

Original Research Article

Influence of Principals' Role Performance on the Management of Facilities in Public Secondary Schools in North-Central Zone, Nigeria

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Abstract

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This study investigated the Influence of Principals' Role Performance on the Management of Facilities in Public Secondary Schools in North-Central Zone, Nigeria. Specifically two objectives were formulated to investigate the influence of principals' role performance on the management of Infrastructural facilities and Instructional facilities. Two research questions and two null hypotheses were raised in line with the specific objectives. A descriptive survey research design was employed for the study. The study population comprises all public secondary school principals and teachers totaling 2,198 and 34,460 in all the six states and FCT Abuja in North-Central Zone, Nigeria. The Research Advisor 2006 was adopted for the sample selection of 333 principals and 381 teachers from the 333 public secondary schools. Data were collected from self-developed structured questionnaire titled "Principals' Role Performance on Management of Facilities Questionnaire" (PRPMFQ) made up of 20-items. Descriptive statistic was used to analyze research questions while null hypotheses were tested using t-test independent sample at 0.05 level of significance. Major findings of the study showed that principals' role performance positively influenced the management of infrastructural facilities and instructional facilities in public secondary schools in North-Central Zone, Nigeria. The two null hypotheses were rejected as there existed significant difference. Based on the findings, the study concludes that principals' role performance have positive influence on the management of facilities and recommends that, principals should be involved in the planning for provision and periodic facility audit to attract reward or punishment of handlers.

Keywords: Public secondary school, Study population, Facility management

INTRODUCTION

The actualization of goals and objectives of education require the provision, maximum utilization and appropriate management of human and materials (facilities) therein. Learning does not occur in a vacuum but takes place where students and staff thrive in an orderly, clean, safe environment and classrooms. Also in well ventilated and equipped, suitably lighted and spacious, and properly maintained environment which

facilitate teaching and learning processes. As such, this could be regarded as management of facilities. Madhumita (2018) viewed management of facilities as an integral part of the overall management of the school. As with any successful management endeavor, effective management of facilities plans integrate best practices of planning for provision of facilities by ensuring proper procurement of good quality materials, serving as an

advisory agent to government and other stakeholders on the needed facilities, safe keeping of facilities' records during implementation and evaluation, and ensuring that facilities are handled in the best ways while maintenance and improvement services is integrated. This implies that management of facilities is a collective responsibility of all stakeholders in education, students of the individual schools and the community where the school is located.

Facilities issues arise at all educational levels, from basic through secondary and tertiary levels, from classrooms to administrative offices. This challenges every education institutions to proactively developed and implement a plan for dealing with these inevitabilities. An excellent academic performance and indeed sustainable development of educational system is dependent on effective and efficient management of human and material resources therein (Simanda, 2018). Management is the process of integrating the efforts of personnel and of utilizing appropriate materials to draw maximum educational benefits from the available resources. In secondary schools administration, resources are not only limited but can be effectively and efficiently managed when management processes are properly harmonized, organized, coordinated and controlled by the school management team. This is in agreement with Blunt in Miller and Spoolman (2011) that, it is not the availability of these (resource) resources alone that guarantees achievement of school goals and objectives, but their adequacy and effective utilization. However, no matter how well packaged a school system is at any level of education, without proper management of the available resources, the system may fail to achieve its desired results.

Management is thought of as a special kind of leadership in which the accomplishment of organizational goals is paramount. As such, this could be referred to as management role of the school principals. Hence, this study defined principals' role performance as the application of special kind of leadership skills and management process on the management of school facilities in accomplishment of secondary education goals. Given this onerous task, the principal, as a matter of fact, must understand the role of school managers to effectively manage not only school personnel but the facilities to meet the overall objectives of the school system. Generally, the principal's role performance on the management of educational facilities entails bringing together individuals as a group that will control, coordinate and articulate activities to achieve tangible and holistic learning for the overall benefit of the society. This can only be possible by positive influence of school principals.

In educational institutions, facilities constitute essential inputs which create favourable learning environment, facilitate interaction and enhance achievement of educational objectives. As the saying goes that, the machines at hands may be highly sophisticated and

automatic but the quality of the goods which it produces for use is largely determined by the skill with which it is operated. It behooves on the principal as the prime actor in secondary school to brace up for the challenges of inadequate and poor maintenance of facilities facing the system by employing goal oriented principles of management such as planning, organizing, decision making, leading, coordinating and controlling on the management of facilities and articulate activities to achieve tangible and holistic learning for the overall benefit of the society.

