

**ASSESSMENT OF THE UTILIZATION AND MAINTENANCE OF
PHYSICAL FACILITIES AND TEACHERS' JOB PERFORMANCE
IN SECONDARY SCHOOLS IN FEDERAL CAPITAL TERRITORY
(FCT), ABUJA, NIGERIA**

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**DEPARTMENT OF EDUCATIONAL MANAGEMENT
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DECLARATION

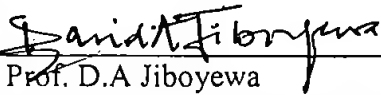
I hereby declare that this dissertation has been written by me and it is a report of my research. It has not been presented in any previous applications for M.Ed. Degree. All quotations are indicated and sources of information specifically acknowledged by means of references.



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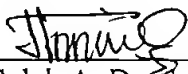
CERTIFICATION

This dissertation "Utilization and Maintenance of Physical Facilities and Teachers' Job Performance in Secondary Schools in Federal Capital Territory (FCT), Abuja, Nigeria" meets the regulations governing the award of Master Degree in Educational Psychology (M.Ed), Faculty of Education, Nasarawa State University, Keffi.




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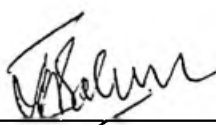
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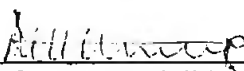
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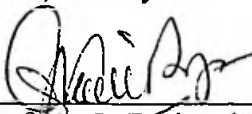
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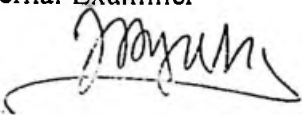
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ABSTRACT

The study assessed the interrelationship among Utilization and Maintenance of Physical Facilities and Teachers' Job Performance in Secondary Schools in Federal Capital Territory (FCT), Abuja. The study was guided by four research questions three objectives and three null hypotheses. The study reviewed 10 empirical studies. The study was anchored on Yutchman and Seashore's (1967) System Resource Theory on Organisational Effectiveness. The study used cross-sectional survey research design. The total population of the study consisted of 4,014 teachers drawn from 57 public senior secondary schools in FCT, Abuja. The sample size of this study consisted of 802 teachers drawn from 22 public senior secondary schools using stratified and simple random sampling techniques. Self-developed instrument called 'Questionnaire on the Influence of Physical Facilities Utilization and maintenance on Teachers' Performance in Public Senior Secondary Schools in FCT (TQIPFUMTP)' was used for data collection. The instrument was subjected to experts' judgment for validation and it yielded 0.79 as logical validity index. The instrument was pilot tested on 30 teachers and the coefficient of internal consistency of 0.80 was obtained. Descriptive statistics of mean and standard deviation were used to answer the research questions while the hypotheses were tested using Pearson's Product Moment Correlation (PPMC) at 0.05 level of significance. The major findings of the study showed that the frequency of physical facilities utilisation in FCT senior secondary schools is low, there is a significant relationship between physical facilities utilisation and teachers' job performance in FCT senior secondary schools and there is a significant relationship between physical facilities maintenance and teachers' job performance in FCT senior secondary schools. The study recommended that the FCT Secondary Education Board need to sensitize principals on the dangers of non-frequent use of physical facilities. Such sensitization could be carried out through seminars, conferences and workshops at the beginning or end of every academic session so that the available physical facilities could be used on frequent basis to enhance teachers' job performance.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The primary purpose of teaching and learning process is to bring about desirable change in the behaviour of learners through critical thinking. This process does not take place in a vacuum but rather in an environment structured to facilitate learning. Such environment in the school system consists of all elements which are relevant to its operation and they include direct and indirect action of elements. Physical facilities constitute the major components in school environment that enhance teaching and learning. The existence of any educational system at any level cannot be in isolation of the physical school facilities. Physical facilities constitute the essential variables which are instrumental to effective teaching and learning in the school system. Education is an effective instrument par excellence for effecting national and global development. The quality of education delivered by teachers and the academic achievement of students in any school depends on the availability and utilization of physical facilities (Asiyai, 2012). Physical facilities are material resources that enhance teaching and learning thereby making the process meaningful and purposeful.

The provision and acquisition of physical facilities in the school system is one thing, effective utilization of such facilities is another thing. Utilization is the degree or extent to which physical facilities have been put to effective use. Utilisation of school facilities can also be seen as the rate at which the various facilities are put into use bearing in mind

that physical facilities constitute an integral part of the educational system. Utilisation of school facilities to a reasonable extent influences teacher job performance because they help them to present their lessons for better understanding by the students. However, facilities could be underutilised or over utilized. If over utilised, the facilities will be over stretched which may lead to breakdown, thereby defeating the objectives which they are meant to achieve. When facilities are underutilised, it leads to wastage of resources especially when such facilities are not easily accessible by students.

Utilisation depends on facility capacity, school size and number of students' enrolment. Maximum utilization of physical facilities reduces both capital and operational costs in the school system. No effective educational programme could operate successfully without the available and adequate utilization of school facilities to enhance effective teaching and learning. This is because facilities enable learners to develop problem-solving skills and scientific knowledge. However, such problem-solving skills and scientific knowledge can only be acquired by the students when teachers possess the ability to use the available school facilities effectively. As a result, effective utilization of school facilities could ease teaching stress among teachers and improve their job performance (Ololube, 2014). When facilities are adequately utilized to meet the needs of a school, students would not only have access to the reference materials mentioned by teachers, but individual student will also learn at his or own pace. The net effect could be the facilitation of the overall academic achievement of the students through effective job performance by teachers. Physical facilities when adequately used, they would aid teaching learning programme and consequently improve both teachers' job performance

and students' academic achievement. Physical facilities utilization is an aspect of the school management which enhances quality teaching by boosting teachers' morale towards carrying out effective teaching.

Proper utilisation of facilities brings about effective maintenance culture which is a means of reducing the total cost of school operation and facilitates the goal attainment of secondary education. Resources available in school are expected to be used to maintain the school buildings, furniture and equipment to keep them in their original condition either through repairs or by replacements. The maintenance of school facilities is important in enhancing effective job performance among teachers in the secondary school system. Inclusion of maintenance cost into educational budget is essential because wear and tear or deterioration of school facilities is a natural process. It is inevitable that maintenance should be conceived as an on-going activity designed to enhance effective job performance among teachers on regular basis (Aka, 2015).

Physical facilities maintenance refers to the keeping of school property close to the condition of their original state. Although, it is impossible to convert an old material or equipment to an entirely new one but renovation would in all cases add life to that material or equipment. Facilities generally lose values continuously as soon as they have been put into use. Inadequate use of physical facilities also reduces the durability of equipment which therefore calls for maintenance. The factors that cause depreciation and loss of value of school facilities in the view of Allen (2017) are wear and tear, physical decay, obsolescence or growing out of use and accidents. Depreciation of school facilities is a usual occurrence and it is inevitable as it could cause setback in the achievement of

school aims and objectives through poor job performances by teachers. Adequate programme for school facilities maintenance include detecting and repairing or replacing damaged or lost portion of school facilities. This is done to prevent total deterioration by getting rid of obsolete materials which are no longer useful as the need arises to avoid breakdown.

Maintenance of school facilities entails a lot of activities. The major areas of responsibilities and duties that are needed to be performed for proper maintenance of physical facilities in the school system are regular renovation, repairs, servicing and replacement of roofs, doors, windows, repairs of broken chairs and tables as well painting of offices and classrooms. Others include ensuring that gardeners and labourers keep tidy the plants and flowers through regular pruning for esthetics purposes. Fire prevention and safety is needed to put off fire outbreaks by keeping fire fighting materials which must be in strategic corners of school buildings. Buckets filled with sand could be used to put off any minor fire outbreak within the school. These provisions would make schools conducive and comfortable to facilitate effective job performance among teachers.

Poor physical facilities maintenance makes the environment untidy and unsafe for staff and students, as teachers may not be motivated to teach effectively. It is also important to note that maintenance of building and equipments enhance safety and reduce accidents, stress, energy and time for teachers in the school system. Principals who lead schools that have dilapidated structures stand the risk of answering question of poor performance in examination that may occur due to poor job performance by teachers and regular accidents as well as damages that may occur within their schools (Li, Locke, Nair &

Bunting, 2015). Secondary schools with defaced and dilapidated facilities are dangerous to the health of both the staff and students. Untidy classrooms may about discomfort that could constraints effective teaching and learning process. This same experience may be observed in laboratories and libraries that are ill-maintained and may affect the students' academic performance through poor teaching since teachers may not be able to use the dilapidated equipment to teach effectively. Therefore, physical facilities maintenance is a critical factor for determining the level of job performance among teachers in secondary schools (Bullock, 2017).

