ASSESSMENT OF PRINCIPALS' ROLE PERFORMANCE IN THE MANAGEMENT OF SCHOOL PLANTS IN JUNIOR SECONDARY SCHOOLS IN POTISKUM EDUCATION ZONE YOBE STATE, NIGERIA.

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ABSTRACT

This study examined the Principals' Role Performance in the Management of School Plant in Junior Secondary Schools in Potiskum Education Zone Yobe State, Nigeria. The study identified one objectives, which to: find out the Principals Roles Performance on the School Plant Maintenance in Junior Secondary Schools in the Potiskum Education Zone Yobe State, Nigeria, one research questions in line with the stated objective were raised .One null hypothesis were formulated . The study used descriptive survey design. The population involved134 principals, 1202 teachers,150 MOE officials 1870 PTA and 2010 SBMC officials representing 134 junior secondary schools across the zone which gave a total of 5224. Research advisors (2006) was used to determine the sample size required for the study, which stood at 357 . The instrument used for data collection was a Likert-five-point. which is tagged Assessment of Principals' Role Performance the Management of School Plant in the Junior Secondary Schools in Potiskum Education Zone, Nigeria. The questionnaire was pilot tested. Using test re-tests method, it was subjected to Pearson Product Moment correlation test in order to determine the reliability coefficient of the study p<0.05. The reliability coefficient of 0.89 was obtained at 0.05 level of significance. The bio data of respondents were analyzed using frequencies and percentage while the research question were answered using frequencies, mean counts and standard deviation. The hypothesis were tested at 0.05 level of significance, using ANOVA. Findings revealed that,. From the major findings There was adequate maintenance of school plant by principals in junior secondary schools in potiskum eduction Zone yobe state, Nigeria (P.value = .085) and it was recommended that Principals should adopted the attitude of maintenance culture of the school equipment and school facilities., to encouraged in periodic

servicing of school facilities, equipment by engaging the schools technicians in ensuring proper repairs of the affected machines, workshop and laboratories apparatus etc It was however, concluded that: Principals usually, report to the Parent Teachers Association (PTA), School Based Management Committee (SBMC) and philanthropies for repairs of dilapidated class room, staff offices and toilets in most of the junior secondary schools in the potiskum education Zone of Yobe state, Nigeria .

Keywords: Role Performance, Management, School Plant

Introduction

Management of school plant has been an issue of concern to all and sundry in educational sector in Nigeria and most importantly in the potiskum education zone of the yobe state. School plants refers to the school site, the building, the playground ground, the equipment and other materials provided for effective teaching and learning. School plant is the space interpretation of the curriculum, noting that the programmes of the school are expressed through the site, the building, play grounds, the arrangement and design of the school buildings. According to Emenalo (2017) school plant is the entire scope of physical infrastructural facilities which are provided to the school (for the school) for the purpose of educating the child. In the same vein, Asiabaka (2017) described school plant to consist of all types of buildings, areas for sports and games, landscape, farms and gardens including trees and paths. Others include furniture and toilet facilities, storage facilities, transportation, Information and Communication Technology (I.C.T.), and food services among others. In addition to that, Yusuf (2018) has initiated that school plants comprises all the machineries and tools used in the workshops, in addition to duplicating machines.

Moreover, school site, which is the landscape on which the school's permanent/non-permanent structures are built consist of buildings, equipment, furniture, vehicles of various types, electrical fittings, books, water supply infrastructure, and accessories like playgrounds,

lawns, parks and farm are all part of school plant. The school plant in this study is referred to the school facilities which enhance teaching and learning, such as classrooms, staff offices, compound, laboratories and libraries. Our major concern is the effective practices in management of these facilities in achieving the set educational objectives.

