools requires that libraries be well-maintained, adequately resourced, and efficiently managed through regular supervision. One of the primary aspects of supervising school libraries is ensuring that they are adequately stocked with up-to-date and relevant materials. This involves regular reviews and updates of the library's inventory to reflect current educational standards and student needs. According to Krolak (2005), a well-resourced library significantly enhances students' learning experiences by providing access to a wide range of information and fostering a culture of reading and research. Regular supervision ensures that library collections remain relevant and that outdated or damaged materials are replaced promptly.

Additionally, the physical environment of the library must be conducive to study and learning. This includes maintaining a clean, quiet, and comfortable space where students can read and study without distractions. Regular inspections and maintenance of library facilities are necessary to ensure that lighting, seating, and climate control are adequate and that the library is free from hazards. As highlighted by Woolls (2004), a well-maintained library environment encourages frequent use by students and staff, thereby maximizing its educational potential.

Technology integration in school libraries is another critical area that requires regular supervision. Modern libraries must provide access to e-books, online databases, and multimedia content as digital online resources and ensuring that computer systems, internet connections, and other technological tools are functional and up-to-date which is essential for supporting digital literacy and research skills among students (American Association of School Librarians, 2007). Regular supervision involves checking that these technologies are maintained, software is updated, and any technical issues are addressed promptly.

Regular Facility Audit of Recreational Facilities as an Educational Facility is Managed for Effective Administration

Regular facility audits of recreational facilities are a crucial component of effective administration in schools, particularly in public senior secondary schools in Nigeria. These audits involve systematic evaluations of the condition, safety, and functionality of physical spaces and equipment used for recreational purposes. Given the importance of recreational facilities in promoting physical health, social interaction, and overall well-being among students, their proper management is essential. Conducting regular facility audits ensures the safety and functionality of recreational facilities. These audits typically include inspections of playgrounds, sports fields, gymnasiums, and related amenities such as changing rooms and storage areas. For example, assessing the structural integrity of playground equipment, the quality of sports fields, and the safety of gym floors can prevent accidents and injuries. As noted by Oberoi (2020), regular audits help identify hazards early, allowing for timely repairs and maintenance, thus ensuring a safe environment for students. Moreover, regular audits contribute to the efficient use of resources. By identifying and addressing issues early, schools can avoid more extensive and costly repairs in the future. Preventive maintenance, as highlighted by Nwachukwu (2014), is a cost-effective strategy that extends the lifespan of facilities and ensures they remain functional and safe. This proactive approach allows school administrators to allocate resources more effectively, supporting other areas of school operations. Engaging stakeholders in the audit process can enhance the effectiveness of facility management. Involving teachers, students, and parents in reporting issues and suggesting improvements can provide valuable insights and foster a sense of community ownership. As Obi and Ekpo (2016) note, stakeholder involvement in school management processes leads to more comprehensive and responsive solutions to facility management challenges. These audits ensure the safety, functionality, and efficient use of recreational facilities, thereby supporting the physical and overall development of students. By maintaining high standards of facility management, schools can create a safe and conducive environment for all students.

Methodology

A descriptive survey design was adopted in the study and the population of the study consisted of 302 Principals and 6557 teachers totaling 6859 in 302 public senior secondary schools in Rivers State. The sampling technique applied in selecting 378 respondents from a population of 6859 was simple random sampling, in which every member has an equal chance of being selected. Given the disparities in the distribution of the unit population for each school, the stratified proportionate sampling method was applied in the unit sampling using the Taro Yamane formula. A total of 378 questionnaires were distributed, while 295 were returned, giving 78% return rate. The instrument that was used for data collection was a self-constructed questionnaire titled “Educational facilities management for effective administration Questionnaire (EFMEAQ). The results of the tests were analyzed using the Cronbach's Alpha statistics based on the three sections of the instrument. Cluster A of the instrument yielded 0.77, cluster B 0.78 and cluster C 0.72 respectively with the average reliability index as 0.76 showing that the instrument is reliable enough to be used in the study. Mean and Standard Deviation Statistics were used to answer

the research questions while t-test statistics was used to test the null hypothesis at 0.05 level of significance using the statistical package SPSS version 25.