A teacher is someone who is exposed to a good measure of training in teaching profession. The success and failure of educational activities at any level depends on teachers' job performance. Performance refers to the act of accomplishing or executing a given task. It could also be described as the ability to combine skillfully the right behaviour towards the achievement of organizational goals and objectives (Odufowokan, 2011). Teacher job performance refers to the duties performed by a teacher at a particular period in the school system in order to achieve school goals. It is the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. Teacher job performance is determined by the teacher's level of participation in the day to day academic activities of a school. The duties of every teacher is to evaluate students, communicate with parents on students' progress, helping slow learners to improve, cooperate with management, collaborations with other teachers, source for teaching materials and develop strategies for effective classroom management.

Adequate and quality school facilities are the basic ingredients for quality education and to achieve the intended goal of the school program. They also emphasized that learning is a complex activity that requires students and teachers' motivation, adequate school facilities such as standardized buildings and classrooms with their facilities, instructional materials and equipment for child's development. Ihuoma (2018) identified the following ways through which teachers utilise physical facilities in the school system:

- (1) To illustrate concepts;
- (2) Provide opportunity for firsthand experience;
- (3) For experimentation and demonstration;
- (4) For scientific investigation and discovery;
- (5) To provide diversity of thoughts;
- (6) For observation and inquiry;
- (7) For development of scientific attitudes and skills and
- (8) To protect the individual and also provide comfort.

Teachers are expected to use instructional materials in order to develop interest and consequently improve students' academic achievement and such instructional materials are parts of physical facilities in the school system. Teachings using instructional materials involve the organization of the content of the lesson, using symbols of a given language and involving appropriate methods and materials to send the message across to the learners. This implies that the passing of the message will be enhanced by the use of symbols and appropriate instructional materials to bring about a considerable measure of results due to the significant impressions they create on the learners' senses implying that

the use of instructional materials could enhance teacher job performance, better understanding of lessons with a corresponding high academic achievement among. However, when the available physical facilities are not maintained and accessible by teachers to use as instructional materials, they may likely not to teach effectively to improve the teaching and learning process in the school system. Neglecting physical facilities maintenance planning can cause major problems. Large capital investment may be misspent when buildings and equipment deteriorate or warranties become invalidated. Since school facilities are primarily financed by the public, it is important to adequately invest those public funds. Furthermore, failing to maintain school facilities might also discourage future public investment in the educational system (Ambogo, 2012).

The case of FCT, Abuja secondary schools revealed that school administrators seem to neglect the role of school facilities maintenance which limits the rate of usage of these facilities by teachers. The inadequate utilisation of school facilities and maintenance also reduces the morale that supposed to drive teachers towards effective job performance. The study was therefore designed to assess the relationship between utilisation and maintenance of physical facilities on teacher job performance in senior secondary schools in FCT, Abuja.

1.2 Statement of the Problem

The researcher's personal observation as a teacher revealed that most secondary schools in FCT, Abuja are bushy, have dilapidated buildings with leaking roofs, broken chairs and desks, rough floors and windows without louvers. In some of the schools, the buildings are dirty, no lightning while some have blown off roofs. The roads leading to

the sports field in some schools are bushy. It appears adequate utilization and maintenance is not enhanced on the available school facilities.

The nature of physical facilities situation in FCT secondary schools is worrisome in the sense that enrolment in schools keep increasing without commensurate expansion of school or provision of adequate facilities in schools. Most public secondary schools in FCT have been in existence for a relatively long period with the same limited classrooms, open space, library facilities, laboratory equipment and such schools have witnessed little or no renovation over time, while virtually nothing is done to maintain the existing physical facilities which sometimes hinder the level of teachers' job performance because the quality of teaching and learning depends on adequate use and maintenance of school physical facilities. The current study will however survey how classroom blocks, laboratory equipment, libraries and audio-visual aids are utilized and maintained in FCT senior secondary schools.

Therefore, it is pertinent to investigate how the deplorable situation of the educational system can be redressed in order to shore up academic standards. A veritable means of achieving this feat is to examine into the situation of crumbling facilities in the FCT secondary school system. It is on this basis that the assessed the physical facilities utilisation and maintenance on teacher job performance in in FCT, Abuja senior secondary schools.

1.3 Research Questions

The following research questions have been generated to guide the study:

1. What is the frequency of physical facilities utilisation in FCT senior secondary schools?

2. What is the extent of physical facilities maintenance in FCT senior secondary schools?
3. What is the extent of teacher job performance in FCT senior secondary schools?

1.4 Objectives of the Study

The main objective of this study was to assess the relationship between physical facilities utilisation and maintenance on teacher job performance in FCT senior secondary schools.

Specifically, the study achieved the following objectives:

1. The frequency in the utilisation of physical facilities in FCT senior secondary schools.
2. The extent to which physical facilities are maintained in FCT senior secondary schools.
3. The extent of teacher job performance in FCT senior secondary schools.

1.5 Statement of Hypotheses

The study tested the following null hypotheses:

- HO₁.** There is no significant relationship between physical facilities utilisation and teachers' job performance in FCT senior secondary schools.
- HO₂.** There is no significant relationship between physical facilities maintenance and teachers' job performance in FCT senior secondary schools.

1.6 Significance of the Study

The study would be of great benefit to school managers, educational administrators, principals, proprietors, students, educational planners and government.

The study would enlighten principals and teachers on the need to make good use of the available school facilities and maintain them effectively to create a conducive school

environment by enhancing adequate teaching and learning process in secondary schools. The finding will expose the harm poor utilisation of available facilities can have, enabling the principals and other school administrators to seek means of effective utilization of existing school facilities so as to improve teaching and learning process.

The findings of this would also provide useful information to both the government and private schools' owners on how to promote academic excellence through adequate utilisation and maintenance of physical facilities to help in facilitating teachers' job performance in a manner that will lead to all-round development of the students in the three domains of learning (cognitive, psychomotor and affective domains).

The finding of the study would also be of benefit to educational planners to formulate policies that would guide the utilization of maintenance of physical facilities in the school system.

The study would draw the attention of government at various levels to realize the need for making adequate plans and budgetary allocations for the maintenance of school physical facilities. It will establish the relationship between physical facilities utilisation, maintenance and teacher job performance thereby equipping the government with the necessary information that will enable them to provide some physical facilities that are lacking in schools to enhance effective teaching and learning.

The findings of the study would help teachers to tailor their teachings towards using appropriate school facilities to enhance better learning that will facilitate high academic performance among students.

1.7 Scope of the Study

The study was aimed at assessing the relationship between utilisation and maintenance of physical facilities on teacher job performance in FCT secondary schools. The scope of the study was limited to only senior secondary schools in FCT, Abuja for the fact that most of the teachers in the senior secondary schools have taught for a very long period of time as a result. their opinion may be more reliable and useful to generate data for this study than their counterparts in the junior and private secondary schools.

In terms of variables, the study reviewed physical facilities utilisation, maintained in the areas of regular renovation, repairs, servicing and replacement of outdated equipment as well as teacher job performance in the areas of students' evaluation, communicate with parents on students' progress, helping slow learners to improve, cooperate with management, collaborations with other teachers, source for teaching materials and develop strategies for effective classroom management in FCT, Abuja senior secondary schools.

1.8 Operational Definition of Terms

The following terms have been defined in relation to how they were used in this study:

Utilisation of Physical Facilities refers to the rate at which teachers have access to make use of available physical facilities in their schools like classroom blocks, laboratories, workshops, libraries, equipment, electricity, water, visual and audio-visual aids, tables, desks, chairs and play ground to aid their job performance.

Maintenance of Physical Facilities refers to series of activities carried out by schools such as regular renovation, repairs, servicing and replacement of outdated equipment to ensure that physical facilities do not breakdown but remain functional continuously.

Teacher Job Performance refers to teachers' ability to carry out their teaching responsibilities such as students' evaluation, communicate with parents on students' progress, helping slow learners to improve. cooperate with management, collaboration with other teachers, source for teaching materials and develop strategies for effective classroom management in FCT, Abuja senior secondary schools.

School Physical Facilities in this study means the spatial component of school which enhances teaching and learning.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Conceptual Framework

The study reviewed concepts of School Physical Facilities, School Physical Facilities Utilisation, School Facilities Maintenance and Concept of Teacher Performance.

2.1.1 School Physical Facilities

The quality of knowledge and skills acquire by students from the teachers depends on numerous factors of which school physical facilities is very important. School physical facilities are tangible resources that facilitate teaching and learning in the school system. School physical facilities refer to the entire physical school components which the school managers use for the smooth and efficient management of educational institutions, they are utilised by teachers for effective lesson delivery and students use them to aid their learning capacity (Etuk, 2017).

