

**IMPACT OF FACILITY PROVISION AND MANAGEMENT ON TEACHERS' JOB
SATISFACTION IN SENIOR SECONDARY SCHOOLS OF DALA EDUCATION
ZONE, KANO STATE, NIGERIA.**

BY

**SAMIRA NAYAYA GALADIMA
SPS/14/MED/00033
B.A Ed,(2012),B U K.
NCE, (2003) F.C.E Kano.**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE
STUDIES, THROUGH THE DEPARTMENT OF EDUCATION, BAYERO
UNIVERSITY, KANO, IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF MASTER DEGREE IN EDUCATIONAL
ADMINISTRATION AND PLANNING**

SUPERVISOR:

PROFESSOR S.O OLUBADEWO

NOVEMBER, 2019.

DECLARATION

I hereby declare that this work is the product of my research efforts undertaken under the supervision of Prof S.O, Olubadewo and has not been presented elsewhere for the award of any degree or certificate. All sources have been duly acknowledged.

Samira Nayaya Galadima

Date

SPS/14/MED/00033

CERTIFICATION

This is to certify that the research work for this dissertation and the subsequent write-up by “SAMIRA NAYAYA GALADIMA, SPS/14/MED/00033” were carried out under my supervision.

Prof.S.O Olubadewo
Supervisor

Date

Prof. Bello .A. Bello
Head of Department

Date

APPROVAL PAGE

This dissertation has been examined and approved for the award of Master Degree in Educational Administration and Planning at Bayero University, Kano.

_____ Prof. B.N.Maina External Examiner	_____ Date
_____ Prof. Bello .A. Bello Internal Examiner	_____ Date
_____ Prof.S.O. Olubadewo Supervisor	_____ Date
_____ Prof. Bello. A . Bello Head of Department	_____ Date
_____ Dr. Kabir Bello Dundurawa PG Coordinator	_____ Date
_____ Prof. Ya’u Haruna Usman Faculty PG Representative	_____ Date
_____ Prof. Umar. A. Pate Dean School of Postgraduate Studies	_____ Date

ACKNOWLEDGMENTS

All praise and gratitude be to Allah (S W T) who granted me through His innumerable mercy to accomplish this study, may the peace and blessings be upon the last and seal of the prophets and messengers of Allah Muhammad bn Abdullah (S A W) and all of his Family Members.

I wish to express my deep appreciation and sincere gratitude to my noble and able supervisor professor Olubadewo S.O for his patience, guidance, assistance, support and dedication which culminated to the completion of this work, may Allah help, assist and bless him and his family abundantly.

I wish to express my sincere appreciation to all my lecturers in the Department of Education especially our noble professors, Garba D Azare, A O Fagbemi, AliyuDauda ,DrHafsatAbdullahi UmarGanduje, Muhammad I Yakasai, D A Maiwada, AbdulrashidGarba, Talatu M Garba, and Doctors, Auwal M Lawan ,prof Bello. A. Bello, Ahmad M Garba and mal Umar KabirTsiga for their support and courage toward the educational pursues.

Special regard and appreciation go to Dr Muhammad Wada of History Department B U K and Kamal sulaiman mohd H O D History Department Akcils Kano for their indefatigable assistance and guidance throughoutthe conduct of this work, may Allah reward them abundantly.

My sincere gratitude and appreciation go to my entire family members, especially my father AlhajiYahya Inuwa Galadima for his courage, contribution, assistance, care and good guidance given to me. I will not forget with my mother Hajiya Aisha Umar who gives all necessary assistance, prayer and courage toward my educational career and my life in totality, my brothers and sisters Sumayya, Bahijja, Sakina,Fiddausi and suraiyya my Special regard and appreciation also go to my lovely husband Ahmad Dahiru for her tireless care, love, patient, courage and good advice given to me during this work and in other life activities.

DEDICATION

To my Parents: Alhaji Yahaya Galadima and Hajiya Aisha Umar.

TABLE OF CONTENTS

Content	Page
Title Page	i
Declaration	ii
Certification	iii

Approval page	iv
Acknowledgements	v
Dedication	vi
Table of contents	vii
Abstract	x

CHAPTER ONE: INTRODUCTION

1.1	Background to the Study	1
1.2	Statement of the Problem	4
1.3	Objectives of the Study	5
1.4	Research Questions	5
1.5	Significance of the Study	6
1.6	Scope and Delimitation of the Study	7

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1	Introduction	9
2.2.1	Conceptual Framework	9

Content	Page
2.2.2 Concept of Facility	9
2.2.2.2 Facility Management	12
2.2.2.3 Teachers Job Satisfaction	16

2.3	Theoretical Framework	21
2.4	Empirical Studies	24
2.5	Summary and Uniqueness of the Study	27

CHAPTER THREE: METHODOLOGY

3.1	Introduction	29
3.2	Research Design	29
3.3	Population and Sample	29
3.3.1	Population of the Study	30
3.3.2	Sample and Sampling Techniques	30
3.3.2.1	Sample Size	30
3.3.2.2	Sampling Technique	31
3.4	Data Collection Instrument	31
3.5	Validity and Reliability of the Data Collection Instrument	32
3.5.1	Validity	32
3.5.2	Reliability	32
3.6	Data Collection Procedure	32
3.7	Data Analysis Procedure	33

CHAPTERFOUR: DATA PRESENTATION ANDANALYSIS

4.1	Introduction	34
-----	--------------	----

Content	Page
4.2 Data Presentation	34
4.3 Data Analysis	35
4.3 Summary of the Findings	42
4.4 Discussion of the Findings	43
CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATIONS	
5.1 Introduction	49
5.2 Summary	49
5.3 Conclusion	50
5.4 Recommendation	56
5.4.1 Recommendations From the Study	51
5.4.2 Recommendations for Further Study	52
References	53

ABSTRACT

This study examined the impact of facility provision and management on teacher's job satisfaction in senior secondary schools of Dala Education Zone, Kano State, Nigeria. Five objectives were set with the corresponding five research questions to guide the conduct of this study. A survey research design was used for this study. The population of this study comprised all principals and teachers of senior secondary schools of Dala Education Zone, Kano State, Nigeria. The population of this study consisted of fifty nine (59) senior secondary school principals out of which forty four (44) were

selected and one thousand, one hundred and seventeen (1,117) classroom teachers out of which two hundred and seventy eight(278) were selected respectively as sample of the study using random sampling techniques following the Research Advisors (2006) table of determining the sample size. Researcher made questionnaire titled, 'Impact of facility provision and management on teachers' job satisfaction in senior secondary schools of Dala Education Zone Kano State, Nigeria' Questionnaire (ISFPM TJS)' was used as the instrument for data collection. The instrument was validated by experts in test and measurement from Bayero University Kano. Pilot test was conducted to determine the reliability of the instrument and a reliability index of 0.75 was obtained. Frequency counts and Simple percentages were used as statistical tools for data analysis. The major findings of this study indicated that there was: Inadequacy of teaching and learning resources in the schools of the Zone; facility provision and management impacted positively on teachers' job satisfaction. Based on the findings of the study, the following recommendations were made: Government and other Stake holders, should direct their attention to the provision of adequate facilities; Government should have the statistics of each school so that they can increase their annual allocation to the Education sector.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Education seems to be the instruments that contribute to the growth and development of any society or nation. Government, private individuals and organization are investing on education as a means of fostering national development. The government stated that education has witnessed active participation by non-governmental agencies, communities and individuals as well as government communities intervention (F.R.N 2004), thus educational institution have been established at primary secondary and tertiary levels, with the hope that the nations human resources would be transformed into competent and productive agents of development in all sector of the economy.

In order to fulfill their objectives educational institution require an environment where teachers, students and other personnel will enjoy their stay and perform their duties effectively. It is essential to provide teachers with a working environment which is conducive to their overall development. The need an environment which is health and safe which cater for both personal comfort and facilitate doing a good job. Teachers spend a high percentage of their lifetime at school so we can say that teachers expect more than salary, hence, it can be said that having a friendly and supportive environment can lead to increased job satisfaction. According to Akubue (1991) stated that good school environment would foster desirable behavior creativity, hardship and problems solving skills among students. In the educational institutions, facilities constitute essential inputs which could generate favorable environment , facilitate interaction and enhance achievement of educational objectives. Infact, school curriculum would be meaningful and functional if required facilities are provided in adequate quantity at appropriate time.

The quality of education delivered by teachers and the academic achievement of pupils of any Educational institutions is dependent on several factors of which school facilities is paramount. school facilities are materials resources that enhance teaching and learning thereby making the process meaningful and purposeful. School facilities can be referred to as school plant. School facilities can be defined as the entire teacher and students harness, allocated and utilize for the smooth and efficient management of any educational institution for the main objective of bringing about effective and purposeful teaching and learning experience.

Educational facilities consist of school building, laboratories, equipment, instructional material, library and reading materials clinics among others. The management of school facilities can be seen as arrangement and usage of available resources to achieve the desired objectives of the education system. Olagboye (2004) posit that educational management is the process of planning organizing, influencing and controlling the effort of the operators of education system to achieve the stated goals of education.

The demand for Educational facilities is in high level in Nigerian secondary schools. This is partly due to the federal government efforts through educational policies such as universal basic education, to bring all categories of citizen into school and to ensure retention till graduate. To realize these objectives, teachers need office spaces, conference rooms for team planning, facilities for diagnosis of pupils' needs, and facilities for preparing instructional presentation. new views of the teaching learning process that move beyond memorizing of knowledge toward involvement of students in applying, analyzing , synthesizing ,and evaluating knowledge toward stress the need for flexibility of space in the school. The complexity of the learning environment requires flexibility in the design of the school plant. Modern facilities are designed for diverse academic and social activities. In this relation one would assumed that provision and management of school facilities

would impact and restore the falling standard of education and mass failure in both internal and external examinations. This seems to be mere assertion for teachers design their instructional materials, on fact and ideas to the detriment of integrating the vast array of teaching materials and media which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided (Casted 1977) in Muazzan 2009)

School exist to serve socio-economic and political needs of the society school is an open system received input from external environment in a form of human and material resources processing them through discussions, assignment, practicals etc. and come out as an output and ready to serve their communities, the quality of the product have direct relationship with the quality of school facilities pumped in the system. Thus provision and management of educational facilities must be improved, So as to impact the teachers job satisfaction .