However, the problem of this study is that, most schools in the North-Central Zone are bedeviled with series of challenges of infrastructural facilities and instructional facilities among others which formed the objectives of this study. Most of the items identified here are inadequate, deplorable state and poorly maintained which could lead to sanitary problems and low achievements in our secondary schools. As a matter of fact, the principals in their roles are faced with herculean task to be successful on the management of the aforementioned school facilities as a result of the grossly inadequate facilities and funding in that level of education. All these put together could positively or negatively influence principals' role performance in the school administration.

Objectives of the Study

The main objectives of this study was to find out whether the principals' role performance has positive or negative influence on the management of Infrastructural facilities and Instructional facilities from the perception of school principals and teachers in public secondary schools in North-Central Zone, Nigeria.

Research Questions

In view of the objectives of the study, the following research questions were used to guide the study:

1. How does principals' role performance influence the management of infrastructural facilities in public secondary schools in North-Central Zone, Nigeria?
2. How does principals' role performance influence the management of instructional facilities for teaching and learning in public secondary schools in North-Central Zone, Nigeria?

Research Hypotheses

In line with the research questions, the following null hypotheses are postulated for the study.

Ho₁. There is no significant difference in the opinions of respondents on influence of principals' role performance on the management of infrastructural facilities in public

secondary schools in North-Central Zone, Nigeria. Ho₂. There is no significant difference in the opinions of respondents on influence of principals' role performance on the management of instructional facilities for teaching and learning in public secondary schools in North-Central Zone, Nigeria.

Literature Review

Management simply means the act of getting things done through other people. According to Fabunmi (2019), management in education refers to the elites that run the affairs of the education sector through team efforts with the intention of making optimal use of available resources to achieve the set goals. Management includes the activities of setting the strategies of an organization and coordinating the effort of its employees to accomplish its objectives through the application of available resources, such as financial, material technology and human resources. Usman (2016) and Waring (2016) sustained that management in school organization entails all processes of planning, providing, allocating, controlling, maintenance and utilization of the people, funds, school infrastructural facilities for the achievement of educational objectives in school administration.

There are quite number of management roles that exist to assist school administrator in carrying out their task of school administration. Hence, these roles is seen as a collection of processes dealing with the various ways in which human and material resources are utilized to achieve set goals in an organization. These roles include such elements as planning, decision making, organizing, coordinating, motivating, directing, staffing, budgeting and evaluating. Going by this assertion, Harbau and Egbebi (2019) sustained that administration is a component part of management and widely applied in associations, government services and non-profit organizations. They affirmed further that, administration of school organization is an indispensable aspect of the general management, concerned with the formulation of plans, programmes and policies while management is principally responsible for the execution of these plans, programmes and policies.

Facilities can be defined in so many ways depending on the organization using it. In educational institutions, facilities constitute essential inputs which create favourable learning environment, facilitate interaction and enhance achievement of educational objectives (Uko, 2015). Educational facilities, according to Chidobi (2016) and Madhumita (2018), are those material things that facilitate teaching and learning processes in schools. School facilities are available in various forms which school administrators, teachers and students harness, allocate, and utilize for the smooth and efficient management of any educational institution. The facilities

may be fixed or movable and they serve various purposes in the educational system. They are school buildings such as the classrooms, laboratories, offices, workshops, cafeteria, toilets, laundry, library, residential halls, common rooms, and those designed for the physically challenged among others. Noor *et al*, (2014) opined that school facilities comprise the physical expression of the school curriculum in the construction, internal and external arrangements of the buildings, equipment, grounds, surroundings, general appearance which include the flower beds, paths, orchards, shrubs, playgrounds, classrooms, assembly hall, dining hall, desks and school farms. Thus, these can be regarded as school infrastructural facilities.

Accordingly, Osahon in Ejiro (2013) opined that, educational facilities are those material things that facilitate teaching and learning processes in the school. Uko (2015) affirmed that when school facilities are considered from the point of the school plant, then one will be considering a gamut of facilities such as: school furniture, science laboratories, school library and technical workshops. Chen (2017) maintained that excellent school facilities are basic ingredients for good education programmes and are basic to achieving set targets and achieving the literacy rate of a country. This implies that, learning materials such as text books, writing materials, Newspapers, pamphlets, statutory and non-statutory records among others are part of the school facilities.