School physical facilities are the spatial elements which enhances teaching and learning by improving the general performance of school in terms of teacher job performance and students academic achievement. School physical facilities serve as a motivational and promoter of effective teaching and learning. School physical facilities are the permanent and semi-permanent structures such as machinery, laboratory equipment, instructional materials and other equipment which enhance effective job performance among teachers. The standard of a school is greatly influenced by the provision, adequacy, unitisation and maintenance of educational facilities. Khan and Igbal (2012) asserted that educational curriculum cannot be well implemented with facilities that are poorly utilised and

maintained. In the nutshell, school facilities are physical resources that ensure the job of teaching and learning is not negatively hindered. The school physical facilities which secondary schools use frequently are classrooms, laboratories, workshops, libraries, equipment, electricity, water, visual and audio-visual aids, tables, desks, chairs, playground, storage space and toilets.

School physical facilities are very useful in the areas of quantitative education. Adequate provision and maintenance of school physical facilities play a significant role in promoting quality teaching and learning and the attainment of educational goals. Ambogo (2012) maintained that learning could occur through an individual's experience, observation and interaction with his environment. Such environment refers to facilities that are available to help students to learn without difficulty. Such school facilities in addition to the above listed ones are books, audio-visual, software and hardware of educational technology as well as size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical are arranged.

Mwihaki (2017) opined that school physical facilities constitute strategic element that enhance proper functioning of a school. The availability, adequacy and relevance of school facilities could influence efficiency and high productivity in terms of teaching, learning and the overall academic achievement of students in the school system. Mapfumo and Muchena (2013) opined that the wealth of a nation or society could determine the quality of education in that land; emphasizing that a society that is wealthy would establish good schools with quality teachers, provides standard and quality

learning facilities that could influence students to learn with ease as well as influencing good academic achievement. Muniu (2009) submitted that no effective educational programme could exist with inadequate and poor utilisation of school facilities. This is because facilities enable learners to develop problem-solving skills and scientific attitudes. When facilities are adequately provided, utilised and maintained to meet the needs of a school, teachers could be effective in carrying out their responsibilities and students would not only have access to the reference material but they will also learn at their own pace. The overall result could be the facilitation of high academic achievement of the students. Muniu (2009) viewed that school facilities when adequately utilised would aid teaching and learning programme by improving the academic performance of students while poorly maintained school facilities may reduce students' academic performance due to poor job performance by teachers. The Federal Government of Nigeria (2013) stated that to equip student to learn effectively in our modern age or time of science and technology, effort must be made to link theory with practice. The success in the implementation of this policy largely depends on the provision, utilisation and maintenance of the available school physical facilities.

2.1.2 School Physical Facilities Utilisation

Utilisation is the extent to which physical facilities are effectively used to enhance the attainment of school goals and objectives. Utilisation of school facilities could also be seen as the rate at which the various school facilities are put into use considering the fact that such physical facilities form part of the educational system. Utilisation of school facilities influences teacher job performance because they help them to present their

lessons for better understanding by the students. However, facilities could be underutilised or over utilised. If over utilised, the facilities will be over stretched which may lead to breakdown, thereby defeating the aims which they are meant to achieve. When facilities are underutilised, it brings about wastage of educational resources especially when such facilities are not useful to the school managers, teachers and students (Oyesola, 2017).

It is the responsibility of the principals in secondary schools to ensure that the school physical facilities are accessible for use when due and they are appropriately used for the purpose for which they were bought for so that teaching and learning activities could not be disrupted. Ejieh, Fadipe and Ajaredi (2010) opined that using the school facilities for educational purposes demands careful direction or much of its usefulness could be lost. If a facility is designed for a given function, then the role specified to use the facility for should be taken into consideration or else, the facility could be used in an inappropriate manner. For effective utilisation of the various school facilities, much attention needs to be devoted to regular planning and supervision so that teachers and students would not use them wrongly.

If a classroom that was constructed to be used by 40 students is used by 15 students, it therefore means under-utilisation has occurred while over-utilisation occurs when more than 40 students use such classroom at a time. Wrong use of facilities occurs when facilities are used for different purpose other than the one they were designed for. Having physics lessons in an English studio and that of the English in physics laboratory would lead to poor utilisation of school physical facilities (Ihuoma, 2018).

It is the responsibility of every principal to allocate the available learning facilities such as instructional materials to teachers and monitor them strictly so that those that will misuse the materials given them could be held responsible. For adequate utilisation of school facilities, both teachers and students need to be sensitised on how to use any new equipment that a school purchases. Adequate utilisation of school physical facilities could reduce the stress and burden of teaching among teachers and improve their job performance (Emenalo, 2017). When facilities are properly utilised to achieve the goals of a school, effective teaching and learning could be enhanced in the school system. Physical facilities when adequately used, would facilitate teaching and learning activities through the improvement of teachers' job performance and students' academic performance. Physical facilities utilisation is an aspect of the school management which enhances quality teaching by boosting teachers' morale towards carrying out effective teaching.

2.1.3 School Facilities Maintenance

Uko (2015) described school facilities maintenance as the situation through which the physical components of a school are well-coordinated to enhance a conducive learning environment in the school system. School facilities maintenance is the application of series of techniques in taken care of physical environment of learning for the realisation of the educational goals and objectives. This could be achieved through collective and participative decision making process towards the upgrading, innovation and purchase of relevance learning facilities. Adequate maintenance of school facilities requires knowledge, skill and expertise in handling the various areas of the school system. As a

result, in secondary schools, the principals are expected to purchase and supervise facilities usage, draft guidelines for their usage and enhance the maintenance of such facilities so that they cannot lose their values within a short period of time.

The greater of investment in educational institutions is through the procurement of physical facilities because it requires much finances, time and material resources. As a result, such investment should be protected through regular maintenance. Abdulkareem (2011) described maintenance as the effort that is geared towards keeping the school physical facilities closed to their original condition. Maintenance of school facilities involves the repair and up-keep of school physical facilities in order to derive efficient services that will promote the standard of education. The purpose of school facility maintenance is not only to protect the value of the facility but also to protect the educational value that is attached to the facility. Adeboye (2010) looked at the educational value of a facility as its appearance, usefulness in housing, the educational programme and the learning atmosphere that it creates. Maintenance of school facilities enhances the delivery of effective and responsive services by teachers to students, community members and other people as well as different educational agencies. One of the reasons for school facility maintenance is to enhance the attainment schools' objectives and boost its image.

Efficiency in school facilities maintenance could be achieved through regular maintenance activities as against responding to emergencies whenever a particular facility is broken down. As a result, rigorous planning is inevitable to ensure that maintenance services are carried out on a regular basis, some periodically and others as

the need arises. The five commonest types of facilities maintenance are Preventive, Periodic, Replacement, Emergencies and Improvement maintenance (Isaac & Musibau, 2008).

When facilities are adequately maintained to meet the needs of a school, students would not only have access to the reference materials mentioned by teachers, but individual student will also learn at his or own pace. The net effect could be the facilitation of the overall academic performance of students through effective job performance by teachers.

2.1.4 Teacher Job Performance

The success and failure of educational any educational institution is on the quality and standard of educational services rendered by teachers. The outcome of educational sector is the product of the work of the teachers. Performance of teachers is one the major determinants of the success of an educational system. Zeichner (2016) described job performance as an act of executing a particular task. Okeniyi (2013) opined that teacher job performance is the duties carried out by a teacher within a given period in the school system with aim of accomplishing school goals. Job performance is measured by the teachers' level of participation in the day to day running of schools. There are some factors which contribute to teacher's performance. Some of such factors in the view of Peretemode (2010) include:

- (i) Satisfying the students through the right teaching methods;
- (ii) Ability to perform other responsibilities assigned to teachers by the principals;
- (iii) Management of class discipline and motivation of students to learn properly; and
- (v) Interaction with students, parents, colleagues and high officials.

Muheeb (2014) believed that a productive teacher is the one who motivates students to learn happily. Teachers' job performance could be described as the duties performed by a teacher at a particular period in the school with aim of realizing school goals. It could also be described as the ability of teachers to effectively use the various instructional materials appropriately to enhance teaching and learning activities. It is noted that employees behave differently under different situations. Principals are expected to encourage effective performance of their teachers by identifying their needs and develop strategies to satisfy them in order to enable them perform their jobs properly. Ololube (2014) asserted that the indices of job performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are attributes which teachers should uphold effectively in the school system. In this regard, the teachers' performance could be measured through annual report of his/ her activities in terms of performance in teaching, lesson preparation, lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities. Other areas of measuring teachers' job performance are effective supervision, effective monitoring of students' work, motivation, class control and disciplinary ability of the teachers. Teacher's job performance and productivity is measured by relating teacher's behaviour with the duties and responsibilities expected of them within the school system and which are crucial to their actualisation of secondary educational objectives.

