

INFLUENCE OF PROVISION AND MANAGEMENT OF SECONDARY SCHOOL FACILITIES ON TEACHERS' JOB SATISFACTION IN KATSINA ZONAL EDUCATION QUALITY ASSURANCE, KATSINA STATE

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Abstract

This study examines the Influence of Provision and Management of Secondary School Facilities on Teachers' Job Satisfaction in Katsina Zonal Education Quality Assurance, Katsina State, Nigeria. Descriptive survey research design was used and simple random sampling Procedure was adopted. Two research objectives were stated and two research questions were raised. Samples of 306 respondents were selected out of the main population of one thousand three hundred and twenty four (1324) teachers, one hundred and seventy five SBMC (175) and Ten (10) MOE Officials all from katsina zonal education quality assurance, making a total of 1509 respondents. One research instrument was used: Provision and Management of Secondary School Facilities their influence on Teachers Job Satisfaction Questionnaire (PMSSFITJS). The reliability of the instrument was established at .701. The findings of the study revealed that, provision of infrastructural facilities has a significant positive prediction of teachers' job satisfaction. The study also identifies that some facilities were inadequate in most of the secondary schools. It was recommended that Katsina state government and administrators should urgently need to maintain and upgrade provision of infrastructural facilities to meet up with modern demands of secondary school education.

Key words: Provision, Management, School Facilities, Teachers, Job Satisfaction

Introduction

Education is widely recognized as vital and indicator for the development of nation. One of the basic purposes of education is to produce trained human resources, which overcome development impediments of a given country. Schools are established for the purpose of teaching and learning. It is very important to note that the teachers and students are properly accommodated to facilitate the primary purpose of teaching and learning. (Alimi, 2004). Balogun (2002), submitted that no effective education programme can exist without equipment for teaching and learning. School teachers are the most important group of professionals for our nation's future. Therefore, it is astonishing to know that even today many of the school teachers are dissatisfied with their jobs due to inadequate and poor management of secondary school facilities. Job satisfaction among school teachers are good not only for themselves but society as a whole, as it increases productivity and classroom performance in the schools, when the teachers are satisfied in their job at the time they have interested to teach students with efficiently and effectively.

Facilities enable the learner to develop problem-solving skills and scientific attitudes. In their contribution or influence on students and teacher job satisfaction Ajaji and OgunYemi Owreye (2011) reiterated that when facilities are provided and managed to meet the relative needs of school, students will not only have access to the reference materials, but individual students will also learn at their own

pace. Emakuma (2013), also stated that "school facilities become important because of the extent that it helps teachers in improving teaching-learning and effectiveness".

In the educational institutions, facilities constitute essential inputs which could generate favorable learning environment, facilitate interaction and enhance achievement of educational objectives. In fact, school curriculum would be meaningful and functional if required facilities are provided in adequate quantity at appropriate time.

School facilities are a key resource in meeting teaching and learning objectives. The effective management of school Plants/facilities involves the alignment of asset planning and decision making with educational priorities and strategies. Sound management across the facilities life cycle facilitates better decision-making about the acquisition, ongoing use or operation and ultimately the disposal of assets at the right time, and in a cost effective manner (Adeboye, 2010). These are the buildings, equipment, furniture and others which helps to translate any educational programme into a productive result on the learners. According to Castaldi, (1977) in Musa (2010) facilities are "Those things of education" which enable a skillful teacher to achieve a level of instruction effectiveness that exceeds by far what is possible when they are not provided.

According to system theory a school is considered to be a system having integrated parts such as departments, variety of teaching subjects, school facilities, teachers, students among others. All these segments according to this theory are interrelated, equally important and must work together for efficiency and effectiveness.

The provision of Educational Facilities is the combined responsibility of the public and the private sectors. Execution of educational programmes demands that facilities are provided if success is to be achieved. Government, school proprietors, parents and other stakeholders are expected to provide the facilities for their schools. The Nigerian Government stated that all stakeholders would be involved in every aspect of school management. This undoubtedly includes the provision of school plants. However, this aspect is one of the most neglected areas in the school system (Olagboye, 2013). As a result there is disparity in provision of facility from one school to another in urban center. While the schools located in rural areas are neglected. However, on the aspect of utilization of school plants in secondary schools, Adeboyeje (2000) stated that utilization is the-degree or extent to which an item has been put into effective use. Therefore, maximum utilization occurs when facilities are put into effective usage in line with primary objectives.