United Kingdom Essay (2017) described management of facilities as the practice of co-ordinating the physical workplace with the people and the work of the organization by integrating the principles of business administration and architecture with the Behavioural and Engineering Sciences. According to them, management of facilities is 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. This culminates in the collective and participative decision making process towards the selection, establishment and installation of school plants; design of school grounds, halls and spaces; upgrading, innovation and purchase of new machineries and equipment; choice, design and implementation of programmes and projects; backup and review of management policies, practices, rules and regulations on the management of facilities in secondary schools.

According to Asiabaka in chidobi (2016), availability of physical facilities in schools and its optimum use have been a matter of concern across the globe. The actualization of the goals and objectives of education require the provision, maximum utilization and appropriate management of the facilities. Madhumita (2018) asserted that, the physical environment of a school is a major determining factor in the attainment of its objectives. Faisal(2015) sustained that the degree to

which an item is used determines its sustainability or degenerative consequences on the expertise of the school management leadership. This implies that, in managing school facilities and for them to meet the objectives, caution must be taken in the usage, that is, facilities must not be underutilized nor over-utilized, but optimally used.

Accordingly, Uko (2015) sustained that, effective management of facilities requires knowledge, skill and expertise in handling different facets of the school system. Influencing school personnel on management of facilities can change the attitude, behaviour, goals, opinions, needs and value of the individual positively or negatively. Kibuthu, Ndirangu and Udoto (2016) opined that influence is a necessary part of leadership. This means that the leadership role of a principal has immense influence on management of facilities if all the management processes are put in the right place. Management of facilities has direct impact on the learning environment and is a key determinant of educational outcomes. It is therefore critical that school physical facility management practices align with the school improvement plan by linking school assets to basic education service delivery standards and strategies.

The principal acts as a leader in all aspects of the school curricula, imparting and enforcing on the intellectual and emotional development of the teachers, changing the instructional climate of the school, affecting and transforming the students learning and achievement behaviour and attitude. Hence, the researcher perceives principals' role performance on the management of facilities as the articulation of principals' professional and leadership skills effectively and efficiently in the utilization, sustainability and maintenance of school facilities proportionately in the actualization of the stated objectives. To this end, principals' role performance involve all the processes of planning, organizing, coordinating, leading, supervising and maintenance of infrastructural and instructional facilities which are mobilized in order to avoid wastages and improve the quality of teaching and learning processes in secondary schools.

Infrastructural facilities in education, according to Abdulkareem and Fasasi (2010), includes all facilities that make learning environment suitable for effective teaching and learning in schools such as classroom, buildings, laboratories, workshops, libraries, toilets, desks, chairs and tables. Accordingly, Amanchukwu and Ololube (2015) and Ojeje and Adodo (2018) perceived school infrastructures as the space interpretation of the school curriculum, one of the ways through which the curriculum finds its physical expression. School infrastructural facilities consist of the basic systems and structure which a viable school needs in order to function effectively and to fulfill the purposes for which it was established. As such, school infrastructural facilities here could be refers

to all machineries and equipment used for educational purposes such as school machines, generators, vehicles, office equipment, studio and its equipment, library and its equipment, workshop and its equipment; and laboratory and its equipment.

Instructional facilities have distinct views by different authors. Some authors use it to mean instructional materials, while some others referred to them as physical facilities. According to Kibuthu *et al*, (2016), instructional facilities are those things of education which enables a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. Abdullahi and Wan-Zahari (2015) opined that instructional facilities help to maximize learning on the part of students by appealing to a variety of senses. They are used in processes of instruction and could be in form of equipment, graphic illustration that helps the students to learn. Another definition of instructional facilities was given by Remilard and Heck (2014) as material and non-material resources that is organized and support instruction during teaching and learning processes such as textbooks, tasks, Information and Communications Technology facilities, graphs, charts, and other supplementary resources.