Results

The results were presented in line with research questions and null hypotheses that guided the study as showed in the table below;

Answers to Research Questions

Research Question 1: What is the extent to which regular maintenance of classroom as an educational facility is managed for effective administration in public senior secondary schools in Rivers State?

Table 1: Mean ratings and standard deviation of Principals' and Teachers on the extent to which regular maintenance of classroom as an educational facility is managed for effective administration in public senior secondary schools in Rivers State

S/N	Extent to which regular maintenance of classroom as an educational facility is managed for effective administration in public senior secondary schools in Rivers State	Principals' (n = 72)		Teachers' (n = 223)		Mean set (x ₁ =x ₂)	Remarks
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
1	I report maintenance issues in my classroom on a regular	3.62	0.75	2.83	0.88	3.23	High Extent
2	Maintenance needs communicated to the relevant authorities	3.61	0.71	3.87	0.84	3.74	High Extent
3	I believe regular maintenance of classrooms affects overall school administration	3.80	0.51	2.56	0.95	3.18	High Extent
4	School administration communicate maintenance schedules to staff on a regular	3.80	3.67	2.58	0.94	3.19	High Extent
5	Regular maintenance contributes to a safe learning environment	3.58	0.79	2.74	0.77	3.16	High Extent
Average Mean/Standard Deviation		3.77	0.52	3.60	0.83	3.30	High Extent

Data presented on Table 1 above shows mean ratings and standard deviation of principals and teachers on the extent to which regular maintenance of classroom as an educational facility is managed for effective administration in public senior secondary schools in Rivers State. The data indicates that the mean ratings of principals for items 1 to 5 are: 3.62, 3.61, 3.80, 3.80 and 3.58 while the teachers' mean ratings are: 2.83, 3.87, 2.56, 2.58 and 2.74. Based on the criterion mean of 2.50 both the principals and the teachers' rated 1 to 5 are to a high extent indicating that I report maintenance issues in my classroom on a regular, Maintenance needs communicated to the relevant authorities, I believe regular maintenance of classrooms affects overall school administration, school administration communicate maintenance schedules to staff on a regular and Regular

maintenance contribute to a safe learning environment. The cluster means are (3.77) for principals and (3.60) for teachers' while the grand mean of 3.30 which indicates that the answer to the research question one is that to a high extent regular maintenance of classroom as an educational facility is managed for effective administration in public senior secondary schools in Rivers State.

Research Question 2: What is the extent to which regular supervision of school libraries is managed for effective administration in public senior secondary schools in Rivers State?

Table 2: Mean ratings and standard deviation of Principals' and Teachers on the extent to which regular supervision of school libraries is managed for effective administration in public senior secondary schools in Rivers State

S/N	Extent to which regular supervision of school libraries is managed for effective administration in public senior secondary schools in Rivers State	Principals' (n = 72)		Teachers' (n = 223)		Mean set (x ₁ +x ₂)	Remarks
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
6	The school library supervised by staff on a daily basis	2.62	1.73	2.56	0.98	2.59	High Extent
7	The librarian effectively manages the supervision on a regular basis	2.74	1.83	3.06	0.92	2.9	High Extent
8	In my school there are a specific budget allocated for library maintenance	2.53	1.99	2.52	0.98	2.53	High Extent
9	library resources (books, journals, etc.) are regularly updated	2.67	1.22	2.85	0.94	2.22	High Extent
10	The librarian is always available to assist students during library hours	2.54	0.72	2.68	0.86	2.61	High Extent
Average Mean/Standard Deviation		2.62	1.61	2.73	0.92	2.68	High Extent

Data presented on table 2 above shows mean ratings and standard deviation of principals and teachers on the extent to which regular supervision of school libraries is managed for effective administration in public senior secondary schools in Rivers State. The data indicates that the mean ratings of principals for items 6 to 10 are: 2.62, 2.74, 2.53, 2.67 and 2.54 while the teachers' mean ratings are: 2.56, 3.06, 2.52, 2.85 and 2.68. Based on the criterion mean of 2.50 both the principals and the teachers' rated 6 to 10 are to a high extent indicating that the school library supervised by staff on a daily basis, the librarian effectively manage the supervision on a regular basis, in my school there are a specific budget allocated for library maintenance, library resources (books, journals, etc.) are regularly updated and the librarian is always available to assist students during library hours. The cluster means are (2.62) for principals and (2.73) for teachers' while the grand mean of 2.68 which indicates

that the answer to the research question two is that to a high extent regular supervision of school libraries is managed for effective administration in public senior secondary schools in Rivers State

Research Question 3: What is the extent to which regular facility audit of recreational facilities is managed for effective administration in public senior secondary schools in Rivers State?