Statement of the Problem

The effect of deteriorating condition and improper provision and management of school facilities are threats to school curriculum implementation and students' academic performance. The poor academic success of students in examinations have been largely attributed to inadequate provision and improper management of school facilities which include audio-video facilities, infrastructural facilities and school environment. Other education resources or facilities that are currently very scarce in our secondary schools consist of instructional resources such as graphics, printed materials, display materials and consumable materials, for example; physical resources such as lands, buildings, furnitures equipment, machinery, vehicles, electricity and water supply Olagboye (2013).

Most teachers in our secondary school are having dissatisfied with their job due to inadequate provision and improper management of educational facilities especially instructional facilities for teaching and learning. Many school facilities are managed poorly, underutilized or non-utilize which leads to the collapse or damage of such equipment. Inadequate facilities bring about over stretching the facilities available and greatly result to complete breakdown. Poor management of school facilities lead to the waste and thereby making plant ineffective.

Based on the about background the researcher make interest to investigate if there is influence on the

provision and management of school facilities on teacher job satisfaction.

Objectives of the Study

The study was guided by the following specific objectives which are to:

- 1- To find out the influence of provision of infrastructural facilities on teacher job satisfaction in Katsina zonal education quality assurance, Katsina State.
- 2- To examine the influence of management of infrastructural facilities on teacher job satisfaction in Katsina Zonal Education Quality Assurance, Katsina State.

Research Question

- 1- What is the influence of provision of infrastructural facilities on teacher job satisfaction in Katsina Zonal Education Quality Assurance, Katsina State.
- 2- What is the influence of management of infrastructural facilities on teachers' job satisfaction in Katsina Zonal Education Quality Assurance, Katsina State.

Research Hypotheses

The study formulates the following null hypothesis

Ho1 there is no significant influence of provision of infrastructural facilities on teachers' job satisfaction in secondary schools in Katsina Zonal Quality Assurance, Katsina State.

Ho2 there is no significant influence of management of infrastructural facilities on teachers' job satisfaction in secondary school in Katsina Zonal Education Quality Assurance, Katsina State.

Methodology

This study adopted descriptive survey research design. The population of the study comprises all public secondary school teachers, School Base Management Committee officials, and Ministry of Education Official in katsina zonal education quality assurance, katsina state. There are a total number of one thousand three hundred and twenty four (1324) teachers from Public senior secondary school, one hundred and seventy five SBMC (175) and Ten (10) MOE Officials all from katsina zonal education quality assurance, making a total of 1509 respondents. With the aid of research adviser (2006) table for determining sample size, a sample size of 306 respondents was used for the study. Stratified sampling techniques was used for the study.

The instrument used for data collection in this study is self-designed structured Questionnaire, designed by the researcher titled Provision and Management of Secondary School Facilities their influence on Teachers Job Satisfaction Questionnaire (PMSSFITJS). The Questionnaire is made up of two (2) sections; the first section presents the demographic information of the respondents such as; status, qualifications, and year of working experience. While the second section present six (6) clusters with five (7) statement items each reflecting the research objectives. It is based on a four(4) point scale utilizing the option: of strongly Agreed (SA), Agree (A), Disagree (D), and strongly Disagree (SD) Weighted 4,3,2 and 1 respectively.

The data collected was analyzed using descriptive and inferential statistics, frequency distribution, means and standard deviations were used to describe the pattern of the demographic characteristics of the respondents. Pearson correlation coefficient tool was employed to test each of the hypothesis at 0.05 (5%) level of significance.

Result

Research Question 1: What is the influence of provision of infrastructural facilities on teacher job satisfaction in Katsina Zonal Education Quality Assurance, Katsina State?

Table 1: Respondent opinion on Influence of provision of Infrastructural facilities process in