Moreover provision and management of such facilities is the main challenges facing many educational institution, teachers, managers or school principals as well as educational stake holders particularly in secondary schools in Dala Education Zone, Kano state, Nigeria. All the above discussions serve as the background for this study.

1.2 Statement of the Problem

The intention of any educational research is to come up with the solution to a particular problems bedeviling educational activities or system. In a report presented by UNESS, Nigeria, showed that, most of the schools do not have enough and adequate school facilities, therefore it has been argued that the educational system is dysfunction as graduate of many institution cannot function effectively in their various field of knowledge (UNESCO UNESS, 2007).consequently, this could be in line with the problems of

inadequate provision of Educational facilities and skillful staff to manage the resources and the environment in which teacher work.

However, a lot of teachers are forced to work in a classroom situation where facilities are in short supply which affect the students' performance, especially where the schools have turned the teaching and learning experience into chalk board, and teacher talk technique relying on talking and note taking who are not interactive.

Facility is the materials used for the attainment of particular tasks. To Educational sector, facilities should be serve as the material or resources that enhance and assist the delivery of teaching and learning activities.

Nowadays, the provision and management of facility in educational system becomes a major challenge facing teaching and learning process in Nigeria. Thus this study want conducted on the impact of facility provision and management on teachers job satisfaction in senior secondary schools of Dala Education Zone, Kano State Nigeria, especially in terms of adequacy of facility provision in the schools, impact of facility provision on teachers punctuality, impact of facility management on teachers ability to employ relevant teaching method, impact of facility maintenance on ability of teachers to managed their classroom effectively, impact of facility utilization on teachers constant lesson plan

A part from its factor, the few ones available are not judiciously utilized as a result of lack of knowledge of the operational guidelines of the resources the essence of the research work also suggest solution to the problems of shortage and maintenance of school facilities, on teacher's job satisfaction in senior secondary school of Dala education zone Kano state, Nigeria.

1.3 Objectives of the Study

The study sought to examine the :

1. Adequacy of facility provision in senior secondary schools of Dala Education Zone, Kano State, Nigeria;
2. Impact of school facility provision on teachers' punctuality in senior secondary schools of Dala Education zone, Kano State Nigeria;
3. Impact of facilities management on teachers' ability to employ relevant teaching method in senior secondary schools of Dala education Zone, Kano state Nigeria;
4. Impact of facility maintenance on ability of teacher's ability to manage their classroom effectively in senior secondary schools of Dala Education Zone, Kano state, Nigeria; and
5. Impact of facility utilization on teachers' constant lesson planning in senior secondary schools of Dala Education Zone, Kano state, Nigeria.

1.4 Research Questions

The study sought to answer the following question

1. To what extent are facility provided adequately in senior secondary schools of Dala Education zone, Kano, Nigeria?
2. What is the impact of facility provision on teachers punctuality in senior secondary schools of Dala Education zone, Kano state, Nigeria?
3. What is the impact of facility managementon teacher's ability to employ relevant teaching method in senior secondary schools of Dala Education zone, Kano state, Nigeria?

4. What is the impact of facility maintenance on the ability of teachers to manage their classroom effectively in senior secondary schools of Dala Education zone, Kano state, Nigeria?

5. What is the impact of facility utilization on teachers constant lesson planning in senior secondary schools of Dala Education zone, Kano state, Nigeria?

1.5 Significance of the Study

It should be stressed that one of the reasons responsible for undertaking any educational research is to help and assist in finding solution to already identified problems for the educational sector and society in general. The significance of this study can be discussed in different perspectives; this study contributed to the theoretical literature especially the theory related to this study which is system management theory.

From practical perspectives, the study have practical significance to different categories: the Government, Ministry of Education, Kano State Senior Secondary School Management Board, Dala Educational Zones, Educational stake holders, policy makers, schools administrators, parents, and the children or student who are the recipient end. The work would be of significance importance to the researchers and would add knowledge to the existing literature.

The study would be of significance to the Government in the sense that, the findings would expose the areas in educational sector particularly secondary school education that need a Government intervention or immediate concentration. Educational stake holders would also be among the beneficiaries of this study in the sense that, the findings would revealed to them the main challenges facing secondary school education especially the provision and management of educational facilities for teachers to carried out their job.

Ministry of Education in the state, Kano State Senior Secondary Management Board and Dala Education Zones would benefit a lot from this study in the sense that, the findings would highlight to them the importance of provision and management of facility in teaching and learning process.

The study would be of significance importance to the parents in the sense that they would be exposed with the impact and uses of facility provision and management of which make teachers to become satisfied with their job, so they can assist and contribute in the provision and management facility for the development of their children Education.

The research work would be significance to the future researchers who wish to carry out the same or similar research in the field and it would also serve as reference to them. From the knowledge contribution, the study would contribute to the existing body of knowledge especially literatures related to facilities provision and management.

Proprietors and proprietress of other educational agencies would also realize the need to make adequate provision of school facilities which aid teaching and learning .

1.6 Scope and Delimitation of the Study

The study would cover impact of school facility provision and management on teachers' job satisfaction in secondary schools of Dala Education zone, Kano state; such facilities include desks, laboratories, buildings and other learning materials. The study would cover public secondary schools of Dala Education zone, Kano state, Regardless of gender, boarded or de boarded. Thus private secondary schools and primary schools of Dala education zone were delimited from this study. The study would also cover the role of principals, teachers and students in the provision and management of school facility. Other management function such as supervision, training, welfare are outside the scope of this study. Similarly the

role of community in supporting the provision and management of school facilities
would also be delimited from this study

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents review of literature related to the study. The review covered conceptual framework, theoretical frame work, empirical review as well as summary and uniqueness of the study.

2.2 Conceptual Review

Three basic concept in this study have been as follows

2.2.1The Concept of Facility

Facility defined as something designed, built, installed, etc to serve a specific function affording a convenience or service: transportation facilities, educational facilities, a new research facility.

Providing something that permits the easier performance of an action, course of conduct etc: to provide someone with every facility for accomplishing a task; to lack facility handling bulk mail.

Facility can also be “An installation, contrivance, or other things which facilitate something A commercial or institutional building, such as a hotel, school, office complex, sport arena or convention centre (www.en.m.wikipedia.org)

International Facility Management Association (IFMA) (1999) defines the term Facility as something that is built, installed or established to serve a purpose, which in general, is every “Tangible asset that supports an organization. Examples are real estate property, buildings, technical infrastructure, (HVAC), lighting, transportation, IT-services, furniture, Custodial, grounds, and other user-specific equipment and appliances.

Castaldi in Peretemode (2001) conclude that, “educational facilities are those things of education which enables a skillful teacher to achieve a level of instructional effectiveness that exceeds what is possible when they are not provided.

Educational facilities is refers to all physical properties of a school, consisting of the grounds buildings, and the various facilities within the school grounds and inside the school buildings. Educational facility is also known as educational school facilities, school plant, and physical facilities. Castaldi in Peretemode (2001) conclude that, “educational facilities are those things of education which enables a skillful teacher to achieve a level of instructional effectiveness that exceeds what is possible when they are not provided.

Educational facilities is refers to all physical properties of a school, consisting of the grounds, buildings, and the various facilities within the school grounds and inside the school buildings.

Educational facilities is also known as Educational school facilities, school plant, and physical facilities.

Educational facilities are material resources that enhance teaching and learning thereby making the process meaningful and purposeful. School facilities can be defined as the entire school plant which school administrators, teachers and students harness, allocated and utilized for the smooth and efficient management of any educational institution, for the main objective of bringing about effective and purposeful teaching and learning experience.

According to Adeboyeje (2000) and Emetaron (2004) define Educational facilities are the physical and spatial enablers of teaching and learning which will increase the production of results. School facilities serve as pillars of support for effective teaching and learning.

Oyesola (2000) sees school facilities to include permanents and semi-permanent structures such as machinery, laboratory equipment, the black board, teachers tools and other equipment as well as consumables..

Mbipom (2002), opined that Educational facilities comprise the physical expression of the school curriculum in the construction, internal and external arrangement of the building, equipment ground surrounding, general appearances which include the flower beds, paths, orchard, shrubs, playground, Classroom assembly, dining hall, desks and school farms.

Diso (2007) opines that, educational facilities are non - consumable and durable physical and infrastructural materials available in the school for teacher and students use in order to make teaching and learning effective and to ensure the achievement of educational goals.

Akinsolu (2004), asserted that, school facilities are physical resources that facilitate effective teaching and learning. They include blocks of classroom, laboratories, workshop, libraries, equipment consumables, electricity, water , visual and audio- visual and tables , desks, chair, playground storages space and toilets.

Lawanson Anike Tari (2011) defined “ Educational facilities are those things that enable the teacher to carry out his /her work well and also helps the learners to learn effectively.

Joshua and Modupe (2011) maintained that, Educational facilities refer to the site, building, furniture and equipment that contribute to positive learning environment and quality education for all students.

Oyesola (2007) opines that in educational institutions, facilities constitute essential inputs, which create favourable learning environment, facilitate interaction and enhance achievement of educational objectives.

Abdulkareem (2010), opines that, educational facilities refer to non human and non financial resources. They also include all movable and immovable materials, which are used for teaching and learning and other school activities. They are synonyms with school physical facilities school materials resources, and school pants.

Olagboye (2004) stated that educational facilities are the instructional resources such as audio and visual aids, graphics, printed materials, display materials and consumable materials, electricity and water supply and infrastructure.

In National Institute for Educational Planning and Administration (NIEPA 1992), Viewed school facilities, as consisting of three major components. These components are:

- (i) Infrastructural facilities: These include building, such as classrooms, library, hostels, offices, workshop, laboratories, toilet, dispensary and the like,
- (ii) Instructional facilities: These include teaching and learning materials like chalkboard, drawing paper, as well as equipment, furniture and so on.
- (iii) School physical environment: These include beautification ~of school environment with flowers, paint, drawing to mention just but few.

2.2.2 Facility Management

The definition of Facilities Management is always evolving and many people and Organizations have different views.

The Safma (2014) define Facilities Management as an enabler of sustainable enterprise performance through the whole life management of productive workplaces and effective business support services.

The British Institute of Facilities Management (BIFM) definition is "Facilities Management is the integration of multi-disciplinary activities within the built environment and the management of their impact upon people and the workplace".