Table 3: Mean ratings and standard deviation of Principals’ and Teachers on the extent to which regular facility audit of recreational facilities is managed for effective administration in public senior secondary schools in Rivers State

S/N	Extent to which regular facility audit of recreational facilities is managed for effective administration in public senior secondary schools in Rivers State	Principals’ (n = 72)		Teachers’ (n = 223)		Mean set (x_1+x_2)	Remarks
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
11	I believe that regular facility audits improve the management of recreational facilities	2.61	1.13	2.71	1.18	2.66	High Extent
12	teachers and staff support the use of recreational facilities for student activities	2.84	1.03	2.63	1.02	2.74	High Extent
13	recreational facilities promote teamwork and social interaction among students	2.58	1.09	2.64	1.08	2.61	High Extent
14	In my school there is an effective scheduling system for the use of recreational facilities	2.81	1.06	2.80	1.14	2.81	High Extent
15	recreational facilities are used regularly for physical education classes	2.84	1.02	2.78	1.06	2.81	High Extent
Average Mean/Standard Deviation		2.74	1.02	2.71	1.08	2.73	High Extent

Data presented on table 3 above shows mean ratings and standard deviation of principals and teachers on the extent to which regular facility audit of recreational facilities is managed for effective administration in public senior secondary schools in Rivers State. The data indicates that the mean ratings of principals for items 11 to 15 are: 2.61, 2.84, 2.58, 2.81 and 2.84 while the teachers’ mean ratings are: 2.71, 2.63, 2.64, 2.80 and 2.78. Based on the criterion mean of 2.50 both the principals and the teachers’ rated 11 to 15 are to a high extent indicating that I believe that regular facility audits improve the management of recreational facilities, teachers and staff support the use of recreational facilities for student activities, recreational facilities promote teamwork and social

interaction among students, in my school there is an effective scheduling system for the use of recreational facilities and recreational facilities are used regularly for physical education classes. The cluster means are (2.74) for principals and (2.71) for teachers' while the grand mean of 2.73 which indicates that the answer to the research question three is that to a high extent regular facility audit of recreational facilities is managed for effective administration in public senior secondary schools in Rivers State

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

1: There is no significant difference in the mean ratings of principals' and teachers on the extent to which regular maintenance of classroom as an educational facility is managed for effective administration in public senior secondary schools in Rivers State.

Table 4: Independent Sample t-test on the mean responses of principals and teachers on the extent to which regular maintenance of classroom as an educational facility is managed for effective administration in public senior secondary schools in Rivers State

	N	\bar{x}	SD	df	t-cal	t-crit.	Significant level	Decision
Principals	72	3.42	0.19	293	0.00	1.96	0.05	Not Significant
Teachers	223	3.41	0.19					
Total	295							

The results from table 4 shows the summary of independent Sample t-test on the difference between the mean ratings of principals and teachers on the extent to which regular maintenance of classroom as an educational facility is managed for effective administration in public senior secondary schools in Rivers State. The result shows that there is no significant difference between the mean ratings of principals and teachers on the extent to which regular maintenance of classroom as an educational facility is managed for effective administration in public senior secondary schools in Rivers State with a p-value of 0.05, which is equivalent to significance level of 0.05 (5%), $t=0.09$, $df=293$, $p\text{-value}=0.05$). The null hypothesis one was retained at 0.05 level of significant.