2.2 Review of Empirical Studies

The following empirical studies have been reviewed:

Nwokike (2012) conducted a study on the Management of School Facilities by Principals in Nsukka Education Zone of Enugu State. The study used a descriptive survey design. The population consisted of 59 principals and 1988 teachers. 600 respondents constituted the sample size of the study. A self-developed researcher's questionnaire was used for data collection. Four research questions and two hypotheses were tested at 0.05 level of significance. Mean and standard deviation were used to answer the research questions while t-test statistic was used in testing the hypotheses. The findings of the study showed that principals played important roles in the procurement, maintenance, safe guarding and ensuring adequate utilisation of school facilities. The study also found that there was no significant difference in the mean ratings of principals and teachers with regard to the roles played by principals in the areas of procurement, maintenance, safe-guarding and utilisation of school facilities. The above study focused on the management of school facilities while the current study assessed the relationship between utilisation and maintenance of school facilities on teacher job performance. The previous study used t-test statistic to test the hypotheses while the current study tested its hypotheses using Pearson's product moment correlation. However, the mean and standard deviation that were used to analysed research questions in the previous study were also used by the current study to analyze the research questions.

Babatunde, Jide and Ojo (2015) Physical Resource Maintenance in Public Secondary Schools in Southwestern Nigeria: Leadership Quandary in Effective Management. The descriptive survey research design was used for the study. A total of 81 schools were sampled. The study population consisted of the principals and teachers in public

secondary schools in the three states. The study sample comprised 81 principals and 405 teachers. Questionnaire, interviews and observation methods were used for data collection in this study. Data were analysed using means and percentages. The findings show that poor maintenance level of libraries, laboratories and school building was found in the schools and have contributed to poor school performance in public schools in the country. The study recommended that in order to improve school outcome, effective school facilities maintenance need to be given adequate attention.

Ninikanwa (2014) conducted a study on Effective Practices in the Management of School Plant in Secondary Schools in Southeast, Nigeria. The aim of the study was to determine the effective practices in the management of school plant in secondary schools in the South – Eastern states of Nigeria. Descriptive survey design was used in the study. The sample size of the study consisted of 696 school boards and 467 principals. 6 research questions and 6 hypotheses guided the study. A 40 items questionnaire was used for data collection. The research questions were answered using mean while t-test statistic was used to test the hypotheses at 0.05 level of significance. The result of the study indicated that principals do not carry out weekly inspections of school building and involves capable technical personnel for identifying major deficiencies associated with the use of school plants. The result of the study also showed that principals do not make rules and regulations to secure secondary school buildings in South-- Eastern States.

The above study focused on the effective practices in the management of school plant in secondary schools in south east while the current study assessed the relationship between utilisation and maintenance of school facilities on teacher job performance in FCT,

Abuja. The previous study used t-test statistic to test the hypotheses while the current study tested its hypotheses using Pearson's product moment correlation. However, the above study used only mean to answer the research questions while the current study analyzed the research questions using mean and standard deviation. The previous study did not mention the total population to enable the researcher ascertain the extent to which the sample size of 696 school boards and 467 principals represent the total population.

Uko (2015) conducted a study on Principalship and Effective Management of Facilities in Secondary Schools in Cross River State, Nigeria. The sample of the study included 36 secondary schools. The data were collected from the respondents using questionnaire and personal interview. Pearson Product Moment Correlation was used in testing the hypotheses. The results of the study showed that there is a significant relationship between the principal's proficiency and creativity in the management of school facilities. The results of the study further showed that effective management of school facilities is necessary for creating conducive academic environment thereby enhancing a corresponding achievement and performance in the teaching – learning process.

The above study looked at the effectiveness of principals in the management of school facilities while the current study assessed the relationship between utilisation and maintenance of school physical facilities on teacher job performance. The previous study did not mention the statistical tool used for answering the research questions while the current study used mean and standard deviation to answer the research questions.

However, the current study also used Pearson product moment correlation that was used by the above study in testing the hypotheses.

Mucaï (2013) conducted a study on the Availability and Utilization of Educational Resources in Influencing Students Performance in Secondary Schools in Mbeere South, Embu County, Kenya. The major aim of the study was to determine how effectively students and teachers utilise the available school facilities. A survey research design was used in the study. The population of the study comprised 6403 students, 34 principals 68 Head of Departments drawn from 34 secondary schools in Mbeere South Embu county. Purposive sampling technique was used to select 15 principals and 30 Head of Departments. Simple percentage and t-test were used for data analysis. The study found out that school facilities were in short supply and the available ones are not adequately utilised. The above study looked at the availability and utilisation of school facilities while the current study assessed the relationship between utilisation and maintenance of school physical facilities on teacher job performance. The population of the previous study consisted of students, principals and HODs while the population of the current study consisted of only the teachers. The sample size of the previous was selected using purposive sampling while the current study selected the sample size using simple random sampling. Finally, the previous study was conducted in Kenya which is outside Nigeria but the current study was conducted in FCT, Abuja which is the capital of Nigeria.

Uchendu, Ekanem and Jonah (2013) conducted a study on Resource Maintenance for the Provision of educational Services to Enhance Students' Academic achievement in Public and Private Secondary Schools in River State, Nigeria. The study raised 2 research

questions with corresponding 2 hypotheses. Descriptive survey research design was used in the study. Stratified random sampling technique was used to select 738 principals and vice-principals out of the total population of 1,515. The data were analyzed using mean, standard deviation and t-test statistic. The findings of the study showed that the maintenance culture of resources in both public and private secondary school in River State is poor it has significant influence on the provision of educational service and students' academic achievement in River State.

Nwokike (2012) conducted a study on the Management of School Facilities by Principals in Nsukka Education Zone of Enugu State. The study used a descriptive survey design. The population consisted of 59 principals and 1988 teachers. The sample size of the study consisted of 600 drawn from the population of 3653. A self-developed researcher's questionnaire was used for data collection. Four research questions and two hypotheses were tested at 0.05 level of significance. Mean and standard deviation were used to answer the research questions while t-test statistic was used in testing the hypotheses. The findings of the study showed that principals played important roles in the procurement, maintenance, safe guarding and ensuring adequate utilisation of school facilities. The study also found that there was no significant difference in the mean ratings of principals and teachers with regard to the roles play by principals' roles in the areas of procurement, maintenance, safe-guarding and utilisation of school facilities.

Yuniah, Walter and Duke (2015) also conducted a study on School Physical Factors that determine Teacher Motivation and Students' Academic achievement in Public Secondary Schools in Masaba South Sub-County, Kenya. The study used cross sectional survey

research design. The population of the study consisted of 402 teachers drawn from 14 schools in Masaba South Sub-County. The sample size of the study was 121 teachers who were selected using stratified random sampling technique. Data were analyzed using descriptive statistic of mean and regression analysis. The study revealed that provision and maintenance of physical resources had a significant effect on teacher motivation and students' academic achievement. The study recommended that school managers need to provide adequate physical facilities to enable teachers perform their job to enhance students' academic achievement.

Usuah (2015) carried study on the "Effects of classroom facilities on the academic achievement of primary school pupils in Gboko Local Government Area of Benue State. The study used cross-sectional survey research design while the simple random sampling technique without replacement was used to select the sample size of 200 respondents out of 1260 total population Data collected were analyzed using inferential statistics of chi-square to test the hypotheses. The finding from the study revealed that adequate provision and maintenance of classrooms enhance academic achievement of primary school pupils in Gboko Local Government Area of Benue State.

Diesomaoh, Akarah and Tayire (2015) conducted a study on the availability of school facilities, but they concentrated more on the equipment for sports administration at the local government areas of Delta State. The population of the study consisted of 2640 teachers. The study used descriptive survey design. The sample size for the study is 400 respondents. The data generated for the study were analysed using simple percentages. The results showed that Local Governments of Delta State provided facilities and

equipment for soccer, athletics, badminton, volleyball, and general playing field to a high extent while the extent of provision of facilities and equipment for the other sports was low.

Alimi, Ehinola and Alabi (2012) conducted a study on the influence of laboratory equipment on students' academic performance in Ondo State. The study used correlational research design. The sample of 250 respondents were drawn out of the total population of 1650. t-test was used to test the hypotheses. All hypotheses were tested at a significant level of 0.05. The study revealed that significant difference does not exist between laboratory equipment and students' academic performance in Ondo State. The study recommended that government should provide more funds for the procurement of teaching and learning facilities. The above study used descriptive survey research design while the current study will use cross-sectional survey research design.

2.3 Theoretical Framework

The study was anchored on Yutchman and Seashore's (1967) System Resource Theory on Organisational Effectiveness.

2.3 Yutchman and Seashore's (1967) System Resource Theory on Organisational Effectiveness

The System Resource Theory on Organisational Effectiveness is similar to the Systems Theory propounded by Bertalanffy (1956) as both theories described an organisation as an open system. As an open system, an organisation acquires inputs, processes the inputs into outputs for consumption. Yutchman and Seashore believed that a system approach to organisational effectiveness in their assumptions consists of interrelated subsystems (Kast

& Rosenzweig,1985). If any of these sub-systems performs poorly, the performance of the entire organisation will also be poor. As a result, organisations could be described as being effective if they would be able to receive adequate resource inputs from their environment. The survival of any organisation also depends on its relationship with its environment as the activities of the environment are capable of distorting the effective functioning of every organisation. For any organisation to remain functional and survive, it is imperative to obtain its resources regularly from the environment (Kast & Rosenzweig, 1985). The inability of an organisation to acquire the required resources for its survival from the environment, it will become very difficult for such an organisation to achieve its targeted goals. The systems resource theory identified different factors like organisational relationship with its environment to ensure regular acquisition of inputs and disposal of outputs; quick response to changes in the environment; the organisational efficiency in transforming inputs into outputs; maintain clear line communications; reduce the level of inter-conflicts among individuals and groups as the effective ways of enhancing the continuous survival of every organisation.