International Facility Management Association (IFMA) define facility management as "The practice or coordinating the physical workplace with the people and work of the organization; integrates the principles of business administration, architecture, and the behavioral and engineering sciences."

Peter (2003), define facility management as “a strategically integrated approach to maintaining, improving and adapting the buildings and supporting services of an organisation in order to create an environment that strongly supports the primary objectives of that organization”

A simple definition of Facilities Management is “the integrated management of the work environment and supporting services of an organization to provide an environment that enables the business to achieve its primary objective”

Facility management is a systematic process of rationalizing the provision, use and maintenance of these facilities within an educational institution to ensure their optimal utilization and achievement of educational objectives both in the immediate and in the future given the available resources. In other words, it is a process that involves rationally:

- Determining which facilities are required to achieve school goals;
- Providing such facilities most advantageous in terms of resources use,

- Monitoring to ensure optimal use of educational facilities so provided;
- Maintaining the facilities regularly to ensure their longevity;
- Reviewing the provision of these facilities to ensure that it continues to meet both the changing educational needs in the advantageous manner.

Fenker (2004) stated that, facilities management is a process that ensure that buildings and other technical system support the operations of an organization.

Asiabaka (2008) maintained that facilities management is the integral part of the overall management of the school. The actualization of the goals and objective of education required the provision, maximum utilization and appropriate management of the facilities.

The responsibility of management of facilities requires collective efforts, management processes, which involves planning, organizing, decision making, leading coordinating and controlling are applied facilities management. Broadened educational goals and objective as a result of change in social and economic development here necessitated the involvement of several minds in the facilities management process. It requires expert input from a wide range of stakeholders such as Parents Teachers Association (PTA) old students association (OBS). School based management committee (SBMC). Non government organization (NGOS) and other philanthropies collaborative efforts bring into facilities management new ideas and perspective. Over the years school managers have emphasized that physical facilities available for academic and non academic activities are grossly inadequate. This issue is very sensitive and demanding because it bears direct relevance to the funding of education and most importantly to the quality of outputs of the education systems.

The International Facilities Management Association (2003) described facilities management as the practice of coordinating the physical work place with the people and the work of the

organization by interpreting the principles of business administration and architecture with the behavioral and engineering science. According to them, school facilities management is the application of scientific methods in planning, organizing, decision making, coordinating and controlling of the environment of learning for the actualization of the educational goals and objectives .

The European standard for facilities management defines it as "the integration of processes within an organization to maintain and develop the agreed services which support and improve the effectiveness of its primary activities.

According to Uku (2001) effective management of school facilities require knowledge, skill and expertise in handling different facets of the school systems, rather than the ability of the principle to set required objectives, supervise facilities usage, formulate plan for procurement and ensure actual management and supervision of available facilities to attain set goals of the school system.

However, Ogundere (1999) and Olagboye (2004) viewed utilization of school infrastructure and learning environment as the extend of usage of school building, laboratories, library, assembly-ground, flower garden, school garden , volleyball field, chair, desks, chalkboard, and so on. However, too much pressure on their use could result in over utilization, a situation that could lead to rapid deterioration and breakdown. For instance when a classroom build to accommodate 40 students is constantly being used for 60 students then the returns from these facilities may not be maximized in terms of teaching and learning. Comfortable learning facilities will not only boost the morale of teachers and students but will also ensure the realization of the set education goals in secondary schools.

Asiabaka (2008) maintained that, school facilities management play a pivotal role in the actualization of educational goals and objectives by satisfying the physical and emotional needs of the staff and students. According to her physical need are met through the provision of safe structures, adequate sanitary facilities, a balanced visual and thermal environment, sufficient shelter space for work and play, while emotional needs are met by creating a pleasant surroundings friendly atmosphere and an inspiring environment. Supporting the need for effective management of facilities in school,

Fenker (2004) in Asiabaka (2006) stated that management of school facilities it involves a planned process to ensure that the building and other technical system support the proper discharge of operations and services within the school environment.

2.2.2.3 Teacher Job Satisfaction

Fredy (2009) defined the concept of teacher job satisfaction perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher. In other words teacher job satisfaction simply refer to the teachers' attitudes, perceptions and feelings that they have towards their job.

Organ and Bateman,(1991). Teacher job satisfaction refers to whether teachers are happy with their job or not. In other words, if teachers have positive attitudes or good feelings about their job, these qualities are taken to describe a satisfied dimension.

Psychologists have explained the phenomenon of job satisfaction by examining the feelings or feedback of individuals.

Hashim (2010) define Teachers' job satisfaction in relationship to teacher stress, job commitment, professional autonomy, school climate and so on

Shaqat, Naeem, Akhtar (2010), define Teachers' job satisfaction has been studied as an overall construct and as a facet construct. In attitudes, and status of teachers, recognition, and achievement". In the research, they found that overall satisfaction was closely related to working with students, societal attitudes, and status of teachers, recognition and achievement.

Based on Locke, teacher job satisfaction could be described as teachers' positive emotional state resulting from their appreciation. .

Job satisfaction or employee satisfaction has been defined in many different ways. Some believe it is simply how content an individual is with his or her job, in other words, whether or not they like the job or individual aspects or facets of jobs, such as nature of work or supervision. Others believe it is not as simplistic as this definition suggests and instead that multidimensional psychological responses to one's job are involved. Researchers have also noted that job satisfaction measures vary in the extent to which they measure feelings about the job (affective job satisfaction). Or cognitions about the job (cognitive job satisfaction) as the teachers affective relation to his or her teaching role and is a function of the

Akhtar (2010), define Job satisfaction as "any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say, I am happy with my job.

Hashim M.A (2010), define Job satisfaction is the favorable or unfavorable subjective feeling with which employees view their work. It results when there is congruence between job requirement, demands and expectations of employees. It expresses the extent of match between employees, expectation of the job and the reward that the job provides. The factors of physical conditions and social nature affect job satisfaction and productivity.

Fincham, R. & Rhodes P (2003), define Job satisfaction as an effective or emotional response toward various facts of one's job.

Smith C.A (1992), Job satisfaction is in regard to one's feelings or state-of-mind regarding the nature of their work. It can be influenced by a variety of factors, the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, degree of fulfillment in their work, etc.

According to Spector (1997), job satisfaction is defined as simply how people feel about their different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs.

Additionally, Mbua (2003), defines job satisfaction as the fulfilment acquired by experiencing various job activities and rewards.

Robbins (2005), the concept job satisfaction refers to the employee's feelings about her or his job.

Robbins & Judge(2008), define job satisfaction as a positive feeling about ones job resulting from an evaluation of its characteristics

Lunenburt and Ornstein,(2004). job satisfaction is defined as the amount of importance a school places on its human resource.

Job satisfaction is a set of favourable or unfavourable feelings and emotions with which employees view their works. It refers to a collection of attitudes that workers have about their job.

Hulin and Judge (2003), who have noted that job satisfaction includes multidimensional psychological responses to an individual's job, and that these personal responses have cognitive (evaluative), affective (or emotional), and behavioral components.

Job satisfaction scales vary in the extent to which they assess the affective feelings about the job or the cognitive assessment of the job. Affective job satisfaction is a subjective construct representing an emotional feeling individuals have about their job. Hence, affective job

satisfaction for individuals reflects the degree of pleasure or happiness their job in general induces. Cognitive job satisfaction is a more objective and logical evaluation of various facets of a job

Armstrong, (2006). The term job satisfaction refers to the attitude and feeling people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicating job dissatisfaction

George et al, (2008). Job satisfaction is the collection of feeling and beliefs that people have about their current job. People's levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. In addition to having attitudes about their jobs as a whole. People also can have attitudes about various aspects of their jobs such as the kind of work they do, their coworkers, supervisors or subordinates and their pay .

Job satisfaction is a complex and multifaceted concept which can mean different things to different people.

Mullins, (2005). Job satisfaction is usually linked with motivation, but the nature of this relationship is not clear. Satisfaction is not the same as motivation. Job satisfaction is more of an attitude, an internal state. It could, for example, be Associated with a personal feeling of achievement, either quantitative or qualitative.

Aziri, (2008). We consider that job satisfaction represents a feeling that appears as a result of the perception that the job enables the material and psychological need.

Job satisfaction can be considered as one of the main factors when it comes to efficiency and effectiveness of business organizations. In fact the new managerial Paradigm which insists that employees should be treated and considered primarily as human beings that have their own wants, needs, personal desires is a very good.

Atikson (1992), viewed job satisfaction as the internally or externally aroused desire or urge to in a vocational setting in order to produce as effect which is expected to prove very beneficial to the individual involved.

Atikpson (2002), There may be individual differences which may influence interest and extent of job tent to satisfaction in a given setting.

Crites (1994), job satisfaction was conceived by pleasant stimulus that is obtained upon the successful performance of a task. Remarkable difference however, may exist among jobs as to the degree of their potentials to gratify specific needs due to the characteristics of the task, the circumstances and the environment in which they are performed from the generalized point of view.

Morse (1993), defined job satisfaction as effective response of an individual or employee toward liking or disliking his present occupational position.

Factors of Job Satisfaction

Job satisfaction is under the influence of a series of factors such as: The nature of work, Salary, Advancement opportunities, Management, Work groups and Work conditions. A different approach regarding the factors of job satisfactions provided by Rue and Byers. When talking about factors of job satisfaction the fact that they can also cause job dissatisfaction must be kept in mind. Therefore the issue weather job satisfaction and job dissatisfaction are two opposite and excludable phenomena? There is no consensus regarding this issue among authors. Herzberg's Two Factor Theory is probably the most often cited point of view. In fact the main idea is that employees in their work environment are under the influence of factors that cause job satisfaction and factors that cause job dissatisfaction. Therefore al factors that have derived from a large empirical research and divided in factors that cause job satisfaction (motivators) and factors that cause job dissatisfaction (hygiene factors), Manager's concern for people

- Job design (scope, depth, interest, perceived value)
- Compensation (external and internal consistency)
- Working conditions
- Social relationships
- Perceived long-range opportunities
- Perceived opportunities elsewhere

Levels of aspiration and need achievement

2.3 Theoretical Framework

Theory according to Bello (2005) are tested excellent finding of studies conducted by researchers, scholars, practicing managers and administrators on how best organization could be constructed and managed in order to accomplish the purpose for which they were established.