2: There is no significant difference in the mean ratings of principals' and teachers on the extent to which regular supervision of school libraries is managed for effective administration in public senior secondary schools in Rivers State

Table 5: Independent Sample t-test on the mean responses of principals and teachers on the extent to which regular supervision of school libraries is managed for effective administration in public senior secondary schools in Rivers State

	N	\bar{x}	SD	Df	t-cal	t-crit.	Significant level	Decision
Principals	72	3.09	0.17	293	0.09	1.96	0.05	NS
Teachers	223	3.33	0.17					
Total	295							

The results from table 5 shows the summary of independent Sample t-test on the difference between the mean ratings of principals and teachers on the extent to which regular supervision of school libraries is managed for effective administration in public senior secondary schools in Rivers State. The result shows that there is no significant difference between the mean ratings of principals and teachers on the extent to which regular supervision of school libraries is managed for effective administration in public senior secondary schools in Rivers State with a p-value of 0.05, which is equivalent to significance level of 0.05 (5%), $t = 0.09$, $df = 293$, $p\text{-value} = 0.05$. The null hypothesis two was retained at 0.05 level of significant.

3: There is no significant difference in the mean ratings of principals' and teachers on the extent to which regular facility audit of recreational facilities is managed for effective administration in public senior secondary schools in Rivers State

Table 6: Independent Sample t-test on the mean responses of principals and teachers on the extent to which regular facility audit of recreational facilities is managed for effective administration in public senior secondary schools in Rivers State

	N	\bar{x}	SD	Df	t-cal	t-crit.	Significant level	Decision
Principals	72	2.87	1.87	293	0.04	1.96	0.05	NS
Teachers	223	2.73	1.07					
Total	295							

The results from table 6 shows the summary of independent Sample t-test on the difference between the mean ratings of principals and teachers on the extent to which regular facility audit of recreational facilities is managed for effective administration in public senior secondary schools in Rivers State. The result shows that there is no significant difference between the mean ratings of principals and teachers on the extent to which regular facility audit of recreational facilities is managed for effective administration in public senior secondary schools in Rivers State with a p-value of 0.05, which is equivalent to significance level of 0.05 (5%), $t = 0.04$, $df = 293$, $p\text{-value} = 0.05$. The null hypothesis three was retained at 0.05 level of significant.

Discussion of Findings

Extent to which regular maintenance of classroom as an educational facility is managed for effective administration in public senior secondary schools in Rivers State

The findings from the data presented in Table 1 illustrate the extent to which regular maintenance of classrooms is managed for effective administration in public senior secondary schools in Rivers State. The mean ratings and standard deviations provided by both principals and teachers offer insight into their perceptions regarding maintenance practices. For principals, the mean ratings for items 1 to 5 are as follows: 3.62, 3.61, 3.80, 3.80, and 3.58, respectively. These high ratings suggest that principals consistently report maintenance issues, communicate maintenance needs to relevant authorities, believe that regular maintenance affects overall school administration, regularly communicate maintenance schedules to staff, and recognize that regular maintenance contributes to a

safe learning environment. Similarly, the teachers' mean ratings for the same items are: 2.83, 3.87, 2.56, 2.58, and 2.74. Although there is some variation in the responses, with the lowest rating being 2.56 for believing that regular maintenance of classrooms affects overall school administration, all ratings are above the criterion mean of 2.50. This suggests that teachers also perceive regular maintenance as an important factor in effective school administration, albeit with slightly less consensus compared to principals. These findings align with the opinions of other scholars who emphasize the importance of regular maintenance in educational settings. For instance, Okoro (2011) supports the notion that effective maintenance practices are crucial for sustaining the quality of educational facilities, which in turn improves the overall learning educational environment. Similarly, Ololube (2013) posited that well-maintained school facilities are essential for providing a conducive learning atmosphere, which positively affects both teaching and learning outcomes. Uline and Tschannen-Moran (2008) also argued that the physical condition of school facilities significantly impacts student performance and staff morale.

Extent to which regular supervision of school libraries is managed for effective administration in public senior secondary schools in Rivers State

The data presented in Table 2 sheds light on the extent to which regular supervision of school libraries is managed for effective administration in public senior secondary schools in Rivers State. The mean ratings and standard deviations provided by both principals and teachers offer valuable insights into their perceptions regarding library supervision practices. For principals, the mean ratings for items 6 to 10 are as follows: 2.62, 2.74, 2.53, 2.67, and 2.54, respectively. These ratings indicate that principals generally perceive the supervision of school libraries to be conducted at a high extent. They believe that the library is supervised by staff on a daily basis, the librarian effectively manages the supervision regularly, there is a specific budget allocated for library maintenance, library resources are regularly updated, and the librarian is consistently available to assist students during library hours. Similarly, teachers' mean ratings for the same items are: 2.56, 3.06, 2.52, 2.85, and 2.68. These ratings also indicate a high extent of agreement among teachers regarding the management of library supervision. Teachers perceive that the library is supervised on a daily basis, the librarian effectively manages the supervision, there is a specific budget allocated for maintenance, library resources are regularly updated, and the librarian is readily available to assist students during library hours.