The systems resource approach to organisational effectiveness does not underestimate end goals; rather views them as integral aspect of a set of complex system which help to sustain an organisation for a long period of time (Yutchman & Seashore, 1967). In a clear term, the systems approach do not lay much emphasis on specific ends, rather, it concentrates on the means required for the realisation of these ends. Yutchman and Seashore (1967) highlighted the advantages of the system resource approach as follows:

1. the organisation is a source of reference point;

2. the relationship that exists between organisations and the environment are complementary in nature;
3. the general framework can be used in different organisations;
4. different techniques could be used for measuring and evaluating organisational effectiveness; and
5. guidelines for measuring organisational effectiveness are provided.

Relevance of Yutchman and Seashore's (1967) System Resource Theory on Organizational Effectiveness to this study:

A system is a collection of interrelated and interdependent parts which form a whole. It is the sum of total parts working independently and working together to achieve a required result or an organizational goal. A secondary school is a system which comprises the three basic resources which are material, financial and human resources. Each of the resources (that is, material, financial and human) operate independently but all of them are interrelated as they work in harmony towards the attainment of the overall goals of secondary school system. School facilities which represent the material resources influence the activities of both the teachers and students as they aid teachers in lesson delivery and facilitate learning among students. This theory assumed that effectiveness is an organisation's capacity to secure favourable bargaining position from its environment and to use such position to acquire and monitor utilisation of available resources. As a result, the limited physical facilities available in the school are expected to be well-utilised and maintained for the purpose achieving the goals of secondary education. Yutchman and Seashore

(1967) system resource theory of organizational effectiveness is relevant to this study because the level of school relationship with its environment is crucial for the acquisition of school physical facilities which could be utilised effectively to enhance teacher job performance.

2.4 Summary of Literature Review

The study reviewed the concepts of School Physical Facilities, School Physical Facilities Utilisation, School Facilities Maintenance and Concept of Teacher Performance. The study was anchored on Yutchman and Seashore's (1967) System Resource Theory on Organisational Effectiveness.

In summary, the study reviewed ten (10) empirical studies. All the empirical studies concentrated on school facilities management except the study by Mucai (2013) which assessed the influence of availability and utilisation of educational resources on students' performance in secondary schools whereas the current study focused on assessing the relationship between school physical facilities utilisation and maintenance on teachers' job performance. The concept of utilisation and maintenance used in the current study differentiated it from the reviewed empirical studies. Another area which differentiated the current study from the empirical studies is the aspect of geographical scope. All the empirical studies were conducted in southern parts of Nigeria and Kenya respectively while the current study was conducted in FCT, Abuja.

The inability of any of the empirical studies to combine the concepts of utilisation, maintenance and teacher job performance prompted the researcher to embark on this study with the aim of assessing the relationship between physical facilities utilisation and maintenance on teachers' job performance in FCT, Abuja.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

The study focused on the assessment of physical facilities utilisation and maintenance on teachers' job performance in FCT, Abuja, Nigeria. The study was guided by cross-sectional survey research design. Uzoechi (2015) observed that cross-sectional survey research design involves a cross section of the subjects of varying ages and levels being sampled and studied at the same time. It is used to examine a population with different views and opinions over a particular issue. The design was chosen for this study because the teachers that constituted the population of this study are made up of different ages, grade levels, different academic qualifications, they are hailed from different states and ethnic backgrounds. Such differences which constituted the characteristics of teachers in FCT made cross-sectional survey research design more suitable for this study.

3.2 Population of the Study

The population of this study consisted of 4,014 teachers drawn from all the 57 public senior secondary schools in FCT, Abuja. The common characteristic of the population is that all of them are public senior secondary schools' teachers in FCT, Abuja. See table 1. below for details of the distribution of population of the Study by Area Councils, schools and teachers.

Table 1: Distribution of Population of the Study by Area Councils, Schools, Principals and Teachers

| S/N | Area Councils | Number of Schools | Number of Teachers |
|----------|---------------|-------------------|--------------------|
| 1. | Abaji | 5 | 197 |
| 2. | Bwari | 11 | 863 |
| 3. | Gwagwalada | 8 | 641 |
| 4. | Kuje | 7 | 330 |
| 5. | Kwali | 5 | 193 |
| 6. | Municipal | 21 | 1790 |
| S | Total | 57 | 4014 |

Source: FCT Secondary Education Board, 2018

3.3 Sample and Sampling Technique

The sample size of this study consisted of 802 respondents drawn from 22 schools in 6 Area Councils in FCT, Abuja. In the first phase, the population of the study was stratified based on Area Councils, schools and teachers respectively. In the second phase, a simple random sampling technique was to select schools using 40 % while 20% was used to select teachers. This was done through the lucky-dip method of simple random sampling technique. Serial numbers of the elements in the sample frame were recorded on pieces of papers, folded and mixed thoroughly before the principals of all the schools in the 6 selected Area Councils and respondents were asked to pick at once without replacement. This technique gave the Area Councils, schools and respondents equal opportunity of being selected thereby, reducing the bias effect that would have interfered

with the validity and reliability of the study. See table 2 below for details of the distribution of sample of the study by area councils, schools and teachers:

Table 2: Distribution of Sample of the Study by Area Councils, Schools and Teachers

| S/N | Area Councils | Number of Schools | Sample Schools 40% | Number of Teachers | Sample Teachers 20% |
|--------------|---------------|-------------------|--------------------|--------------------|---------------------|
| 1. | Abaji | 5 | 2 | 197 | 39 |
| 2. | Bwari | 11 | 4 | 863 | 172 |
| 3. | Gwagwalada | 8 | 3 | 641 | 128 |
| 4. | Kuje | 7 | 3 | 330 | 66 |
| 5. | Kwali | 5 | 2 | 193 | 39 |
| 6. | Municipal | 21 | 8 | 1790 | 358 |
| Total | | 57 | 22 | 4014 | 802 |

3.4 Method of Data Collection

A self-developed researcher's instrument as used for data collection from the respondents. The instrument is called 'Teachers' Questionnaire on the Influence of Physical Facilities Utilization and Maintenance on Teachers' Performance in Public Senior Secondary Schools in FCT (TQIPFUMTP). The questionnaire contained 24 items designed based on Likert's 4-point modified rating scale given as follows: SA = Strongly Agree (4), Agree (3), D = Disagree (2) and SD = Strongly Disagree.

The questionnaire contained two sections. Section 'A' sought information on the bio-data of the respondents. The bio-data information includes years of teaching experience and number of subject (s) being taught. Section B consists of 24 items constructed based on

the influence of availability of school physical facilities utilization and maintenance on students' academic performance in public senior secondary schools in FCT.

3.4.1 Validation of the Instrument

The instrument was subjected to experts' judgment for validation. Experts from Measurement and Evaluation and Educational Administration and Planning validated the instrument by checking for comprehensiveness, appropriateness and relevance of the items. The aim of the validation was to determine the logical validity index of the instrument. The average logical consensus of the experts' judgment yielded 0.79 as index of rational validity.

3.4.2 Reliability of the Instrument

The instrument was pilot tested on a small portion of the population that was not part of the sample respondents. The instrument was pilot tested on 20 teachers in GSS Karu. The aim of the pilot testing was to determine the reliability co-efficient of the instrument. Chronbach Alpha was employed to compute the coefficient of internal consistency of the instrument. The instrument yielded 0.80 as the Coefficient of Internal Consistency.

3.4.3 Administration of the instrument

The instrument was administered by the researcher with prior arrangement with principals of the sample schools using the researchers' introductory letter that was obtained from the Head of Department of Educational Administration and Planning, Faculty of Education, Nasarawa State University, Keffi. The researcher employed 'Wait and Take' method to retrieve the questionnaire from the respondents. 50 respondents (6.2%) however rendered their questionnaires invalid, the researcher used the remaining 752 valid questionnaires for data analysis.

3.5 Methods of Data Analysis

Descriptive statistics of means and standard deviations were used to answer the research questions while Pearson Product Moment Correlation (PPMC) was used to test all the hypotheses at 0.05 level of significance. PPMC is a suitable statistical for testing hypotheses that involve relationships between 2 or more variables.

3.6 Justification of Methods

The study used cross-sectional survey research design. The design was chosen for this study because the teachers that constituted the population of this study are made up of different ages, grade levels, different academic qualifications, they are hailed from different states and ethnic backgrounds. Such differences which constituted the characteristics of teachers in FCT made cross-sectional survey research design more suitable for this study.