There are a lot of management theories which the entire managers and administrators could apply and achieve the goals of the organization. However, looking at the nature of the study which is school facilities, provision and management in secondary schools of Dala education zone Kano state, Nigeria. The most suitable theory related to this study is systems theory.

A system theory considers an organization as a social system in which survival depends on the system ability to maintain the relative constancy of its processes and the relationship within and outside the system (Cole, 1993) in yangaiya (2006)

Alabe (1999:8) defines system as an assembly of components connected in an organized way. The components are affected by being in the system and the behavior of the system is changed if they leave it. This organized assembly does something and has been identified

as of particular interest. A system may be closed or open. Closed system are those that for all practical purposes are completely self supporting and as such did not interact with their environment. However, open systems on the other hand do interrelate with their environment. And in fact open systems source their needed input from their environment. It should be noted at this juncture that school being a social organization is an open system.

The systems approach to management according to Olagboye (2004) view the organization as a social system or entity composed of interrelated parts acting together as a united whole which enables input to be converted into output. Social systems are organized and coordinated groups of people working together to serve mutual interest and perhaps to achieve a common purpose. Educational administration is primarily concerned with social systems such as the school.

Norlin (2009) sees important feature of schools as

1. They consist intimately of people,
2. They are goal – directed in nature,
3. They attain their goals through some form of coordinated efforts,
4. They interacts with their external environment,

Cole 1993:19 in Diso (2004) highlighted the characteristics of open system to be among the following

- i) They import energy from the environment and it is on this basis that school as a social system secure other resource from their environment
- ii) They transform energy (input) to create new product, for instance the school trains the students for future services.

iii) They export their output such as lawyers, doctors, trained in the system to the environment.

Other characteristics of open systems are feedback, equi-finality, steady state, and so on. In the case of school system, this is done through admissions and graduation among others.

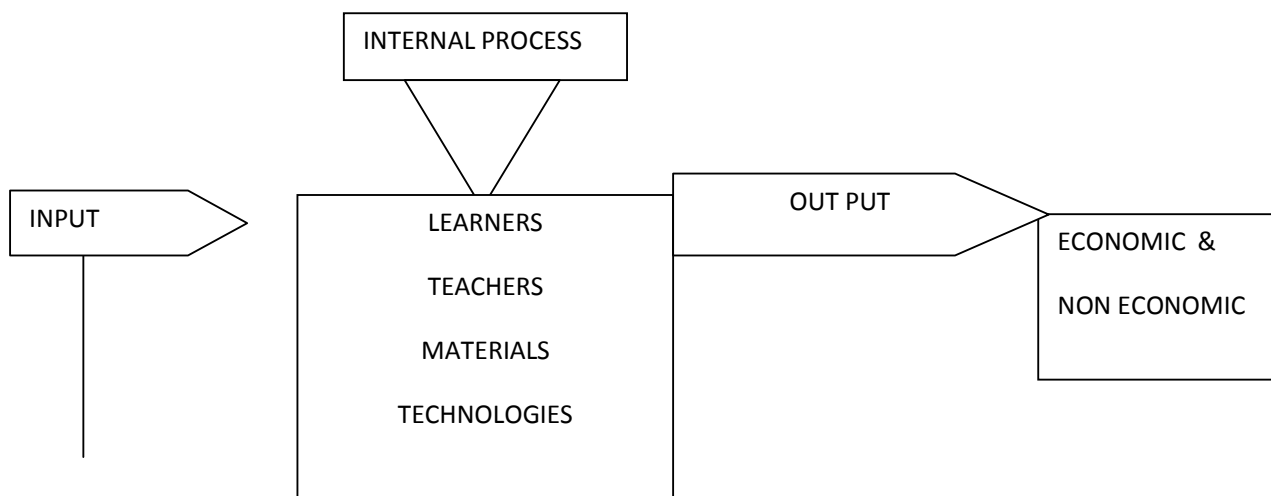


Figure 2.1: Input-output model as related to education. Source ;Cole (1993: 19)

From the fore-gone discussions, it could be deduced that school facilities, are among the inputs of the school system which if they are of good quality and wisely utilized will translate into the realization of the objective of any school system as a whole, this could be effective in teaching and learning processes. This position agrees with that of Adaeze (2004), noted that "the quality and quantity of inputs will determine the effectiveness of the organization".

Furthermore, the school being a social system ought to recognize the interdependence of components parts (sub-system) to the system for its survival and achievement of its

objectives which are affective teaching and learning. This point also agrees with that of Adaeze (2004:16) who said:

Organizations must be able to manage interdependence among people, tasks, technology and structure, in order to perform their transformation functions effectively and efficiently and thus achieve the objective of their existence’.

It should be noted from the fore-gone that for a school whether technical or conventional to be viewed as a social system, those in control must be able to identify the sub-system and make sure that, such identified component parts (sub-system) are managed harmoniously for the objective of the school to be realized. In other words, people (teachers) must be encouraged to utilize school facilities well, in order not only to make their teaching attractive and effective but of course to realize their objective

2.4 Empirical Studies

Ayaha,D.O, Mbogo R.W.(2017) examines the impact of working conditions on teacher’s job satisfaction and performance in the private primary schools in Yei town, South Sudan. The authors employ a survey design in private schools in Yei town, South Sudan to establish how working conditions affect job satisfaction of teachers and performance in private primary schools. Simple random sampling technique was used to select the respondents from ten private schools. The respondents therefore included 10 head teachers, 100 teachers giving a total of 110 respondents. Questionnaires were used for data collection. Data collected was analysed by the use of Statistical Package for Social Science (SPSS) version 12.0 was and presented in frequencies and percentages and a regression analysis performed to establish the relationships among the variables. The study concluded that the inadequacy of school facilities led to teachers’ dissatisfaction with their job. The author recommended that National

and local governments should provide adequate instructional material for teachers use in order to enhance teacher job satisfaction.

In another study conducted by Adhiambo (2012) titled: Examine factors influencing teachers' level of job satisfaction in public primary schools in Kayole Division, Nairobi County. The study has the following objectives:.. to determine the extent to which remuneration, working conditions, teachers' level of education and work load influence the teachers' level of job satisfaction in Kayole Division, Nairobi County. From the findings of this study, it was found out that 32% percent of the teachers were not satisfied with their job due to heavy work load in terms of number of lessons taught per week. On the other hand, 59 out of the 196 respondents were not satisfied with the conditions of the classrooms.

In another study conducted by Phanice (2017) in his MED dissertation titled : Influence of school facilities on job satisfaction of public Secondary School Teachers in Bungoma South sub county, Kenya .The objectives of study included the following: to determine influence of principal factors, physical facilities, teacher characteristic and instructional materials on performance of teachers. The target population of the study was 526 which include principal/duputy. head of department in schools board of managers and Educational officials A descriptive survey research design was used.SPSS was used in the analysis of data to compute frequency and simple percentage. The finding revealed that adequate classroom ,library and laboratories in schools influence job satisfaction of teachers. The study recommended that schools should provide sufficient instructional material for effective teaching and learning process which could enhance teachers job satisfaction.

In another study conducted by Ekpoh (2018) titled: Impact of teachers' satisfaction with physical working environment as an imperative for effective service delivery in secondary schools in AkwaIbom State, Nigeria. Survey design was utilized in conducting the study. One

research question and one hypothesis were evolved for the study. A sample of 533 respondents, derived from a population of 5,339 teachers, were involved in the study. Two researcher-developed instruments titled “Physical Working Environment Assessment Questionnaire” and “Teachers’ Service Delivery Questionnaire” duly validated by experts in Educational Administration and Planning with reliability index of 0.88 and 0.85 respectively were used to elicit relevant data for the study. Data gathered were analyzed using frequency counts, simple percentages and Pearson Product Moment Correlation Analysis. The hypothesis was tested at .05 level of significance. Findings indicated that majority of the teachers were not satisfied with 11 out of 14 aspects of their schools’ physical working environment. The facilities were library books, office accommodation, office chairs and tables, teaching aids, shelves for book storage, office space, toilet facilities, electrical facilities, classroom space, science laboratories and computer facilities. The findings also showed that there was a strong relationship between school physical environment and teachers’ service delivery. The study recommended that adequate facilities such as laboratories, library books, tables and chairs should be made available for teachers' use in order to enhance their service delivery.

A study conducted by Tasha (2015) in his MED dissertation title Assessed Provision, Utilization and Maintenance of Facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State. Objectives of the study were to ascertain the provision, utilization and maintenance of infrastructural facilities, teaching facilities, learning facilities, welfare facilities and recreational and games facilities in secondary schools in Bida and Kutigi Educational Zones in Niger state. Related literatures of concepts in relation to the study were reviewed. The research was conducted using the descriptive survey research design. Seventy five item questionnaire tagged (PUMOFQ) using likert rating scale of strongly agree (SA), agree (A), Disagree (D), and Strongly Disagree (SD) was used to gather

data. The instrument was validated by my supervisors, pilot tested and a reliability coefficient of 0.82 was obtained. Sample population of 300 Participants (137 Principals and 163 Teachers) were used, the sample was taken using judgmental/purposive sampling technique. Five null hypotheses were formulated and tested using chi-Square at 0.05 level of significance. The research findings revealed that, infrastructural facilities, teaching facilities, learning facilities, welfare facilities and recreational and games facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State were not adequately provided, the available ones were under-utilized and were poorly maintained. Recommendations were made which included that; Government who is the key player in providing and maintaining such facilities should not by-pass school principals and teachers. .

2.5 Summary and Uniqueness of the Study

In summary, the chapter made a review of the relevant literatures related to the topic under study was made. concerning the variables under study also discussed, theoretical framed work upon which the study was based was discussed, social systems theory was adapted as the base for the study. The study reviewed concept of facility, facility management and teachers job satisfaction. The study reviewed the previous works or projects/dissertations related to school facilities provision and management.

The study is different or unique with other study ever conducted especially in terms of the location, research design, population and sample size of the study, data collection instrument, as well as data analysis procedure.