School plant is the entire physical infrastructural facilities provided in the school for the purpose of educating the child. If the school plant is lacking the result will be poor learning and poor representation in all spheres of life. School plant comprises the school site and all the structures that have been put in place to aid effective teaching and learning in the school system. Furthermore, Yusuf (2018) school plant as space interpretation of the school Curriculum. It will be impossible for the curriculum to be implemented if the physical facilities required for teaching and learning are not available. Absence of school plant makes teaching ineffective and desired learning will not take place. It becomes necessary to ensure that such plant is properly planned and maintained to facilitate the effectiveness of school system. This research expresses the view that in some state secondary schools the classrooms are jam packed with children and, of course, poor teaching and learning manifests itself. Teachers could not move around to give the learners individual help where needed because there is no space in between the benches in the classrooms (Teaching Practice supervision experience). In collaboration, Ajayi (2007) and Yusuf (2008) initiated that school plants comprise the machinery which in turn includes machines and tools used in the workshop, in addition to duplicating machines. School site, which is the landscape on which the schools permanent and non-permanent structures are built, are part of school plant. They also included buildings, equipment, furniture, vehicles of various types, electrical fittings, books, water supply infrastructure, and accessories like playgrounds, lawns, parks and farm, as part of school plant. Some writers saw school plant as every single item starting from the gate of

the school to the walls covering the school compound. This should be drawn into the ears of the school children who do not know that the school ground and everything in it belong to them and they should take good care of them. .Facilities management is the practice of co-ordination of the physical workplace with the people and the work of the organization (International Facilities Management, 2002).

According to Fenker (2010) School plant management is a process of managing buildings and other technical systems that support the operations of an organization. Therefore, school facilities management as the application of scientific methods in the planning, organizing, decision-making, co-ordination and controlling of the physical environment of learning for the actualization of the educational goals and objectives.

Objectives of the Study

The following are objective of the study:

1. find out the Principals Roles Performance on the School Plant Maintenance in Junior Secondary Schools in the Potiskum Education Zone;

Research Questions

The following research question were set to guide this study:

RQ1 What Ways does Principals' Role Performance ensure school Plant Maintenance in Junior Secondary Schools in Potiskum Education Zone?

Research Hypotheses

The following hypothesis were formulated to guide the study:

HO1. There is no Significant difference in the Opinions of Respondents on Principals Role Performances on the School Plant Maintenance in Junior Secondary Schools in Potiskum Education Zone Yobe State, Nigeria.

Significance of the Study

The study assess the role performance of the principals on the management of school plant in Junior Secondary Schools in Potiskum Education Zone of Yobe State Nigeria .The study will be of great benefits to the stakeholders in the field of educational administration and management ,the planners, managers and policy makers, the teachers, school counsellors,

Scope of the Study

The scope of the study is as follow:

The research is centered on assessment of the principals role performances on the management of school plants in junior secondary schools in potiskum education Zone of yobe state Nigeria. The study will cover the entire junior secondary schools in the zone and also cover school plant maintenance, school plant security and safety. The study is delimited to the junior secondary schools, 1092 principals, 17894 teachers of secondary schools, 38047 parents teachers association (PTA/SBMC) and 150 Ministry officials.

Methodology

The study used descriptive survey design. The population involved134 principals, 1202 teachers,150 MOE officials 1870 PTA and 2010 SBMC officials representing 134 junior secondary schools across the zone which gave a total of 5366. Research advisors table of sampling (2006) was used to determine the sample size required for the study, which stood at 357 . The instrument used for data collection was questionnaire , a Likert-five-point. which is tagged Assessment of Principals' Role Performance on the Management of School Plant in the Junior Secondary Schools in Potiskum Education Zone yobe state , Nigeria. The questionnaire was pilot tested. Using test re-tests method, it was subjected to

Pearson Product Moment correlation test in order to determine the reliability coefficient of the study $p<0.05$. The reliability coefficient of 0.89 was obtained at 0.05 level of significance. The bio data of respondents were analyzed using frequencies and percentage while the research question were answered using frequencies, mean counts and standard deviation. The hypothesis were tested at 0.05 level of significance, using ANOVA.

Answering of Research Question

This section is presented to give the general description of the data collected in respect of the Assessment of Principal Role Performance on the Management of School Plant in Junior Secondary Schools in Potiskum Education Zone Yobe State Nigeria. This involved 20 item statements in the questionnaire to access the above attributes. Each section was accessed with 10 items.