Descriptive statistic is a brief data coefficient that summarizes a given set of data that could be a representation of the entire population or sample of a population. Descriptive statistic is a summary statistic that quantitatively describes or summarizes features of a collection of information and data that represent the opinion of a group of people on a given subject. The scale mean (bench mark) for classifying items into 'agreed and disagreed' for a 4-point item questionnaire as used by this study is 2.50. Pearson's Product Moment Correlation is more suitable for testing hypotheses that have relationship between or among different variables especially when the numbers of participants are more than 30 (Anikweze, 2013).

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

Presentation and analysis of data from the study on physical facilities utilisation and maintenance on teachers' job performance in FCT senior secondary schools. Descriptive statistics (weighted mean and standard deviation) were used to answer all the research questions while Pearson's product moment correlation was used to test the null hypotheses at 0.05 level of significance.

4.2 Analysis of Research Questions

Research Question 1: What is the frequency of physical facilities utilisation in FCT senior secondary schools?

Table 3: Frequency of Physical Facilities Utilisation in FCT Senior Secondary Schools

| S/N | Area Councils | Means | SD | Decision |
|-----------------|---------------|-------|------|----------|
| 1. | Abaji | 2.35 | 0.65 | Below |
| 2. | Bwari | 2.46 | 0.80 | Below |
| 3 | Gwagwalada | 2.38 | 0.77 | Below |
| 4 | Kuje | 2.40 | 0.58 | Below |
| 5 | Kwali | 2.44 | 0.71 | Below |
| 6 | Municipal | 2.66 | 0.60 | Above |
| Aggregate Mean= | | 2.44 | 0.68 | Below |

Scale Mean = 2.50

Table 3 showed the frequency of physical facilities utilisation in FCT senior secondary schools. The Table revealed that Abaji had the mean value of 2.35 and standard deviation of 0.65, Bwari had the mean value of 2.46 and standard deviation of 0.80, Gwagwalada had the mean value of 2.38 and standard deviation of 0.77, Kuje had the mean value of 2.40 and standard deviation of 0.58 Kwali had the mean value of 2.44 and standard

deviation of 0.71, Municipal had the mean value of 2.66 and standard deviation of 0.60. The analysis of the results revealed that the average mean of 2.44 is below the scale mean of 2.50, this therefore signifies that the frequency of physical facilities utilisation in FCT senior secondary schools is low.

Research Question 2: What is the nature of physical facilities maintenance in FCT senior secondary schools?

Table 4: Nature of Physical Facilities Maintenance in FCT Senior Secondary Schools

| S/N | Area Councils | Means | SD | Decision |
|---------------|---------------|-------|------|----------|
| 1. | Abaji | 2.32 | 0.80 | Below |
| 2. | Bwari | 2.28 | 0.85 | Below |
| 3 | Gwagwalada | 2.35 | 0.65 | Below |
| 4 | Kuje | 2.45 | 0.60 | Below |
| 5 | Kwali | 2.55 | 0.70 | Above |
| 6 | Municipal | 2.29 | 0.60 | Below |
| Average Mean= | | 2.37 | 0.70 | Below |

Scale Mean = 2.50

Table 4 showed the nature of physical facilities maintenance in FCT senior secondary schools. The Table revealed that Abaji had the mean value of 2.32 and standard deviation of 0.80, Bwari had the mean value of 2.28 and standard deviation of 0.85, Gwagwalada had the mean value of 2.35 and standard deviation of 0.65, Kuje had the mean value of 2.45 and standard deviation of 0.60, Kwali had the mean value of 2.55 and standard deviation of 0.70, Municipal had the mean value of 2.29 and standard deviation of 0.60. The analysis of the results indicated that the average mean of 2.37 is below the scale mean of 2.50, this therefore showed that the nature of physical facilities maintenance in FCT senior secondary schools is below average.

Research Question 3: What is the level of teacher job performance in FCT senior secondary schools?

Table 5: Level of Teachers' Job Performance in FCT Senior Secondary Schools

| S/N | Area Councils | Means | SD | Decision |
|--------------------|---------------|-------|------|----------|
| 1. | Abaji | 2.42 | 0.72 | Below |
| 2. | Bwari | 2.25 | 0.85 | Below |
| 3 | Gwagwalada | 2.23 | 0.68 | Below |
| 4 | Kuje | 2.60 | 0.79 | Above |
| 5 | Kwali | 2.30 | 0.65 | Below |
| 6 | Municipal | 2.08 | 0.58 | Average |
| Average Mean= 2.31 | | | 0.71 | Below |

Scale Mean = 2.50

Table 5 showed the level of teachers' job performance in FCT senior secondary schools.

The above Table revealed that Abaji had the mean value of 2.42 and standard deviation of 0.85, Bwari had the mean value of 2.25 and standard deviation of 0.85, Gwagwalada had the mean value of 2.23 and standard deviation of 0.68, Kuje had the mean value of 2.60 and standard deviation of 0.79, Kwali had the mean value of 2.30 and standard deviation of 0.65, Municipal had the mean value of 2.08 and standard deviation of 0.58.

The analysis of the results indicated that the average mean of 2.31 is below the scale mean of 2.50, this therefore showed that there is low level of teachers' job performance in FCT senior secondary schools.

4.3 Testing of Hypotheses

Hypothesis 1: There is no significant relationship between physical facilities utilisation and teachers' job performance in FCT senior secondary schools.

Table 6: Correlation Coefficient Analysis Showing the Relationship between Physical Facilities Utilisation and Teachers' Job Performance in FCT Senior Secondary Schools

| S/N | Variable | \bar{X} | r-cal | r-tab | Level of Sig. sig. |
|-----|---------------------------------|-----------|-------|-------|--------------------|
| | | | | | 0.05 |
| 1. | Physical Facilities Utilization | | | | |
| 2. | Teachers' Job Performance | 2.45 | 0.71 | 0.078 | Significant |

Df = 750, $\alpha = 0.05$, © SPSS version No. of Schools=22 No. of Respondents=752

Table 6 indicated the correlation coefficient of significant relationship between physical facilities utilisation and teachers' job performance in FCT senior secondary schools. The analysis of the results showed that the r-calculated value is 0.71 while the r-table value is 0.078 at significant level of 0.05 and 750 as degree of freedom. Since the calculated value r-calculated value of 0.71 is higher than the table value of 0.078, the null hypothesis is therefore rejected which means that there is a significant relationship between physical facilities utilisation and teachers' job performance in FCT senior secondary schools.

Hypothesis 2: There is no significant relationship between physical facilities maintenance and teachers' job performance in FCT senior secondary schools.

Table 7: Correlation Coefficient Analysis Showing the Relationship between Physical Facilities Maintenance and Teachers' Job Performance in FCT Senior Secondary Schools

| S/N | Variable | \bar{X} | r-cal | r-tab | Level of Sig. sig. |
|-----|---------------------------------|-----------|-------|-------|--------------------|
| | | | | | 0.05 |
| 1. | Physical Facilities Maintenance | | | | |
| 2. | Teachers' Job Performance | 2.58 | 0.75 | 0.078 | Significant |

Df = 750, $\alpha = 0.05$, © SPSS version No. of Schools=22 No. of Respondents=752

Table 7 indicated the correlation coefficient of significant relationship between physical facilities maintenance and teachers' job performance in FCT senior secondary schools.

The analysis of the results showed that the r-calculated value is 0.75 while the r-table value is 0.078 at significant level of 0.05 and 750 as degree of freedom. Since the calculated value r-calculated value of 0.75 is higher than the table value of 0.078, the null hypothesis is therefore rejected which signifies that there is a significant relationship between physical facilities maintenance and teachers' job performance in FCT senior secondary schools.

4.4 Discussion Findings

The finding of the study showed that there is a significant relationship between physical facilities utilisation and teachers' job performance in FCT senior secondary schools. The details of the finding of hypothesis one as contained in Table 6 revealed that the r-calculated value is 0.71 while the r-table value is 0.078 at significant level of 0.05 and 750 as degree of freedom. The finding of the study disagreed with Nwokike (2012) who concluded that there was no significant difference between safe-guarding and utilisation of school facilities and teachers' job performance in Nsukka Education Zone of Enugu State. Utilisation depends on facility capacity, school size and number of students' enrolment. Maximum utilization of physical facilities reduces both capital and operational costs in the school system. No effective educational programme could operate successfully without the available and adequate utilization of school facilities to enhance effective teaching and learning. This is because facilities enable learners to develop problem-solving skills and scientific knowledge. However, such problem-solving skills and scientific knowledge could be acquired by the students when teachers possess the ability to use the available school facilities effectively. As a result, effective utilization of school facilities is

inevitable to ease teaching stress among teachers and improve their job performance. When facilities are adequately utilized to meet the needs of a school, students would not only have access to the reference materials mentioned by teachers, but individual student will also learn at his or own pace. The net effect could be the facilitation of the overall academic achievement of the students through effective job performance by teachers. Physical facilities when adequately used, they would aid teaching learning programme and consequently improve both teachers' job performance and students' academic achievement. Physical facilities utilization is an aspect of the school management which enhances quality teaching by boosting teachers' morale towards carrying out effective teaching.