This study intended to conduct in secondary schools of Dala education zone of Kano state.. While other studies were conducted in different locations or state of the federation and in primary or basic education schools. The population of this study will also be different with other study as this want use with the entire principals, vice principals and teachers of Dala

education zone secondary schools while others use with only teachers or principals or head teachers of primary school as their population. This study intends to use with questionnaire as the instrument for data collection while others use with interview. The statistical tools intend to use in this study were descriptive statistics which is frequency count and simple percentage, while other studies used with parametric or non parametric statistics as the statistical tool for analyzing the data collected

CHAPTER THREE: METHODOLOGY

3.1 Introduction

The chapter discusses research design, population of the study, sample and sampling techniques. Instrument for data collection to be used for this study, validity and reliability of the instrument, data collection procedure and appropriate statistical tool for data analysis were also highlighted.

3.2 Research Design

For the purpose of this research, a descriptive survey research design was employed. According to Akuzuilo (2004), survey design is one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. Asika (1991) opined that, in survey designs the researcher is interested in observing what is happening to sample subjects or variables without any attempt to manipulate or control them. Bichi (2004), on the other hand defined descriptive research 'as a systematic attempt to describe the characteristics of a given population or area of interest factually'.

The reason for adapting survey design is that, it enabled the researcher to go from one school to the another for data collecting it is descriptive because it well describes the phenomena under investigation, that is, impact of facility, provision and management of Senior secondary school in Dala Education Zone Kano State, Nigeria.

3.3 population and sample

Population is made up of all conceivable elements, subjects or observation relating to a particular phenomenon of interest to the researcher (Asika, P. 1991:39). Bichi (2004) defined population as 'possible objects of a particular types as defined by the aims and

objective of the study on the other'. However sample according to Maiwada (2005) is a very tiny fraction of the population from which it is drawn.

3.3.1 Population of the Study

The population of this study consisted of the entire principals, as well as both male and female staff (teachers) in Senior Secondary of Dala Education Zone. The total number of Principals are fifty nine(59) and teachers in secondary Schools of Dala education zone are one thousand hundred and seventeen (1,117) in number.

Table 3.1 showing distribution of the population

S/N	Principals	Teachers	Total
1	59	1,117	1,176

Source: Kano State Senior Secondary School Management Board (2016)

3.3.2 Sample and Sampling Techniques

3.3.2.1 Sample Size

The sample size of the study was drawn from the total population of all principals, vice principals as well as teachers of Dala education zone secondary schools. The chosen of sample size would be done using sample size table developed by research advisors (2006). Below is the distribution of the sample.

Table 3.2 showing the distribution of sample size of the study.

S/N	Categories of the subject	Population	Sample size
1	Principals	59	44
2	Teachers	1,117	278
	Total	1,176	322

Source: Kano State Senior Secondary School Management Board (2016)

3.3.2.2 Sampling Techniques

The study employed random sampling technique in selecting the sample of the study. Therefore, forty four (44) principals was randomly selected out of the fifty nine (59) population of secondary school principals in Dala education zone Kano state, Two hundred and seventy eight 278 teachers was also selected out of one thousand one hundred and seventeen (1,117) secondary school teachers of Dala education zone This is because the techniques gave the subjects equal and independents chance of been selected so as to avoid sampling biasness.

3.4 Data Collection instrument

For the purpose of this study, questionnaire was employed as data collection instrument.

A questionnaire is a set of questions relating to aims and objective of the study to which respondents (the sample) are requires to answered by writing in their responses. (Akuzullo 2012: 71).The questionnaire used for the study was researcher made questionnaire. It was designed for teachers, and principals of the schools under study. The questionnaire contains two (2) sections; Section (1) responses will be done by ticking the appropriate items on the adequacy of infrastructural facilities. Section (2) the responses will be done in form four (4) modified likert scale i.e strongly agreed, Agreed, Disagreed and Strongly Agreed and the information needed is on how the facility impacted teachers job satisfaction within the area under study.

3.5 Validity and reliability of the Data Collection Instrument

3.5.1 Validity

Validity refers to the degrees to which an instrument measure what it is suppose to be measured , validity has a numbers of different aspect and assessment approaches and may be classified as : face validity, content validity, criterion validity and construct validity. (Akuazuilo, 2012).

For the purpose of this study the first two types of validity were given more weight, i.e face and content validity. The questionnaire were initially presented to the supervisor for his overseeing and scrutiny , it was also later taken to the experts in test and measurement, for face and content validity. All the corrections given were effected.

3.5.2 Reliability

The reliability of the instruments for data collection was established by conducting a pilot study on some respondents that are not part of the population and sample of the study. The questionnaire was administered twice to the subjects with the intervals of two weeks and the data collected were analyzed statically using Pearson Product moment correlation (PPMC) and co-efficient (r value) of 0.75 was obtained which made the instrument reliable for this study.

3.6 Data Collection Procedure

The researcher collected introductory letter from the Department Education Bayero University, Kano so as to be presented in order to have the access during collecting information from target population. Researcher herself conducted survey by visiting the selected schools for questionnaire distribution and the researcher waited for collection and on demand of more explanation on the questionnaire so as to reduce the mortality rate of the instrument.

3.7 Data Analysis Procedure

For the propose of this study frequency count and simple percentages was used in analyzing the data received through the main questionnaire.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The chapter presents and analyzed result of the questionnaire on the research work this would be done through data presentation, analysis, summary of the findings and discussion of the result.

4.2. Data Presentation

Data have been organized and presented as per the objectives of the study, a self design questionnaire were distributed among fourty four (44) principal and two hundred and seventy eight respondents in senior secondary school of Dala Education Zone Kano State, Nigeria. Feedback from this questionnaire were statistically analysed and results presented.

Table 4.1.Showing the Number of the Respondents

Table 4.1: The total number and categories of the respondents

S/N	Principals	Teachers	Total
1	44	278	322

4.3.Data Analysis

4.3.1 Answer To Research Questions

Research Question 1: To what extent are facility adequately provided to senior secondary schools of Dala Education zone, Kano state?

Table 4.1: Responses percentages on facility adequacy provided to Senior Secondary Schools of Dala Education, Kano state,Nigeria.

S/N	ITEMS	FREQUENCY	PERCENTAGE
1	Classroom	193	59.93%
2	Laboratories	87	27.01%
3	Toilet	247	77.32%
4	Staff offices	143	44.40%
5	Library	46	14.29%
6	Clinics	28	8.7%
7	Borehole	52	16.14%
8	Laboratories equipment	37	11.5%
9	Furniture	107	33.22%
10	Text books	77	23.91%

Table 4.2 shows that 193 respondents, representing 59.93% of the responses are in favour of there is adequate provision of classroom in their schools even though the percentage of the responses is not much significant. For the provision of Laboratories only 87 respondents, representing 27.01% tick yes and this showed that there is no enough and adequate laboratories in the secondary schools of Dala Educational Zone. 247 respondents,

representing 77.32% are of the opinion that there is available and adequate toilet in the Secondary Schools of the Zone. However 143 respondents, representing (44.40%) ticked yes and this showed that, there is no available and adequate staff office in the secondary schools of Dala Education Zone. About 46 respondents, representing (14.29%) has ticked in favour of yes and this showed that there is no adequate library in senior secondary schools of Dala Education Zone. likewise 28 respondent, representing (8.07%) ticked yes this indicated that there is no adequate clinics in senior secondary schools of Dala Education Zone. About 52 respondents, representing (16.14%) has ticked yes and this showed that there is no adequate Borehole in senior secondary schools of Dala Education Zone. 36 respondents, representing (11.5%) tick yes this showed that there is shortages of laboratory equipments in senior secondary school of Dala Education Zone. However 107 respondents, representing (33.22%) has ticked yes this showed that there is no adequate furniture in senior secondary schools of Dala Education Zone. Finally About 77 respondents, representing (23.91%) ticked in favour of yes, this indicated that there is no available and adequate text books in senior secondary schools of Dala Education Zone.

Research Question 2 What is the impact of facility provision on teacher punctuality in senior secondary schools of Dala Education zone, Kano state, Nigeria

Table 4.3: Responses percentages on the impact of facility provision on teachers punctuality in Senior Secondary School of Dala Education Zone, Kano State Nigeria.

S/N	ITEMS	S.A/ %	A / %	D.A/ %	S.D/ %
1	Facility provision encourages teachers to come to school early	104/32.32 %	148/45.97 %	48/14.90%	22/6.83 %
2	Facility provision arouses the interest of teacher toward teaching	88/27.32%	159/49.38%	66/20.50%	9/ 2.8%
3	Facility provision makes teachers to be punctual	86/26.70%	137/42.54%	87/27.01%	12/3.72%
4	Facility provision makes teachers to be effective	82/25.47%	154/47.82%	72/22.37%	14/4.34%

Table 4.3 showed that 104 respondents representing thirty two point three two percent (32.32%) are strongly agreed and 148 respondents representing forty five point nine seven percent (45.97%) agreed. While 48 respondents, representing and fourteen point nine zero percent (14.90%) are disagreed and 22 respondents representing six point eight three (6.83%) are strongly disagreed that facility provision encourages teachers to come to school early. Thus when lumping the positive responses together i.e strongly agreed and agreed it will found that all the responses are in favour of facility provision encourages teachers to come school as early as possible possesses the high percentages of (78.29%) .However 88 respondents representing Twenty seven point three two percent (27.32%) strongly agreed and 159respondentes representing forty nine point three eight percent (49.38%)are agreed facility provision arouse the interest of teachers toward teaching while 66 respondents representing twenty point five zero percent (20.50%)are disagreed and 9respondents representing two point eight percent (2.8%) are strongly disagreed that facility provision aroused the interest of teachers toward teaching in school. Thus when lumping positive responses together strongly agreed and agreed it will found that all the responses are in favour of facility provision arouse the interest of teachers toward teaching has the higher percentage of (76.07%).

The findings indicated that 86 respondents representing twenty six point seven zero percent (26.70%) are strongly agreed and 137 respondents representing forty two point five four percent (42.54 %) are agreed that facility provision makes teachers to be punctual while 87 respondents representing twenty seven point zero one percent (27.01%) disagreed and 12 respondents representing three point seventy two percent (3.72%) are strongly disagreed that facility provision makes teachers to be punctual. Thus when lumping responses together strongly agreed and agreed it will found that all responses are in favour of facility provision makes teachers to be punctual in the school possesses the high percentage. finally 82

respondents representing twenty five point four seven percent (24.47%) are strongly agreed and 154 respondents representing forty seven point eight two percent (47.82%) agreed facility provision makes teachers to be effective while 72 respondents representing twenty two point three seven percent (22.37%) are disagreed and 14 respondent representing four point three four percent (4.34%) are strongly disagreed that facility provision makes teachers to be effective in their school. Thus when lumping positive responses together strongly agreed and agreed it will found that all the responses are in favour of facility provision makes teachers to be effective in their schools. it possesses the high percentage.