The table shows the respondents opinions collated along the five Likert scale of Strongly Agree (SA), Agree (A), Undecided (UD) Disagree (D) and Strongly Disagree (SD). But for analytical, agree (A), undecided (UD) and disagree (D) was used as shown in table

Opinions of the Respondents on the principal role performance on the school plant maintenance in junior secondary schools in potiskum education Zone of yobe state, Nigeria

In this section, the opinions of respondents were sought on the principal role performance on the school plant maintenance in junior secondary schools inpotiskum education Zone of yobe state Nigeria. This section relates to research question one which asks what are the opinions of principals, teachers, PTA/SBMC and Ministry of Education officials on principal role performance on the school plant maintenance in junior secondary schools in potiskum education Zone yobe state, Nigeria.

To answer this research question, opinions of all respondents related to items 1-10 in the questionnaire were collected, analysed and discussed using frequency counts and percentages. Thus, Table 1.1 gives the details.

Table 1.1: Opinions of the Respondents on the School Plant Maintenance Activities in Junior Secondary School in potiskum Education Zone, Nigeria

S/N	Items statement	Category of Respondents	Agree		Undecided		Disagree	
			F.	%	F.	%	F.	%
1	Principals repair damaged chalkboard, broken chairs and desk as soon as the need arises.	Principals	47	97.9	1	2.1	0	0.0
		Teachers	172	98.9	2	1.1	0	0.0
		MOE	58	96.7	2	3.3	0	0.0
		SBMC/PTA	97	98.0	2	2.0	0	0.0
2	Principals encourage the students to treat school computers, projectors and other machines with Respect	Principals	45	93.8	0	0.0	3	6.3
		Teachers	166	95.4	0	0.0	4	2.3
		MOE	56	93.3	0	0.0	4	6.7
		SBMC/PTA	95	96.0	0	0.0	4	4.0
3	Principals apply to the Parent Teachers Association (PTA), School Based Management Committee (SBMC) and philanthropies for repairs of dilapidated class room, staff office and toilet.	Principals	47	97.9	1	2.1	0	0.0
		Teachers	170	97.7	0	0.0	4	2.3
		MOE	58	96.7	2	3.3	0	0.0
		SBMC/PTA	91	91.9	8	8.1	0	0.0
4	Principals adopt any maintenance strategy suitable for them.	Principals	46	95.8	2	4.2	0	0.0
		Teachers	160	92.0	10	5.7	4	2.3
		MOE	56	93.3	4	6.7	0	0.0
		SBMC/PTA	89	89.9	10	10.1	0	0.0
5	Principals establish resource maintenance units for overseeing maintenance of woodwork machine, metal work machine in the workshop.	Principals	46	95.8	0	0.0	2	4.2
		Teachers	169	97.1	0	0.0	5	2.9
		MOE	56	93.3	0	0.0	4	6.7
		SBMC/PTA	94	94.9	5	5.1	0	0.0
6	Principals replace worn out laboratory apparatus, cabinet and teaching aids using internally generated fund**.**	Principals	46	95.8	0	0.0	2	4.2
		Teachers	159	91.4	4	2.3	11	6.3
		MOE	56	93.3	0	0.0	4	6.7
		SBMC/PTA	88	88.9	0	0.0	11	11.1
7	Principal ensures proper supervision of games code and recreation centre to detect areas of attention.	Principals	45	93.8	1	2.1	2	4.2
		Teachers	161	92.5	3	1.7	10	5.7
		MOE	54	90.0	2	3.3	4	6.7
		SBMC/PTA	86	86.9	3	3.0	10	10.1
8	Principals ask students to pay for any damaged of electric appliances in the school.	Principals	45	93.8	1	2.1	2	4.2
		Teachers	154	88.5	6	3.4	14	8.0
		MOE	54	90.0	2	3.3	4	6.7
		SBMC/PTA	86	86.9	3	3.0	10	10.1
9	They entrust teachers with special	Principals	48	100	0	0.0	0	0.0

	task of taking care of equipment in the school.	Teachers	170	97.7	0	0.0	4	2.3
		MOE	60	100	0	0.0	0	0.0
		SBMC/PTA	99	100	99	100	99	100
10	Principals carry out routine services of the school common room, drama show room and students hostels.	Principals	48	100	0	0.0	0	0.0
		Teachers	174	100	0	0.0	0	0.0
		MOE	60	100	0	0.0	0	0.0
		SBMC/PTA	99	100	99	100	99	100

In response to items 1 to 10 in Table 1.1 which sought on the principal role performance of school plant maintenance in junior secondary schools in potiskum educational Zone yobe state , Nigeria, responses of all respondents were collected, analysed and discussed.