Conversely, negligence on management of the aforementioned facilities can result in problems of inadequacy and large capital investments can be squandered when buildings and equipment deteriorate or warranties are invalidated. Failure on the management of facilities adequately also discourages future investment in the public education system. A well-articulated leadership styles and management process helps to ensure that school facilities are, and will be cared for appropriately. As such, strong emphasis is placed on influence of principals' role performance on the management of facilities which concentrates on their abilities to plan, provide, organize, coordinate, supervise and maintain school facilities effectively and efficiently on the attainment of objectives at public secondary schools in North-Central Zone, Nigeria.

RESEARCH METHODOLOGY

Study Approach

This study was anchored on descriptive survey research design to gather the necessary data from principals and teachers in public secondary schools in North-Central Zone, Nigeria. The instrument used for data collection was a 20-items researcher self-developed questionnaire tagged "Principals' Role Performance on Management of Facilities Questionnaire (PRPMFQ) and was administered by the researcher and research assistants.

Population and Sample size of the Study

The study population comprises all public secondary school principals totaling 2,198 and all public secondary school teachers totaling 34,460 in all the six states and FCT Abuja in North-Central Zone, Nigeria. Thus, the study has a total population of 36,658 respondents. The Research Advisor 2006 was adopted for the sample selection of 333 principals and 381 teachers from the 333 public secondary schools and simple random sampling technique was used for the selection of schools.

RESULTS AND DISCUSSION

The total copies of questionnaires administered were seven hundred and fourteen (714) copies: three hundred and thirty three (333) for the principals and three hundred and eighty one (381) for the teachers. But a total number of six hundred and thirty three (633) copies; two hundred and ninety two (292) from principals and three hundred and forty one (341) from teachers were correctly filled and returned which represent 88.66% rate of return. Descriptive statistic was used to analyze the demographic data of respondents and research questions while null hypotheses were tested using T-test independent sample at 0.05 level of significance to determine its acceptability or rejectability while average mean scores from each question response was taken at 3.00 as a benchmark: any item with average mean score of 3.00 and above was regarded as agreed (positive influence) while average scores less than 3.00 was regarded as disagreed (negative influence).

Answering of Research Questions

RQ1. How does principals' role performance influence management of infrastructural facilities in public secondary schools in North-Central Zone, Nigeria?

Table 1: presents the principals and teachers' perception on principals' role performance on the management of infrastructural facilities in public secondary schools in North-Central Zone, Nigeria:

The result of the data analysis in table 1. shows that principals' role performances on the management of infrastructural facilities in public secondary schools in North-Central Zone, Nigeria have positive influence as there were consensuses in the respondents' opinions (principals and teachers) in six items with average mean score of 3.00 and above. On the other hand, the principals' role performance on the management of infrastructural facilities in public secondary schools in North-Central Zone, Nigeria have negative influence as the average responses from the respondents (principals and teachers) was below 3.00 on four items. However, the aspect of planning for provision and maintenance of

infrastructural facilities could be adjudged to be capital project that is beyond the principals' financial capacity in public secondary schools. Therefore the cumulative mean score of 3.29 is adjudged to be positive influence on the management of infrastructural facilities in public secondary schools in North-Central Zone, Nigeria.

RQ2. How does principals' role performance influence management of instructional facilities for teaching and learning in public secondary schools in North-Central Zone, Nigeria?

Table 2: presents the principals and teachers' perception on principals' role performance on the management of instructional facilities in public secondary schools in North-Central Zone, Nigeria:

The result of the data analyses presented in table 2. shows that principals' role performance have significantly influenced the management of instructional facilities in public secondary schools in North-Central Zone, Nigeria, as there were consensuses in the opinions of respondents (principals and teachers) in eight items with average mean score of 3.00 and above. On the flip side, the principals' role performance negatively influenced the management of instructional facilities on provision of maps, flannel boards and audio-visual aids with average mean score of 2.8. Regular maintenance of school instructional facilities recorded average mean score of 2.9. The researcher is of the view that, factors of status and school location might have influenced the disparities in the opinions of the respondents (principals and teachers) in the areas that recorded negative influence on the average. Therefore the cumulative mean score of 3.74 is adjudged to be positive influence on the management of instructional facilities in public secondary schools in North-Central Zone, Nigeria.

Test of Hypotheses

Ho₁. There is no significant difference in the opinions of respondents on influence of principals' role performance on the management of infrastructural facilities in public secondary schools in North-Central Zone, Nigeria.