Research Question 3 what is the impact of facility management to employ relevant teaching method in senior secondary schools of Dala Education zone, kano state, Nigeria?

Table 4.4: Responses percentages on the impact of facility management in employing relevant teaching methods in Senior Secondary Schools of Dala Education Zone, Kano State, Nigeria.

S/N	ITEMS	S.A/ %	A / %	D.A/ %	S.D/ %
1	Facility management facilitate teachers choose of teaching methods	118/ 36.64%	149/ 46.28%	43/13.36%	12/ 3.72%
2	Facility management helps teachers decide the suitable teaching methods	88/27.32%	159/ 49.38%	66/20.50%	9/ 2.8%
3	Facility management enable teachers choose suitable instructional materials	86/ 26.70%	137/ 42.54%	87/27.01%	12/3.72%

Table 4.4 shows that 118 respondents representing thirty six point six four percent (36.64%) are strongly agreed and 149 respondents representing forty six point two eight percent (46.28%) are agreed facility management facilitate teachers choose teaching methods while only 43 respondents representing thirteen point three six percent (13.36%) disagreed and 12 respondent representing three point seven two percent (3.72%) strongly disagreed that

facility management facilitate teachers choose of teaching methods. Thus when lumping strongly agreed and disagreed together will found that all the responses are in favour of facility management facilitate teachers choose of teaching methods it possesses the high percentage (82.92%). However 88 respondents representing twenty seven point three two percent (27.32%) are strongly agreed and 159 respondents representing forty nine point thirty eight percent (49.38%) agreed facility management helps teachers decide the suitable teaching methods while only 66 respondent representing twenty point five zero percent (20.50%) disagreed and 9 respondents representing two point eight percent (2.8%) strongly disagreed that facility management helps teachers decide suitable teaching methods. Thus when lumping strongly agreed and agreed together will found that all the responses are in favour of facility management helps teachers decide the suitable teaching methods in their schools it possesses the high percentage of (76.07%). Finally 86 respondents representing twenty six point seven zero percent (26.70%) are strongly agreed and 137 respondents representing forty two point five four percent (42.54%) agreed that facility management enables teachers choose suitable instructional materials while only 87 respondents representing twenty seven point zero one percent (27.01%) are disagreed and 12 respondents representing three point seven two percent (3.72%) strongly disagreed that facility management enables teachers choose suitable instructional materials. Thus when lumping strongly agreed and agreed together will found that the responses are in favour of facility management enables teachers choose suitable instructional materials in their schools it possesses the high percentage of (69.24%).

Research Question 4. What is the impact facility maintenance on ability of teachers to manage their classroom effectively in senior secondary schools of Dala Education zone, kano state, Nigeria?

Table 4.5: Responses percentage on the impact of facility maintenance on ability of teachers to manage their classroom effectively Senior Secondary Schools of Dala Education Zone, Kano State, Nigeria.

S/N	ITEMS	S.A/ %	A / %	D.A/ %	S.D/ %
1	Facility maintenance arouses the interest of student/learners	86/ 26.70%	118/36.64%	104/32.3%	14/4.34%
2	Facility maintenance enhance teachers ability to deliver the lesson successfully	182/56.52 %	76/ 23.60%	13/4.03%	51/15.83%
3	Facility maintenance encouraged teaching and learning activities	160/ 49.69%	110/34.17%	18/5.59%	34/10.55%

Table 4.5 shows that about 86 respondents representing twenty six point seven zero percent (26.70%) are strongly agreed and 118 respondents representing thirty six point six four percent (36.64%) agreed facility maintenance arouses the interest of student while 104 respondents representing thirty two point three percent (32.3%) disagreed and only 14 respondents representing four point three four percent (4.34%) strongly disagreed that facility maintenance aroused the interest of student in Dala education zone. Thus when lumping strongly agreed and agreed together will found that the responses are in favour that facility maintenance arouses the interest of student in their schools it possesses the high percentage (63.70%). However 182 respondent representing fifty six point five two percent (56.52%) strongly agreed and 76 respondent representing twenty three point six zero percent (23.60%) are agreed that facility maintenance enhance teachers ability to deliver the lesson successfully while only 13 respondents representing four point zero three percent (4.03%) disagreed and 51 respondents representing fifteen point eight three percent (15.83%) are

strongly disagreed that facility maintenance enhance teachers ability deliver the lesson successfully in secondary schools of Dala Zone. Thus when lumping strongly agreed and agreed together all the positive responses are in favour of facility maintenance enhance teachers ability deliver their lesson successfully it possesses the high percentage (83.86%). Finally the finding revealed that about 160 respondent representing forty nine point six nine percent (49.69%)are strongly agreed and 110 respondents representing thirty four point one seven percent (34.17%) agreed that facility maintenance encouraged teaching and learning activities while only 18 respondents representing five point five nine percent (5.59%) disagreed and 34 respondent representing ten point five five percent (10.55%)strongly disagreed that facility maintenance encourage teaching and learning activities. Thus when lumping strongly agree and agreed together the responses are in favour that facility maintenance encourage teaching and learning activities it possesses the high percentage (80.12%).

Research Question 5: What is the impact of facility utilization on teachers constant lesson plan?

Table 4.6: Responses percentage on the impact of facility utilization on teachers constant lesson plan.

S/N	ITEMS	S.A/ %	A / %	D.A/ %	S.D/ %
1	Facility utilization impact on the teachers to plan the lesson	71/22.05%	186/57.77%	57/17.70%	8/2.48%
2	Facility utilization makes teachers organize the lesson presentation	84/26.09 %	144/44.72%	76/23.60%	18/5.59%
3	Facility utilization enhance teachers ability to evaluate their lesson	134/41.61%	144/44.72%	36/11.18%	8/2.49%

Table 4.6 shows that 71 respondents representing twenty two point zero five percent (22.05%) strongly agreed and 186 respondents representing fifty seven point seven seven percent (57.77%) agreed facility utilization impact on teachers to plan the lesson while only

57 respondents representing seventeen point seven zero percent (17.70%) disagreed and 8 respondents representing two point four eight percent (2.48%) strongly disagreed that facility utilization impact on the teachers to plan the lesson. Thus when lumping strongly agreed and agreed together will found that the responses are in favour that facility utilization impact on the teachers to plan the lesson it possesses the high percentage. However 84 respondents representing twenty six point zero nine percent (26.09%) strongly agreed and 144 respondents representing forty four point seven two percent (44.72%) agreed that facility utilization makes teachers organize the lesson presentation while only 76 respondents representing twenty three point six zero percent (23.60%) disagreed and 18 respondents representing five point five nine percent (5.59%) strongly disagreed that facility utilization makes teachers organize the lesson presentation when lumping strongly agreed and agreed together it will found that the responses are in favour that facility utilization makes teachers organize lesson it possesses the high percentage. Finally 134 respondents representing forty one point six one percent (41.61%) strongly agreed and 144 respondents representing forty four point seven two (44.61%) agreed that facility utilization enhance teachers ability to evaluate their lesson while 36 respondents representing eleven point one eight percent (11.18%) disagreed and 8 respondents representing two point four nine percent (2.49%) strongly disagreed that facility utilization enhance teachers ability to evaluate their lesson. thus when lumping strongly agreed and agreed together will found that the responses are in favour that facility utilization enhance teachers ability to evaluate their lesson it possesses the high percentage.

4.3 Summary of the Findings

Based upon the data presented, interpreted and analyzed, the study revealed that the :

1. Provision of facilities such as Laboratories, Staff offices, clinics, Furnitures in senior secondary Schools of Dala education zone Kano state, Nigeria was not adequate even though there is an indication of availability of some classrooms and toilets;
2. Provision of facilities such as classroom,library, laboratories equipments impacted the punctuality of teachers in senior secondary schools teachers in Dala Education zone, Kano state, Nigeria;
3. Facility management enabled the teachers to choose suitable methods of teaching in senior secondary schools of Dala education zone Kano state, Nigeria;
4. Facility maintenance enabled the teachers to manage their classroom effectively in senior secondary schools of Dala education zone Kano state, Nigeria; and
5. Facility utilization helped the teachers in having a constant lesson plan in senior secondary of Dala Education Zone Kano state, Nigeria.

4.4 Discussions of the Findings

The study was on the impact of facility, provision and management on teachers' job satisfaction in senior secondary schools of Dala Education Zone Kano State, Nigeria.

The first findings discovered that, provisions of facility in senior secondary schools of Dala Education Zone are not adequate even though there is an indication of availability of classrooms and toilets. This finding supported the finding of yangaiya (2004), who found that there is inadequate provision of facility in technical secondary schools in Katsina State. This finding was also in line with the findings of Aibgoje (2007) found that some school facilities were inadequate while others are not available at all.

Good quality and standard of school depend largely on the provision, adequate , unitization and management of educational facilities. In line with the findings above Akinsolu (2004) asserted that, educational curriculum cannot be sound and well operated with poor and badly managed school facility. from all indication school facilities are physical resources that facilitate effective teaching and learning. In this relation also Ifeoma (2012) added that, the quality of education delivered by teacher and the academic achievement of pupils of any school is dependent on several factors of which school facility is paramount Akinsolu (2004) asserted that while referring to the importance of instructional facilities to teaching said that, School devoid of these materials cannot operate efficiently and successfully. And their provision will ease teaching and administration work in order to achieve high productivity. It is worth noting that, the availability of instructional facilities has been found to have significant effect on pupils academic achievement and even the management of classroom which teachers need, to enable them teach efficiently and effectively can hardly be achieved, unless and until required facilities are provided and utilized.