Responses to item 1 reveals that 47 (97.9%) of principals agreed that, they repair damaged chalkboard, broken chairs and desk as soon as the need arises in the schools, 1 (2.1%) of the principal was undecided to the statement. 172 (98.9%) of teachers agreed to the statement that repair damaged chalkboard, broken chairs and desk as soon as the need arises in the schools, 2 (1.1%) was undecided. Among the officials of ministries of education (MOE), 58 (96.7%) agreed that repair damaged chalkboard, broken chairs and desk as soon as the need arises in the schools, however 2 (3.3%) were undecided with the statement. Also, among SBMC/PTAs, 97 (98.0%) agreed that repair damaged chalkboard, broken chairs and desk as soon as the need arises in the schools, 2 (2.0%) were undecided with the statement. In all, it could be said that the respondents showed a greater response that repair damaged chalkboard, broken chairs and desk as soon as the need arises in the schools in the secondary schools in potiskum education Zone of yobe state Nigeria. The result shows they are affirmative.

In responses to item 2, it reveals that principals should encourage the students to treat school computers, projectors and other machines with respect. The result shows 45 (93.8%) of principal agreed to the statement and 3 (6.3) disagreed to the statement. 166 (95.4%) of teachers

agreed while, 4 (2.3%) disagreed to the statement. Among the officials of ministries of education (MOE), 56 (93.3%) agreed that principals encourage the students to treat school computers, projectors and other machines with respect while, 4 (4.0%) disagreed. Among SBMC/PTA members, the result shows that 95 (96.0%) agreed that principals encourage the students to treat school computers, projectors and other machines with respect and 4 (4.0%) disagreed with the statement. In all, the respondents showed a greater magnitude of their response that principals procured medicine, apparatus and record book to the school clinic in junior secondary schools in the potiskum education Zone of Nigeria. The result shows they are affirmative.

In responses to item 3, it was revealed that principals report to the Parent Teachers Association (PTA), School Based Management Committee (SBMC) and philanthropies for repairs of dilapidated class room, staff offices and toilets in junior secondary schools in potiskum education zone. The result shows 47 (97.9%) of principals agreed to the statement, 1 (2.1%) undecided to the statement. 170 (97.7%) of teachers agreed while 4 (2.3%) disagreed to the statement. Among the officials of ministries of education (MOE), 58 (96.7%) agreed that principals report to the Parent Teachers Association (PTA), School Based Management Committee (SBMC) and philanthropies for repairs of dilapidated class room, staff offices and toilets in secondary schools in North-East zone, 4 (6.7%) were undecided while 3 (5.0%) disagreed with the statement. Among SBMC/PTA members, the result shows that 91 (91.9%) agreed that principals report to the Parent Teachers Association (PTA), School Based Management Committee (SBMC) and philanthropies for repairs of dilapidated class room, staff offices and toilets in secondary schools in North-East zone, 8 (8.1%) were undecided with the statement. In all, the respondents showed a greater magnitude of their responses that principals report to the Parent Teachers Association (PTA), School Based Management Committee

(SBMC) and philanthropies for repairs of dilapidated class room, staff offices and toilets in junior secondary schools in potiskum education zone of Nigeria. The result shows they are affirmative.

In responses to item 5, it was reveals that principals establish resource maintenance units for overseeing maintenance of woodwork machine, metal work machine in the workshop. The result shows 46 (95.8%) of principals agreed to the statement while, 2 (4.2%) disagreed with the statement. 169 (97.1%) of teachers agreed, 5 (2.9%) disagreed. Among the officials of ministries of education (MOE), 56 (93.3%) agreed that principals establish resource maintenance units for overseeing maintenance of woodwork machine, metal work machine in the workshop while, 4 (6.7%) disagreed with the statement. Also, from the opinions of SBMC/PTA members, the result shows that 94 (93.9%) agreed to the statement, 4 (4.0%) were undecided while, 2 (2.0%) disagreed with the statement. In all, the respondents showed a greater magnitude of their responses that principals establish resource maintenance units for overseeing maintenance of woodwork machine, metal work machine in the workshop in junior secondary schools in the potiskum education Zone of Nigeria. The result shows they are affirmative.