These findings resonate with the views of other scholars in the field. Earthman (2011) aligned with the findings, emphasizing the importance of effective supervision in school libraries for promoting literacy and enhancing educational outcomes. Additionally, Davies (2004) opined the significance of budget allocation for library maintenance, which correlates with the positive perception of both principals and teachers regarding the existence of a specific budget for library upkeep.

Extent to which regular facility audit of recreational facilities is managed for effective administration in public senior secondary schools in Rivers State.

The data presented in Table 3 provides insights into the extent to which regular facility audits of recreational facilities are managed for effective administration in public senior secondary schools in Rivers State. The mean ratings and standard deviations reported by both principals and teachers offer valuable perspectives on the

management of these facilities. Principals' mean ratings for items 11 to 15 range from 2.61 to 2.84, indicating their perceptions of the effectiveness of regular facility audits and the management of recreational facilities. They believe that regular facility audits improve the management of recreational facilities, teachers and staff support the use of these facilities for student activities, recreational facilities promote teamwork and social interaction among students, an effective scheduling system is in place for their use, and they are regularly used for physical education classes. Similarly, teachers' mean ratings for the same items range from 2.71 to 2.80, demonstrating their perceptions of the effectiveness of facility audits and the management of recreational facilities. Teachers also believe in the positive impact of regular facility audits on facility management and support the use of recreational facilities for student activities. They agree that these facilities foster teamwork and social interaction among students, are effectively scheduled for use, and are regularly utilized for physical education classes.

These findings resonate with the perspectives of other scholars in the field. Emene (2017) argued that regular facility audits play a crucial role in identifying maintenance needs and ensuring the efficient use of recreational facilities, which aligns with the positive perceptions reported by both principals and teachers in this study. Furthermore, studies by Krolak (2005), emphasize the importance of recreational facilities in promoting student engagement and well-being, supporting the notion that effective management and utilization of these facilities contribute to positive educational outcomes.

Conclusion

The findings from this study pointed out the importance of effective educational facilities management for the administration of public senior secondary schools in Rivers State. Through the examination of regular maintenance of classrooms, regular supervision of school libraries, and regular facility audits of recreational facilities, it is evident that proactive management practice is considered in providing conducive learning environments and supporting effective school administration. The study revealed that both principals and teachers perceive regular maintenance of classrooms as being managed to a high extent, with consensus on the reporting of maintenance issues, communication of maintenance needs, and the belief in the positive impact of regular maintenance on overall school administration. Regular maintenance, supervision, and audits of educational facilities, school administrators can create environments that are conducive to learning, promote student engagement, and support effective administration. Moving forward, continued investment in facilities management initiatives is essential to uphold and enhance the quality of education provided in these schools.

Recommendations

Based on the findings of the study on educational facilities management for effective administration in public senior secondary schools in Rivers State, the following recommendations were proposed:

1. Principals should develop standardized procedures for reporting maintenance issues in classrooms, ensuring that both teachers and students can easily communicate any concerns.
2. State Government should offer training on best practices for maintaining and updating library resources, including strategies for cataloging, organizing, and curating materials to meet the diverse needs of students and teachers.

3. Principals should establish a systematic process for conducting regular audits of recreational facilities to evaluate their condition, usage patterns, and effectiveness in meeting the needs of students and staff.