The second findings revealed that facility provision for teachers in senior secondary schools of Dala education zone impacted the punctuality of teachers in senior secondary schools. Job satisfaction can positively enhance an employee's work attitude because he is likely to be more motivated and committed to achieving organizational goals or realizing the goals of secondary school education as spelt out in the National Policy on Education. In organizations where people are experiencing a high level of job satisfaction, complaints, grievances, absenteeism, turnover and termination are likely to be reduced to the barest minimum and there will be improvement in punctuality, a boost in workers' morale, and increase in the quality of output . This finding supported the finding of Shann (2001) asserts that job satisfaction helps to retain teachers and makes them committed to their job and through this

also makes their schools very effective. In other words, job satisfaction contributes to the improvement of teaching, students' learning and teacher retention. The findings of this study supported the findings of Stalling, (2008) whose discovered that working environment and available of resources do impact job satisfaction of teachers and may be associated with their decision to remain in teaching.

The third findings revealed that facility management enable teachers choose suitable instructional materials. Method is the procedure by which a goal is reached and accomplished. Teaching method refers to the mode of organization of instructional content and materials, the manner of presentation to the pupils and the activities of the pupils and teachers carry out. It is also including every means by which a teacher does things, that is every expressions of his face, the tone of his voice in whatever way the teacher causes changes in his pupils whether for better or for worse, the method is going on.

There are many teaching methods namely; lecture , discussion, demonstration ,dramatization, field trip, project, practical inquiry method, individualized instruction, play-way method, scientific methods, audio- visual, laboratory methods ,question and answer method e.t.c. The classroom teacher is responsible for selecting the most effective and appropriate teaching methods from the plethora available. The type of facilities available or their absence or scarcity would influence greatly the type of method and approaches to be employed in the classroom. Consequently the decision to use individualized instruction or group instruction would depend on the quality and quantity of facilities available. This findings also in line with the findings of Ayodele, (2001) who found out that adequate provision of instructional resources has significant effects on student's performance and enhances the effectiveness of delivery for teachers.

The fourth finding shows that facilities maintenance has significance impact on ability of teachers to manage their classroom effectively. The finding of supported the finding of the

study and this indicated that electricity, library and teacher book, school laboratory are not regularly available and well equipped. All these portend loss of interest on the part of both the teacher and the students thereby limiting the chances of the learner acquiring much from the teacher and the continuous job satisfaction of the teacher. The findings also concluded that inadequate classroom environment and school facilities produced negative teacher job satisfaction and recommended among others that school laboratory should be well equipped to make science teaching more practical and promote effective teacher job satisfaction. However there is a positive relationship between the academic performance of students and the availability and nature of classrooms, if there is shortage of classrooms, furniture, equipment and other material resources, can affect the productivity of the teacher and this affects his level of job satisfaction.

In this regard Abraham (2003) suggests that the class size must be manageable with good sitting arrangement to permit students seeing the board from all angles of the class. They also added that the classroom should be well ventilated

Adeaze (2004:132) who stated a classroom well equipped with furniture will help teachers to manage or control the children since they can sit quietly on their chairs, quietness in teaching, learning situation help in concentration, assimilation and understanding.

The fifth findings revealed that, facility utilization help the teachers in having a constant lesson plan in senior secondary of Dala Education Zone Kano state, Nigeria. The finding of this study is in line with the Jimoh's (2010) findings which holds that the teacher is assisted by Infrastructural facilities in overcoming physical difficulties that could have hindered his effective presentation of a given topic. He added that Infrastructural facilities generally make teaching and learning easier and less stressful. They are equally indispensable catalysts of social and intellectual development of the learners.

School facilities are supposed to be kept in good condition in near the original state as much as possible by school administrators, but from this investigation it appears that school administrators are neglecting school facility management and maintenance. School administration could use their initiative to provide and create managerial abilities to sustain teaching and learning resources for use in senior secondary school of Dala Education Zone Kano State, Nigeria.

From the above discussion we concluded that the important of adequate funding cannot be overemphasized no organization can carry out its function effectively without adequate financial resources at its disposal. Money is important in a school because it is used to construct buildings, purchase needed equipment, maintain the plants and keep the services going. Provision of enough funds to run the secondary school education is possible as a result of increase in enrolment of student population and new technological innovations which make our students and teachers to be compare to the rest of the world.

Public school enrolment has continued to increase without a corresponding increase in facilities as a result of underfunding of education in the area of study, school facilities are grossly inadequate to match the student population and the available facilities were poorly maintained or over utilized as a result of overcrowding in the school such situation hinders effective teaching and learning making the process rigorous and uninteresting to student and teachers.

A classroom must not be overcrowded and must be spacious enough for free movement. The absence of classrooms for effective teaching and learning presupposes the absence of other facilities such as libraries, instructional materials such as textbooks, audio-visual aids. Majority of secondary schools in the area of study had not been equipped with computer which will afford the learner the opportunities for developing manipulative skills that will

enable the child to function effectively in the society within the limits of the Childs capacity. Even where there are school buildings, majority of them not have library to inculcate young learners, the habit of reading. In conclusion provision of enough school facilities is essential in the right quantity at appropriate time in order save the life of the leaders of tomorrow.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

The chapter discusses summary of the findings, conclusion as well as recommendations.

5.2 Summary

This study titled impact of facility, provision and management on teachers job satisfaction in senior secondary school of Dala education zone kano state, Nigeria .Chapter one of the study discussed background to the study, statement of the problems, Five objectives were set to achieved by this study among which were to examine adequacy of facility provision in senior secondary school of Dala Education Zone, Examine impact of facility provision on teachers punctuality in senior secondary school of Dala Education Zone, impact of facility management on teachers ability to employ relevant teaching method in senior secondary school of Dala Education Zone ? impact of facility maintenance on teachers ability to managed classroom effectively , impact of facility utilization on teachers constant lesson plan in senior secondary schools of Dala Education Zone Kano State Nigeria. Five research question were raised to guide conduct of this study among to what extent are facility provided to senior secondary school of Dala Education Zone? What Is the impact of facility provision on teachers punctuality in senior secondary school of Dala Education Zone?what is the impact facility management to employ relevant teaching method in senior secondary school of Dala Education Zone? What is the impact of facility maintenance on ability of teachers to managed their classroom effectively in senior secondary school of Dala Education Zone ? impact of facility utilization on teachers constant lesson planning in senior secondary schools of Dala Education Zone Kano state, Nigeria? Significance of the study as well as scope and delimitation of the study were discussed. In chapter two, theory related to this study which social system theory was reviewed. In conceptual frame work some concepts

related to the study under investigation were also reviewed, empirical study were reviewed. Summary and uniqueness of the study were also discussed.

The study was conducted using survey research design the adoption of the design was informed by the fact that, a survey research focuses on population or the universe for intensive study and analysis.

It should be mentioned that, the population of this study were principals and teachers of senior secondary schools of Dala education zone. The total population comprises of 59 principals and 1,117 teachers under study. To arrive at the needed sample research advisor tables of sample selection was used. The sample size is 44 principal and 278 teachers In order to get the needed data, research question were developed from the objectives of the study.

A self designed questionnaire of two sections was constructed section A the response should done by ticking while in section B using four like of method of strongly agreed, agreed disagreed and strongly disagreed to answer the question that will elicit the needed data for answering questions.

Data collected was analyzed using frequency and simple percentage. At the end of the analysis the five research questions were all answered, summary of the major findings and discussion of the findings were made..

5.3. Conclusions

This study was designed to seek opinion of the respondent on the impact of school facilities provision and management on teachers job satisfaction. From the findings of the study, it was concluded that:

1. Facility provision to senior secondary schools under area of study is inadequate despite its important role that played in boosting and energizing teachers to become satisfied with their job which led to over utilization of the few materials that had been available.

2. Facility provision impacted the punctuality of teachers in the Zone;

3. Facility management impacted the teachers to choose suitable method of teaching;

4. Facility maintenance enabled the teachers to manage their classroom effectively;

5. Facility utilization impacted teachers having constant lesson plan.

and management impact teachers' job satisfaction positively in terms of teachers' punctuality, teachers' ability to employ relevant teaching methods, ability of teachers to manage their classroom effectively and constant lesson planning.

5.4 Recommendations of the Study

5.4.1 Recommendations From The Study

From the above conclusions, it is recommended that the following steps be adopted for better academic performance and good working condition for teachers of secondary schools in Dala Education Zone Kano state, Nigeria.

1. The government and other stakeholders should also direct their attention to the adequate provision of facilities because government alone cannot bear the cost of education and also monitor judicious utilization of the facilities.
2. Dala Education Zone and ministry of Education in Kano should encourage the provision of adequate and enough facilities for teachers' punctuality in the zone.

3. Ministry of Education and Senior Secondary Schools Management Board should frequently organize professional courses, seminars and workshops conferences on the strategies of management and maintenance of facility in the Zone.
4. Teachers and school administrators should be encourage to go for in-service training and professional training on how to utilized the facility for effective sound education.
5. To solve the problems of inadequate provision of facility government should have the statistics of each student in school so that they can increase their annual budget allocation to the education sector in order to carter the enrolment size of each school.

5.4.2 Recommendations for Further Studies

This study restricted itself only in finding out the Impact of Facility Provision and Management on Teachers' Job Satisfaction in Secondary Schools of Dala Education Zone. Kano State, Nigeria. Following were the recommendations:

1. There is the need for other studies to be conducted in Leadership styles, Remuneration, Conducive learning environment as factors impacted teachers' job satisfaction, this is because facility provision is not the only way of boosting teachers job satisfaction.
2. Similar study is also recommended to be carried out in other Education Zones of Kano State in order to come up with the picture of how Facility Provision and Management impacted the Teachers' Job Satisfaction.
3. Likewise further study on Impact of Facility Provision and Management on Teachers' Job Satisfaction is recommended to be carried out in Basic Education Schools of Kano state, and other Educational Zone in the state so as to come up with general impact of facility provision and management on Teachers job satisfaction.