Proper utilisation of facilities brings about effective maintenance culture which is a means of reducing the total cost of school operation and facilitates the goal attainment of secondary education. Resources available in school are expected to be utilized judiciously to facilitate the goals attainment of secondary school system. However, when the school physical facilities are under-utilized as revealed by this study, teachers' job performance is bound to be ineffective.

The finding the study further revealed that there is a significant relationship between physical facilities maintenance and teachers' job performance in FCT senior secondary schools. The analysis of the results showed that the r-calculated value is 0.75 while the r-table value is 0.078 at significant level of 0.05 and 750 as degree of freedom. Since the r-calculated value of 0.75 is higher than the table value of 0.078, the null hypothesis was rejected. (See Table 7 for details of the finding of hypothesis 2). The finding of

hypothesis two agreed with Uko (2015) who conducted a study on Principalship and Effective Maintenance of Facilities in Secondary Schools in Cross River State, Nigeria and found out that there is a significant relationship between proficiency and creativity in the maintenance of school facilities and teachers' job performance. Physical facilities maintenance is the keeping of school property close to the condition of their original state. Although, it is impossible to convert an old material or equipment to an entirely new one but renovation would in all cases add life to that material or equipment. Facilities generally lose values continuously as soon as they have been put into use. Inadequate use of physical facilities also reduces the durability of equipment which therefore calls for maintenance. The factors that cause depreciation and loss of value of school facilities include wear and tear, physical decay, obsolescence or growing out of use and accidents. Depreciation of school facilities is a usual occurrence and it is inevitable as it could cause setback in the achievement of school aims and objectives through poor job performances by teachers. Adequate programme for school facilities maintenance include detecting and repairing or replacing damaged or lost portion of school facilities. This is done to prevent total deterioration by getting rid of obsolete materials which are no longer useful as the need arises to avoid breakdown.

Maintenance of school facilities entails a lot of activities. The major areas of responsibilities and duties that are needed to be performed for proper maintenance of physical facilities in the school system are regular renovation, repairs, servicing and replacement of roofs, doors, windows, repairs of broken chairs and tables as well painting of offices and classrooms. Others include ensuring that gardeners and laborers keep tidy

the plants and flowers through regular pruning for esthetics purposes. Fire prevention and safety is needed to put off fire outbreaks by keeping fire-fighting materials which must be in strategic corners of school buildings. Buckets filled with sand could be used to put off any minor fire outbreak within the school. These provisions would make schools conducive and comfortable to facilitate effective job performance among teachers.

Poor physical facilities maintenance makes the environment untidy and unsafe for staff and students, as teachers may not be motivated to teach effectively. It is also important to note that maintenance of building and equipment enhances safety and reduce accidents, stress, energy and time for teachers in the school system. Principals who lead schools that have dilapidated structures stand the risk of answering question of poor performance in examination that may occur due to poor job performance by teachers and regular accidents as well as damages that may occur within their schools. School which property are defaced, esthetics destroyed, classrooms not swept and machines rendered unproductive, leaves teachers and students unsecured, frustrated, discomforted as dangerous animals like snakes, scorpions etc. may constraints effective teaching and learning process. This same experience may be observed in laboratories and libraries that are ill-maintained and may affect the students' academic performance through poor teaching since teachers may not be able to use the dilapidated equipment to teach effectively. Therefore, physical facilities maintenance is a critical factor for determining the level of job performance among teachers in secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter consisted of summary of major findings, conclusion, limitations, recommendations and suggestions for further studies

5.2 Summary of Major Findings

The following are the summary of the major findings:

1. Findings based on Table 3 (research question one) revealed that the frequency of physical facilities utilisation in FCT senior secondary schools is low.
2. Table 4 findings (research question two) showed that the nature of physical facilities maintenance in FCT senior secondary schools is below average. The corresponding findings based on Table 6 (hypothesis 1) indicated that there is a significant relationship between physical facilities utilisation and teachers' job performance in FCT senior secondary schools as the r-calculated value of 0.71 is greater than the r-table value of 0.078.
3. Table 5 (research question 3) finding showed that there is low level of teachers' job performance in FCT senior secondary schools. The corresponding findings based on Table 7 (hypothesis 2) indicated that there is a significant relationship between physical facilities maintenance and teachers' job performance in FCT senior secondary schools as the r-calculated value of 0.75 is greater than the r-table value of 0.078.

5.3 Conclusion

The following conclusions were drawn based on the findings:

The study concluded that significant relationship exists among physical facilities utilization, maintenance and teachers' job performance in FCT senior secondary schools as it was revealed the findings of the study revealed that the use and maintenance of school facilities is below average which invariably influence low level of job performance among teachers.

Physical facilities are not judiciously utilized because principals do not undertake regular planning and supervision to ensure that teachers and students misuse school physical facilities.

There is low level of school facilities maintenance because senior secondary schools in FCT do not have clear rules and regulations that guide the maintenance of physical facilities.

5.4 Recommendations

The following recommendations have been made based on the findings of this study:

1. The FCT Secondary Education Board need to sensitize principals on the dangers of non-frequent use of school facilities. Such sensitization could be carried out through seminars, conferences and workshops at the beginning or end of every academic session so that the available physical facilities could be used on frequent basis to enhance teachers' job performance.
2. Since the few available school facilities are not properly utilized, the study further recommends that there is need for every secondary school in FCT to employ

technicians with special knowledge on each school facility to train teachers on how to use such facility in enhancing their teaching job.

3. Considering the indispensable roles which maintenance of school facilities plays towards enhancing effective teaching and learning in the school system, it is recommended that special funds need to be set aside by the government for school facilities maintenance on regular basis.

5.5 Limitations of the Study

The researcher was faced with the problem of inadequate financial strength to engage research assistants to administer the instruments to the respondents as they were administered to the entire sample respondents by the researcher alone. The administration of the questionnaire therefore took a long time to be completed.

5.6 Suggestions for Further Studies

The following areas have been suggested for further studies by prospective researchers:

1. Further study need to be conducted on the influence of school facilities maintenance and students' academic performance in tertiary institutions in other parts of Nigeria.
2. Further study also needs to be conducted on the assessment of school facilities utilisation and maintenance in private secondary schools in FCT.

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SECTION A - BIO-DATA

Indicate by ticking any of the options below that suit you as a teacher:

1. Highest Academic Qualification Obtained: (A) M.Ed/Ph.D (B) 1st Degree in Education (C) Post Graduate Degree in Education (D) 1st Degree/HND without Education (E) NCE Below
2. Year (s) of teaching experience: (A) Below 5 years (B) 5-10 years (C) 11-15 years (D) 16 years and above
3. Age: (A) Under 25 (B) 26-35 years (C) 36 years and above
4. Number of subject (s) you are teaching: (A) Only one (B) Two (C) Three or more

SECTION B – Teachers’ Questionnaire on the Influence of Physical Facilities Utilization and Maintenance on Teachers’ Performance in Public Senior Secondary Schools in FCT (TQIPFUMTP)

The questionnaire below consists of a list of suggested opinion on influence of physical facilities utilization and maintenance on teachers’ job performance in public senior secondary Schools in FCT, Abuja. Indicate by ticking the extent to which you consider each item as the influence of availability of school plants on students’ academic performance as there is no right or wrong answer. Use the Likert’s five- points rating scale below: SA=strongly Agree (4), Agree (3), D=Disagree (2) and SD-Strongly Disagree (1).

| S/N | ITEMS | SA | A | D | SD | U |
|--|--|----|---|---|----|---|
| Physical Facilities Utilisation | | | | | | |
| 1. | School facilities are judiciously used for the purpose which they were bought for. | | | | | |
| 2. | The physical facilities are under utilised | | | | | |

| | | | | | | |
|--|---|--|--|--|--|--|
| 3. | School facilities are not easily accessible by teachers and students. | | | | | |
| 4. | Students' enrolment outnumbered the available school facilities | | | | | |
| 5. | Laboratories are converted to normal classrooms instead of being used by science students for experiment. | | | | | |
| 6. | The classrooms are over congested with many students. | | | | | |
| 7. | Principal carry out regular planning and supervision to ensure that teachers and students do not use school facilities wrongly. | | | | | |
| 8. | Teachers and students are sensitised by principal on how to use any new equipment purchases school. | | | | | |
| Physical Facilities Maintenance | | | | | | |
| 9. | The school management repairs faulty equipment immediately. | | | | | |
| 10. | School buildings are renovated on regular basis. | | | | | |
| 11. | Outdated school facilities are replaced with new ones on regular basis. | | | | | |
| 12. | The school has rules and regulations that guide the maintenance of physical facilities. | | | | | |
| 13. | Facilities in the school last longer because of the good maintenance culture by teachers and students. | | | | | |
| 14. | Servicing of laboratory equipment is done after every usage. | | | | | |
| 15. | Broken chairs and tables are being repaired immediately. | | | | | |
| 16. | Most of the school facilities are dilapidated. | | | | | |
| Teacher Job Performance | | | | | | |
| 17. | Students are properly evaluated by teachers. | | | | | |
| 18. | Teachers' communicate with parents on students' progress. | | | | | |
| 19. | Teachers help slow learners to improve on their | | | | | |

| | | | | | | |
|-----|--|--|--|--|--|--|
| | academic performance. | | | | | |
| 20. | Teachers cooperate with the school management in running the school's affairs. | | | | | |
| 21. | Teachers develop strategies for effective classroom management. | | | | | |
| 22. | Teachers discharge their teaching responsibilities diligently. | | | | | |
| 23. | Teachers are active participants in extra-curricular activities of the school. | | | | | |
| 24. | Lesson delivery is done in a half-hazard manner by teachers. | | | | | |