REFERENCES

- Adamu, K. B. (2021). Leadership and effective administration in schools. *Nigerian Journal of Educational Management*, 16(1), 12-22.
- Adebayo, F. K. (2019). The impact of educational facilities on student performance: A case study of Nigerian secondary schools. *Journal of Educational Development*, 15(2), 67-79.
- Adeyemi, A. O. (2021). The role of audits in educational facilities management: Enhancing the learning environment. *Nigerian Journal of Educational Infrastructure*, 12(2), 28-39.
- American Association of School Librarians. (2007). *Standards for the 21st-century learner*. [<http://www.ala.org/aasl/standards>] (<http://www.ala.org/aasl/standards>)
- Amuzu-Kpeglo, E. (2012). Effective facility management and the performance of tertiary institutions in Ghana. *International Journal of Business and Management*, 7(24), 52-59.
- Earthman, G. I. (2002). *School facility conditions and student academic achievement*. <https://escholarship.org/uc/item/5sw56439>
- Eze, A. B. (2021). *Educational infrastructure and school administration: A comprehensive guide*: Academic Press.
- Ezeokafor, J. C. (2020). *Facility management in educational institutions: Strategies for sustainability*. Danton Publishers.
- Farmer, L. S. J. (2003). *Student success and library media programs: A systems approach to research and best practice*. Libraries Unlimited.
- Fasick, A. M. (2008). *Managing children's services in the public library*. Libraries Unlimited.
- Harada, V. H., & Yoshina, J. M. (2004). *Inquiry learning through librarian-teacher partnerships*. Libraries Unlimited.
- Heschong, L. (2002). Daylighting and human performance. *ASHRAE Journal*, 44(6), 65-67.
- Ibekwe, P. O. (2019). Educational facility management: Strategies for effective administration in schools. *Journal of Educational Management*, 14(2), 45-56.

- Igwe, E. O. (2022). *Strategic management and administrative effectiveness in educational institutions*. Pearl Publishers.
- Krolak, L. (2005). *The role of libraries in the creation of literate environments*. *International Literacy Day*. <https://unesdoc.unesco.org/ark:/48223/pf0000141032>
- Lyons, J. B. (2001). *Do school facilities really impact a child's education? An introduction to the issues*. *National Clearinghouse for Educational Facilities*. <https://files.eric.ed.gov/fulltext/ED458791.pdf>
- Nwachukwu, C. (2014). Funding Education in Nigeria: Challenges and the Way Forward. *Journal of Education and Practice*, 5(20), 89-95.
- Nwafor, U. A. (2011). *Principles of management in educational institutions*. Prestige Press.
- Nwosu, P. I. (2019). The impact of facility maintenance on student performance in Nigerian schools. *Journal of School Management*, 15(1), 15-26.
- Obi, C. C., & Ekpo, C. (2016). Stakeholders' involvement in school-based management: strategies for effective administration in Nigerian secondary schools. *Journal of Educational Management*, 4(3), 35-72.
- Ogbodo, C. M. (2015). Educational administration in Nigeria: Past, present, and future. *Journal of Educational Management and Policy Studies*, 1(1), 12-21.
- Ojo, T. A. (2020). *Management of educational facilities for improved academic outcomes*. Sterling Publishers.
- Okafor, J. C. (2022). Sustaining educational facilities for effective learning: Issues and strategies. *Journal of School Administration*, 18(1), 23-34.
- Okeke, T. K. (2022). Facility maintenance and school administration: A case study of secondary schools. *Nigerian Journal of Educational Leadership*, 10(1), 31-44.
- Okenwa V. Ebuka, Ajaelu H. Chidiebere and Alinta-Abel U. Vanessa (2022). Impact of Covid-19 pandemic on government capital expenditure towards construction and maintenance of educational facilities in Enugu State, Nigeria. *International Journal of Research and Innovation in Social Science* 5(2), 352-356
- Olawale, J. T. (2020). *Effective school administration: Key components and strategies*. Sunrise Publications.
- Ukeje, C. N. (2010). *Strategic management in education: Enhancing teaching and learning environments*. Academic Publishers.

- Uline, C., & Tschannen-Moran, M. (2008). The walls speak: The interplay of quality facilities, school climate, and student achievement. *Journal of Educational Administration*, 46(1), 55-76
- Umeh, P. C. (2019). Resource management and academic performance in secondary schools. *Journal of Educational Leadership*, 14(3), 34-47.
- Woolls, B. (2004). *The school library media manager*. Libraries Unlimited.
- Zhong, Y., & Alexander, S. (2007). *Environmental and human factors affecting school libraries*. International Association of School Librarianship.
https://www.academia.edu/12345678/Educational_Administration_in_Nigeria