REFERENCES

- Abdulkarim, A.Y & Fassai Y.A (2010). Management of educational facilities in Nigeria secondary school: *The role of administrators and inspector*. University of ilorin, Ilorin Nigeria
- Abraham, N. M. (2003). *Educational Administration in Nigeria*. Port Harcourt: Pam Unique Publishers.
- Adaeze, C.O (2002). *Educational administration, theory and practice* Minna, Asodoc pub house
- Adaeze, C.O (2002) .*Fundamental of management* minna. Ailaiza international books
- Adeboyeje, R.A (200.) *A practical approach to effective utilization and maintenance of physical facilities in secondary school*. In J.O fadipe & E.E Owchukwu (eds). Educational planning and administration in the 21st century. Ondo: Niepa. Pp88-103
- Adesina, S (1984). landmark in secondary education in Nigeria in Adesina and S. Ogunsaju (eds) secondary education in Nigeria (pp.1-15) ile-ife university of life press ltd
- Agboje, C.D (2007) Head teachers perception of adequacy of the facilities provided for the implementation provided basic education (UBE) in Nigeria primary school ; *journal of applied research in education s* (1) 58-66
- A.I.O Odumosy (2006), *Basic principles of education and teaching method*,olu-akin publishers College crescent Ibadan
- Akinsolu, A.O (2010). Teacher and students academic performance in Nigerian secondary school: implication for planining of florida journal education administration and policy summer 2010 Vol 3, issue 2
- Akinsolu, A.O (2004). *Provision and management of facilities of primary education*. A paper presentation at the conference org by national association for education administration and planning Ibadan
- Akubue, A.U (1991) *classroom organization and management: as-point strategy*. Ibadan: wisdom publisher ltd
- Akuezuiilo, E.O (2012) *research and statistics in education and social science method And application* awka, nuel centre publishers and academic press limited.

- Akporehe, D A (2013) *The impact of Environment on Productivity in Secondary Schools* Department of Educational Studies and Management, University of Benin,
- Armstrong, M. (2006). *A Handbook of Human resource Management Practice*
- Asiabaka . P.A (2008) *The need for effective facility management in school in Nigeria*. New York science journal, Retrieved from <http://www.sciencepub.org>, ISSN 1554-0200
- Asika, N (1991) *Research Methodology in the Behavioral science* Lagos: Longman Retrieved from http://www.academicjournal.org/jasddd1:10.58971/jasd_11.058.ISSN-2141-2189@2013 academic journals. on 6th June, 2016.
- Bastedo, M.N (2004) Open system theory university of Michigan entry the sage encyclopedia of educational leadership and administration draft: April 28, 2004
- Bello, A.B (2005) *Introduction to school organizational management*. Kano AGM computers and research centers: no 2 Yahaya Gusau road g/kaya, kano
- Bichi, M.Y (2004) *Introduction to research method and statistics* Debis co. press and publisher court road, Gyadi-Gyadi, kano
- Cole, G.A (1993) *management theory and practice* fourth edition London, DP publication limited
- Davis, K. and Nestrom, J.W. (1985). Job Satisfaction, Job Performance, and Effort: A Re examination Using Agency Theory, *Journal of Marketing*, January, Vol. 70, pp. 137-150
- Davis, K. and Nestrom, J.W. (1985). *Human Behavior at work: Organizational Behavior*, 7 edition, McGraw Hill, New York, p.109
- Encyclopedia of Business and Finance, Second edition, Thompson Gale, Detroit, p. 446
- Lawler, E.E. III and Porter, L.W. (1967).
- Emetron, U.G (2006) *provision and management of facilities in primary school in Nigeria implication for policy formation* a paper presentation nation association for education administration and planning conference Ibadan
- Federal republic of Nigeria(2004). *National policy on education*, Lagos.
- Fenker, M (2004) *organizational change representations and facilities management innovation and performance*. Alexander, k (ed) U.K Taylor Francis
- Herzberg, H. F. (1976). *Motivation Hygiene Profiles*, p. 20 George, J.M. and Jones, G.R. (2008).

- Hulin, C. L., & Judge, T. A. (2003). Job attitudes. In W. C. Borman, D. R. Igen, & R. J. Klimoski (Eds.), *Handbook of psychology: Industrial and organizational psychology* (pp. 255-276). Hoboken, NJ: Wiley
- Ifeoma, A.R. (2012), *assessing school facilities in public secondary in delta state, Nigeria*. *An international multidisciplinary journal*, Ethiopia volume 6 number 25 (2012) ISSN 1994-905 (print) ISSN 2070-0083 (online) doi: Retrieved from <http://dx.doi.org/10.4314/afrev.v6i.17>
- Isaiah, M.N(2013), *Linking the School Facilities Conditions to Teachers' Level of Job Dissatisfaction in the South Central Region of Botswana*: International Review of Social Sciences and Humanities Vol. 4, No. 2 pp. 196-205 ISSN 2248-9010.
- Joshua, A.A & Madufe A.A (2011) improving learning infrastructure and environment for sustainable quality assurance practice in secondary schools in ondo state south west Nigeria. Doc: 10.5861/ijrse.2012.vi.i *Journal of educational and social research* vol/ 1 number (2011) ISSN 2240-0524,
- Kano, H. M (2008) *The role of principal in the provision of teaching and learning Resources in municipal secondary schools on zone*. Unpublished med dissertation: Bayero university kano
- Lawaison and olukemi, A.G (2011) *provision and management of school facilities for the implementation of UBE programme*
- Matthew, A. I (2013) *provision of secondary education in Nigeria: challenges and way forward*: journal of African studies and development volumes No. 1.
- Mu'azzam, H.I (2009) *impact of resources allocation and utilization on secondary school students and academic performance in kano municipal education zone*. Unpublished med dissertation: Bayero university Kano.
- Mullins, J.L. (2005). *A theory of goal setting and task performance*, Prentice Hall, p.4
- Luthans, F. (1998). *Organizational Behavior*, 8 Editions, McGraw-Hill/Irwin, Boston, p. 147.
- Ngimbudzi, F.W (2009), *job satisfaction among secondary school teachers in Tanzania* Master's Thesis in Education Spring Department of Educational Sciences Institute of Educational Leadership University of Jyväskylä
- Nura, S. (2014) *the impact of community participation non provision and management of infrastructural facilities in primary school of Kazaure emirate Jigawa state* unpublished med dissertation Bayero University Kano.
- Nwakwo, J.Q (1983) *educational administration: theories and practice* new Delhi; Vikas publishing house
- Ogunbameru, D.A (2004) *management theory*. Lagos. National open university of Nigeria
retrieved from [www. Noun.edu.ng](http://www.Noun.edu.ng)

- Ogunbameru, D.A (2004) *management theory*. Lagos. National open university of Nigeria
retrieved from ww. Noun edu.ng
- Ojedeke, P.K (2004) *facilities provision and management for the successful implementation of the universal basic education (UBE) programme in Nigeria*. In E.O Fagbemiye, J.B. Babalola, Fabumi m.& A.O Ayeni (ads) management of Primary and secondary education in Nigeria, Ibadan: NAEAP/codat publication
- Olagboye, A.A. (2004) *introduction to educational management in Nigeria*. Ibadan: daily graphic (Nigeria) limited
- Research advisor (2006) *required sample size*. Access on www. Research advisor comtools/sam
- Robinson, D. (2004) management theory thinkers from the 21st century
- Rue,L.W.and Byars, L.(2003). *Management and organizational behavior*, Seventh Edition, Pearson Education Limited, Essex, p. 700.
- Safma (2014), *what is facility management*.A paper presented at safma annual conference.
- Spector, P.E. (1997). *Job satisfaction: Application, assessment, causes and consequences*. Thousand Oaks, CA: SAGE.
- Statt, D. (2004). *Management, Skills and Application, 10 ed. McGraw-Hill/Irwin, New York, p. 259*
- Tawari, O C(1993) *Classroom Management and Control for Effective Teaching and Learning in Secondary school*.
- Udofot, M .A(1995), *the Teacher and Classroom Leadership. Current Trends in Educational Practices* (pp. 10-18). Uyo: Imasons Educational Services.
- Thompson, E.R.; Phua F.T.T. (2012). *"A Brief Index of Affective Job Satisfaction". Group & Organization Management. 37 (3): 275–307. doi:10.1177/10596011111434201.*
- Uko, E.S (2015) principal and effective management of facilities in secondary school in cross river state, Nigeria: *international journal of academic research and reflection* volume, 3 number 1 (2015) ISSN 2309-0405
- Yangaiya,A.S (2004) *the effect of school facilities on technical school effectiveness katsina state unpublished med dissertation*: Bayero university Kano. Nigeria.

IMPACT OF FACILITY PROVISION AND MANAGEMENT ON TEACHERS' JOB SATISFACTION IN SENIOR SECONDARY SCHOOLS OF DALA EDUCATION ZONE, KANO STATE, NIGERIA.

Dear Sir,

The questions below aim at obtaining information on impact of facility provision and management on teacher's job satisfaction in senior Secondary Schools of Dala Education Zone Kano state, Nigeria.

Please, tick as appropriate to show your responses to each question

SECTION 1

1. My school has the adequate following facilities functional for teachers to carry out their job.

S/N	Items	Place your response by ticking
1	Classroom	
2	Laboratories	
3	Toilet	
4	Staff offices	
5	Library	
6	Clinics	
7	Borehole	
8	Laboratories equipment	
9	Furniture	
10	Text books	

SECTION 2.

2. Following are the impact of facility provision on teachers punctuality in senior secondary schools of Dala Education Zone Kano state, Nigeria.

S/N	Items	Strongly agreed	Agreed	Disagreed	Strongly disagreed
1	Facility provision encourages teachers to come to school early				
2	Facility provision arouses the interest of teacher toward teaching				
3	Facility provision makes teachers to be punctual				
4	Facility provision makes the teacher to be effective				

3) The following are the impact of facility management on teachers ability to employ relevant teaching methods

S/N	Items	Strongly	Agreed	Disagreed	Strongly
-----	-------	----------	--------	-----------	----------

		agreed			disagreed
1	Facility management facilitate as teachers choose teaching methods				
2	Facility management helps teachers decide the suitable teaching methods				
3	Facility management enable teachers choose suitable instructional materials				

4) The following are impact of facility maintenance on ability of teachers to manage their classroom effectively in senior secondary schools of Dala Education Zone Kano state.

S/N	Items	Strongly agreed	Agreed	Disagreed	Strongly disagreed
1	Facility maintenance arouses the intrest of student/learners				
2	Facility maintenance enhance teachers ability to deliver the lesson successfully				
3	Facility maintenance encourage teaching and learning activities				

5.The Following Are the impact of facility utilization on teachers constant lesson plan in senior secondary schools of Dala education Zone Kano state, Nigeria.

S/N	Items	Strongly agreed	Agreed	Disagreed	Strongly disagreed
1	Facility utilization impact on the teachers to plan the lesson				
2	Facility utilization makes teacher organize the lesson presentation				
3	Facility utilization enhance teachers ability to evaluate their lessons from simple to complex stage				