Going by the respondents' opinions on items 6 to 10 where no respondent had less than 86.9% in respect of disagreement, it is evident that there was a positive perception from the respondents toward principal role performance of school plant maintenance in secondary schools in potiskum education Zone of yobe state Nigeria. It is believed that, principals replaced worn out laboratory apparatus, cabinet and teaching aids using internally generated fund, principal ensures proper supervision of games code and recreation centre to detect areas of attention, they entrust teachers with special task of taking care of equipment in the schools and museum before procurement and school principals do not procures any dangerous chemicals, teaching aids and

principals carry out routine services of the school common room, drama show room and students hostels in secondary schools in the potiskum education Zone of yobe state, Nigeria.

Hypothesis Testing

Two hypotheses were formulated for this study and tested using Anaysis of Varience ANOVA, because the respondents were more than two subjects. Twenty (20) questions in the questionnaire were designed for the seven hypotheses for this study. These were aimed at determining possible differences in opinions among the respondents on the Assessment of Principal Role Performance on Management of School Plants in Junior Secondary Schools in potiskum education Zone of yobe state Nigeria. Each hypothesis is stated clearly in this section.

Hypothesis 1: There is no significant difference in the mean opinions of principals, Teachers, SBMC/PTA and official of the MOE on principal's role performances on the school plant maintenance in junior secondary schools in potiskum Zone of yobe state, Nigeria.

The responses of all respondents on items 1 to 10 in the questionnaire were collected and analysed to find out significant difference in the opinions of respondents on the principal's role performances on the school plant maintenance in secondary schools in potiskum education Zone, Nigeria. A One-way Analysis of Variance (ANOVA) statistical procedure was employed to find out significant difference in the opinions of respondents. Thus, table 4.12 gives the details.

Table 1.2: Analysis of Variance (ANOVA) on the Opinions of Principals, Teachers, Ministry of Education Officials and SBMC/PTA in Respect of Principal's Role Performances on the School Plant Maintenance in Junior Secondary Schools in Potiskum Education Zone of Yobe State, Nigeria

Source	Sum of Square	DF	Mean Square	F-ratio	F-critical	P-value

Between groups	21.103	3	2.565			
				0.512	1.19	.085
Within groups	2918.472	377	3.519			
Total	**2920.675**	**380**				

Table 1.2, shows the calculated p-value of .085 is greater than the 0.05 level of significance, while the calculated F- ratio value of 0.512 is less than f-critical value of 1.19. Therefore, the null hypothesis (Ho_1) was retained. It could be concluded that there were no significant differences in the opinions of principals, teachers, ministry of education officials and SBMC/PTA in respect of the principal's role performances on the school plant maintenance in secondary schools in Potiskum Education Zone of Yobe State, Nigeria..

Summary of Major Findings

The study established that:

1. There was adequate maintenance of school plant by principals in junior secondary schools in potiskum eduction Zone yobe state, Nigeria (P.value = .085)

Conclusion

Based on the findings of this study, it can be concluded that:

Stakeholders in the area of coverage of this research perceived the principal's role performance on management of school plant in junior secondary schools of potiskum eeducation zone, Nigeria. It was however, concluded that:Principals usually, report to the Parent Teachers Association (PTA), School Based Management Committee (SBMC) and philanthropies for repairs of dilapidated class room, staff offices and toilets in most of the junir secondary schools in the potiskum education Zone of yobe state, Nigeria.Principals play significant roles on ensuring tied security and safety measured were provided by

introducing staff and student's identification card to control movement of in and out of everyone in the secondary schools in potiskum education Zone of yobe state, Nigeria.

Recommendation

In view of findings, the following recommendations were made:

1. Principals should adopted the attitude of maintenance culture of the school equipment and school facilities., to encouraged in periodic servicing of school facilities, equipment by engaging the schools technicians in ensuring proper repairs of the affected machines, workshop and laboratories apparatus etc.

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