Table 3 presents the principals and teachers' perception on principals' role performance on the management of Infrastructural facilities in public secondary schools in North-Central Zone, Nigeria:

The results shown in Table 4:indicated significant difference in the opinion of respondents (principals and teachers) used for the study. The "t" calculated value (11.886) is greater than the "t" critical value of (1.962), $p < 0.05$. This revealed that there was a significant difference in the opinion of principals and teachers on the influence of principal's role performance on the management of infrastructural facilities in public secondary schools in the North-Central Zone, Nigeria. This result implies that the opinion of principals with (cum. mean = 3.48, Std = 1.2) on influence of Principals'

Table 1. Opinions of Respondents on Principals' Role Performance on the Management of Infrastructural Facilities in Public Secondary Schools in North-Central Zone, Nigeria

S/N	Item Statement	Respondent	SA	A	UD	D	SD	Mean	Std.
1	Adequate plans and provision for manageable size of classrooms in the school	Principals	35	141	2	67	47	3.17	1.3
		Teacher	57	55	13	153	63	2.7	1.4
2	Maintenance and repairs of school buildings and equipments	Principals	51	106	12	90	32	3.2	1.3
		Teachers	47	61	7	153	73	2.6	1.4
3	The school library is well organized and equipped with current textbooks and other reading materials	Principals	74	156	1	50	11	3.8	1.1
		Teachers	77	121	6	119	18	3.4	1.3
4	Supervising regular maintenance of school facilities	Principals	71	168	1	49	3	3.5	1.0
		Teachers	79	156	3	73	30	3.2	1.2
5	Ensuring usage and regular servicing of laboratory's facilities in the school	Principals	63	159	0	56	14	3.7	1.1
		Teachers	64	171	6	83	17	3.5	1.2
6	Use internally generated revenue to provide reagents in the school laboratories	Principals	72	168	0	46	6	3.9	1.0
		Teachers	62	181	6	63	24	3.6	1.2
7	There is adequate provision of laboratories facilities in the school	Principals	64	167	0	60	1	3.8	1.0
		Teachers	52	147	14	108	22	3.3	1.2
8	Provision of alternative power supply to electricity in the school.	Principals	51	95	2	109	35	3.1	1.3
		Teachers	37	104	7	155	38	2.8	1.2
9	Educating the school community and students to have respect and protective attitude for school facilities	Principals	51	181	3	50	7	3.8	1.0
		Teachers	67	126	5	107	36	3.2	1.3
10	Employing the service of personnel in charge of taking care of physical facilities in the school	Principals	40	90	4	131	27	2.9	1.4
		Teachers	57	55	12	153	63	2.7	1.4
Cumulative Mean & Std. of both Principals and Teacher = 3.29 & 1.25		Mean & Std. of Principals only =				Mean & Std. of Teachers only =			
			3.48 & 1.15				3.10 & 1.30		

Table 2. Opinions of Respondents on Principals' Role Performance on the Management of Instructional Facilities in Public Secondary Schools in North-Central Zone, Nigeria

S/N	Item Statement	Respondent	SA	A	UD	D	SD	Mean	Std.
1	Adequate provision of teaching/learning materials in the school	Principals	119	138	4	24	7	4.2	1.0
		Teacher	107	171	5	53	5	3.9	1.0
2	Organization of capacity building in improvisation of teaching aids in the school	Principals	60	189	0	38	5	3.9	0.9
		Teachers	99	183	2	52	5	3.9	1.0
3	Provision of writing materials like black/white boards, lesson notes, lesson plans and pens chalks and markers	Principals	103	175	5	9	0	4.3	0.6
		Teachers	118	206	4	15	1	4.2	0.7
4	Periodic inspection of instructional facilities to avoid deterioration	Principals	85	144	1	62	0	3.9	1.1
		Teachers	107	161	8	57	8	3.9	1.1
5	Provision of maps, charts, flannel boards and audiovisual aids	Principals	50	92	6	109	35	3.1	1.3
		Teachers	45	63	7	154	72	2.6	1.4
6	Regular maintenance of instructional facilities in the school	Principals	54	92	2	107	37	3.1	1.3
		Teachers	38	102	8	157	36	2.8	1.4
7	Provision of cabinets in each department for storing instructional aids	Principals	82	159	0	42	9	3.9	1.1
		Teachers	72	169	6	82	12	3.6	1.2
8	Adequate plans for usage and feedback mechanism of instructional facilities in the school	Principals	101	163	0	27	1	3.9	1.1
		Teachers	98	190	9	38	6	3.0	1.0
9	Supervision of students textbooks and notebooks regularly to ensure compliance	Principals	66	188	7	23	8	4.0	0.9
		Teachers	106	189	7	34	5	4.0	0.9
10	Leading the management team in supervising usage of instructional materials during lesson delivery	Principals	93	152	2	43	2	4.0	1.0
		Teachers	131	154	10	34	12	4.0	1.1
Cumulative Mean & Std. of both Principals and Teacher = 3.74 & 1.02		Mean & Std. of Principals only =				Mean & Std. of Teachers only =			
			3.81 & 0.97				3.67 & 1.06		