APPENDIX B: Validation Scale for Questionnaire

The attached questionnaire is designed for the purpose of collecting data for the study on the influence of physical facilities utilization and maintenance on teachers' job performance in public senior secondary Schools in FCT, Abuja. Your views are needed for validating the questionnaire as appropriate for the purpose for which it is designed. Any suggestion for improving the questionnaire will be highly appreciated.

Thanks.

NARON, BRIDGET SIM
NSU/EDU/M.ED/ADP/102/15/16

VALIDATION SCALE

Dear Sir,

Please rate the questionnaire in terms of relevance for the above reason using the using the four-point scale shown below: Very High Relevant (4), Quite Relevant(3), Fairly Relevant (2) and Just Manageable(1)

| S/N | ITEMS | VHR 4 | QR 3 | FR 2 | JM 1 |
|--|---|----------|---------|---------|---------|
| Physical Facilities Utilisation | | | | | |
| 1. | School facilities are judiciously used for the purpose which they were bought for. | | ✓ | | |
| 2. | The physical facilities are under utilised | | ✓ | | |
| 3. | School facilities are not easily accessible by teachers and students. | | ✓ | | |
| 4. | Students' enrolment outnumbered the available school facilities | ✓ | | | |
| 5. | Laboratories are converted to normal classrooms instead of being used by science students for experiment. | ✓ | | | |
| 6. | The classrooms are over congested with many students. | ✓ | | | |
| 7. | Principal carry out regular planning and supervision to ensure that teachers and students do not use school facilities wrongly. | ✓ | | | |
| 8. | Teachers and students are sensitised by principal on how to use any new equipment purchases school. | | ✓ | | |
| Physical Facilities Maintenance | | | | | |
| 9. | The school management repairs faulty equipment immediately. | ✓ | | | |
| 10. | School buildings are renovated on regular basis. | ✓ | | | |
| 11. | Outdated school facilities are replaced with new | | ✓ | | |

| | | | | | |
|--|--|---|---|---|--|
| | ones on regular basis. | | | | |
| 12. | The school has rules and regulations that guide the maintenance of physical facilities. | | | ✓ | |
| 13. | Facilities in the school last longer because of the good maintenance culture by teachers and students. | | ✓ | | |
| 14. | Servicing of laboratory equipment is done after every usage. | | | ✓ | |
| 15. | Broken chairs and tables are being repaired immediately. | ✓ | | | |
| 16. | Most of the school facilities are dilapidated. | | | | |
| Teacher Job Performance | | | | | |
| <i>TVC Program Evaluation etc work</i> | | | | | |
| 17. | Students are properly evaluated by teachers. | | | ✓ | |
| 18. | Teachers communicate with parents on students' progress. | ✓ | | | |
| 19. | Teachers help slow learners to improve on their academic performance. | ✓ | | | |
| 20. | Teachers cooperate with the school management in running the school's affairs. | | | ✓ | |
| 21. | Teachers develop strategies for effective classroom management. | ✓ | | | |
| 22. | Teachers discharge their teaching responsibilities diligently. | | | ✓ | |
| 23. | Teachers are active participants in extra-curricular activities of the school. | ✓ | | | |
| 24. | Lesson delivery is done in a half-hazard manner by teachers. | ✓ | | | |

suggestions for improvement: *Correct as observed to raise the standard of the instrument. The CVI/LVI scale*
 Name: Mt Maurice Signature: [Signature] Date: 20/3/18 0:54 = 5:00

VALIDATION SCALE

Dear Sir,

Please rate the questionnaire in terms of relevance for the above reason using the using the four-point scale shown below: Very High Relevant (4), Quite Relevant(3), Fairly Relevant (2) and Just Manageable(1)

| S/N | ITEMS | VHR 4 | QR 3 | FR 2 | JM 1 |
|--|---|----------|---------|---------|---------|
| Physical Facilities Utilisation | | | | | |
| 1. | School facilities are judiciously used for the purpose which they were bought for. | | ✓ | | |
| 2. | The physical facilities are under utilised. | | ✓ | | |
| 3. | School facilities are not easily accessible by teachers and students. | ✓ | | | |
| 4. | Students' enrolment outnumbered the available school facilities | ✓ | | | |
| 5. | Laboratories are converted to normal classrooms instead of being used by science students for experiment. | | ✓ | | |
| 6. | The classrooms are over congested with many students. | | | ✓ | |
| 7. | Principal carry out regular planning and supervision to ensure that teachers and students do not use school facilities wrongly. | | | ✓ | |
| 8. | Teachers and students are sensitised by principal on how to use any new equipment purchases school. | | ✓ | | |
| Physical Facilities Maintenance | | | | | |
| 9. | The school management repairs faulty equipment immediately. | | | ✓ | |
| 10. | School buildings are renovated on regular basis. | | ✓ | | |
| 11. | Outdated school facilities are replaced with new | | | ✓ | |

| | | | | | |
|--------------------------------|--|---|---|---|--|
| | ones on regular basis. | | | | |
| 12. | The school has rules and regulations that guide the maintenance of physical facilities. | ✓ | | | |
| 13. | Facilities in the school last longer because of the good maintenance culture by teachers and students. | ✓ | | | |
| 14. | Servicing of laboratory equipment is done after every usage. | | ✓ | | |
| 15. | Broken chairs and tables are being repaired immediately. | | ✓ | | |
| 16. | Most of the school facilities are dilapidated. | | ✓ | | |
| Teacher Job Performance | | | | | |
| 17. | Students are properly evaluated by teachers. | | | ✓ | |
| 18. | Teachers' communicate with parents on students' progress. | | ✓ | | |
| 19. | Teachers help slow learners to improve on their academic performance. | ✓ | | | |
| 20. | Teachers cooperate with the school management in running the school's affairs. | | | ✓ | |
| 21. | Teachers develop strategies for effective classroom management. | | ✓ | | |
| 22. | Teachers discharge their teaching responsibilities diligently. | | | ✓ | |
| 23. | Teachers are active participants in extra-curricular activities of the school. | ✓ | | | |
| 24. | Lesson delivery is done in a half-hazard manner by teachers. | | ✓ | | |

Suggestions for improvement:

The items should be involves independent and dependent variables

Name Amirul Akbari D Signature [Signature] Date 18/03/2018

$$4 \times 4 = 16$$

$$1 \times 3 = 3$$

$$4 \times 2 = 8$$

$$\frac{27}{4} = 6.75$$

$$\frac{71}{96} = 0.74$$

reliability index = 0.74

APPENDIX C

Coefficient of Reliability of the Influence of Physical Facilities Utilization and Maintenance on Teachers' Performance in Public Senior Secondary Schools in FCT (TQIPFUMTP) using Cronbach Alpha Method of Estimating Reliability.

```
RELIABILITY
/VARIABLES=VAR00001 VAR00002
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE HOTELLING CORR COV
/SUMMARY=TOTAL MEANS VARIANCE COV CORR.
```

Reliability

Notes

| | | |
|------------------------|--------------------------------|---|
| Output Created | | 18-03-2018 15:08:013 |
| Comments | | |
| Input | Active Dataset | DataSet0 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 20 |
| | Matrix Input | |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data for all variables in the procedure. |
| Syntax | | RELIABILITY /VARIABLES=VAR00001 VAR00002 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /STATISTICS=DESCRIPTIVE SCALE /SUMMARY=TOTAL MEANS VARIANCE COV CORR. |

| | | |
|-----------|----------------|--------------|
| Resources | Processor Time | 00:00:00.010 |
| | Elapsed Time | 00:00:00.015 |

Scale: ALL VARIABLES

Case Processing Summary

| | | N | % |
|-------|----------|-----|-------|
| Cases | Valid | 100 | 100.0 |
| | Excluded | 0 | .0 |
| | Total | 100 | 100.0 |

a. List wise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .800 | .800 | 20 |