Table 3. T-Test Comparison of Principals and Teachers Opinions on Influence of Principals' Role Performance on the Management of Infrastructural Facilities in Public Secondary Schools in North-Central Zone, Nigeria

Respondent	N	Mean	Std.	Df	α	t - cal	t - crit	P-Value	Decision
Principals	292	3.48	1.15	631	0.05	11.866	1.962	<0.0005	Rejected
Teachers	341	3.10	1.30						
Total	633	6.58	2.45						

Table 4. T-Test Comparison of Principals and Teachers Opinions on Influence of Principals' Role Performance on the Management of Instructional Facilities for Teaching and Learning in Public Secondary Schools in North-Central Zone, Nigeria

Respondent	N	Mean	Std.	df	α	t - cal	t - crit	P-Value	Decision
Principals	292	3.81	0.97	631	0.05	4.541	1.962	<0.0005	Rejected
Teachers	341	3.67	1.06						
Total	633	7.48	2.03						

role performance in management of infrastructural facilities in public secondary schools in North-Central Zone, Nigeria were significantly higher than those of Teachers with (cum. mean = 3.10, Std = 1.3). Therefore, the study rejected the null hypothesis (H_{01}).

H_{02} . There is no significant difference in the opinions of respondents on influence of principals' role performance on the management of instructional facilities for teaching and learning in public secondary schools in North-Central Zone, Nigeria.

Table 4 presents the principals and teachers' perception on principals' role performance on the management of Instructional facilities in public secondary schools in North-Central Zone, Nigeria:

The results presented in Table 5: indicated a significant difference in the opinion of respondents (principals and teachers) used for the study. The "t" calculated value (4.541) is greater than the "t" critical value of (1.962) at the same degree of freedom (631), $p < 0.0005$. This revealed that there was significant difference in the opinion of principals and teachers on principal's role performance on the management of instructional facilities for teaching and learning in public secondary schools in North-Central Zone, Nigeria. This result implies that the opinion of principals with (cum. mean = 3.81, Std = 0.97) on principals' role performance on the management of instructional facilities for teaching and learning in public secondary schools in North-Central Zone, Nigeria were significantly higher than those of Teachers with (cum. mean = 3.67, Std = 1.06). Therefore, the study rejected the null hypothesis (H_{02})

MAJOR FINDINGS

1. Principals' role performance has positively influenced the organization, supervision, provision of laboratory reagents, maximum utilization and educating stake-

holders on management of infrastructural facilities. However, their role performance did not yield significant influence on the planning for provision and maintenance of infrastructural facilities in public secondary schools in North-Central Zone, Nigeria.

2. Principals' role performance has significantly influenced the organization of capacity building in improvisation of instructional materials, inspection and supervision of instructional facilities but negatively influenced the provision of audio visual aids, projector; maintenance and feedback mechanism.

CONCLUSION AND RECOMMENDATIONS

The study established that the Principals' role performance have positively influenced the management of infrastructural facilities and instructional facilities in the aspect of organization, coordination, supervision, maximum utilization and educating stakeholders but their role performance did not yield significant influence on the planning for provision and maintenance of these facilities in public secondary schools in North-Central Zone, Nigeria. Arising from the findings of this study, the following recommendations were made:

1. Government should improve on the funding to Secondary Education Boards to adequately provide needed facilities in the schools.
2. School principals should be involve in the planning for provision of facilities which will further strengthen them to establish periodic facilities audit to attract reward and punishment of handlers.

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