secondary schools in Katsina zonal education quality assurance Katsina state

S/N	Item Statements	Respon dents	Response						
			N	SA	A	D	SD	Mean	S. D
1	Provision of ICT lab improved the teachers ability to evaluate and assess students learning outcome in secondary school	Teachers	217	127	85	3	2	3.55	0.56
		SBMC	72	40	28	4	0	3.81	0.61
		MOE	10	5	5	0	0	3.50	0.53
2	Provision of laboratory building in secondary school contribute on teaching and learning process.	Teachers	217	167	46	1	3	3.74	0.54
		SBMC	72	61	10	0	1	3.82	0.48
		MOE	10	5	4	1	0	3.40	0.70
3	Teachers are satisfied with the provision of classroom environment in secondary school	Teachers	217	57	84	60	16	2.84	0.90
		SBMC	72	19	27	25	1	2.89	0.81
		MOE	10	3	5	2	0	3.10	0.74
4.	Provision of laboratory building facilities has positive influence on teachers job satisfaction.	Teachers	217	123	82	9	3	3.50	0.65
		SBMC	72	42	27	3	0	3.54	0.58
		MOE	10	6	3	1	0	3.50	0.71
5	Government provides adequate classroom building with proper lighting and ventilation in secondary school	Teachers	217	55	80	63	19	2.79	0.92
		SBMC	72	17	29	22	4	2.82	0.86
		MOE	10	3	2	3	2	2.60	1.17
6	Provision of playground facility enhance teachers effectiveness in secondary schools	Teachers	217	80	108	22	7	3.20	0.75
		SBMC	72	20	44	3	5	3.10	0.77
		MOE	10	2	8	0	0	3.20	0.42
7	Provision of toilet building facility in secondary school has positive influenceto secondary school Education.	Teachers	217	119	78	10	11	3.41	0.78
		SBMC	72	33	33	3	3	3.33	0.75
		MOE	10	5	5	0	0	3.50	0.53

Table 1 indicated that provision of infrastructural facilities assist in teachers’ job satisfaction in public secondary school in Katsina ZEQA Katsina State. As revealed from item one (1) to seven (7), the average mean scores of respondents were teachers 3.29, SBMC 3.33 and MOE 3.26. This is a clear indication that most of the respondents agree that provision of infrastructural facilities contributed to teachers’ job satisfaction in public secondary school in ZEQA, Katsina State.

Research Question 2: What is the influence of management of infrastructural facilities on teachers’ job satisfaction in Katsina Zonal Education Quality Assurance, Katsina State.

Table 2: Respondent opinion on influence of management of Infrastructural facilities in public secondary school in Katsina zonal education quality assurance Katsina state

S/N	Item Statements	Respon- Dents	Response						
			N	SA	A	D	SD	Mean	S. D
1	Teachers are satisfied with management of ICT lab in secondary school	Teachers	217	60	70	74	14	2.81	0.92
		SBMC	72	14	28	27	3	2.74	0.82
		MOE	10	0	6	3	1	2.50	0.71
2	Management of laboratory building in secondary school contribute to Secondary School Education	Teachers	217	101	94	21	1	3.36	0.67
		SBMC	72	39	32	1	0	3.53	0.53
		MOE	10	2	7	1	0	3.10	0.75
3	Effective Management of classroom environment promotes secondary school Education.	Teachers	217	117	87	10	3	3.47	0.65
		SBMC	72	45	24	3	0	3.58	0.58
		MOE	10	7	3	0	0	3.70	3.48
4.	Management of laboratory building has negative influence to effective teaching and learning in secondary school.	Teachers	217	50	47	67	53	2.43	1.10
		SBMC	72	19	14	20	19	2.46	1.15
		MOE	10	2	3	3	2	2.50	1.08
5	Classroom buildings are well managed by teacher and students in secondary school.	Teachers	217	72	94	47	4	3.08	0.79
		SBMC	72	19	35	18	0	3.01	0.72
		MOE	10	1	7	2	0	2.90	0.57
6	Management of playground facilities enhance teachers job satisfaction in secondary school.	Teachers	217	45	125	42	5	2.97	0.70
		SBMC	72	18	42	11	1	3.07	0.68
		MOE	10	0	9	1	0	2.90	0.32
7	Effective management of toilet building facility in secondary school has a positive influence of teachers job satisfaction.	Teachers	217	93	95	24	5	3.27	0.75
		SBMC	72	38	26	4	4	3.36	0.83
		MOE	10	2	8	0	0	3.20	0.42

Table 2 showed that level of contribution of management of infrastructural facilities in public secondary school in Katsina ZEQA, Katsina State. For instance, from item one (1) to seven (7), teachers have the mean score of 3.06. The average mean scores for SBMC were 3.11 while that if MOE were 2.97. This means that majority of the responses therefore strongly agree with the statement that management of infrastructural facilities enhance teachers job satisfaction.

Hypothesis Testing

Ho1 there is no significant influence of provision of infrastructural facilities on teacher’s job satisfaction in secondary schools in Katsina Zonal Quality Assurance, Katsina State.

Table 3: Simple Linear Regression Result (Model summary) between provision of infrastructural facilities and teachers job satisfaction in secondary schools

Model Summary

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate	Durbin-Watson
1	.314(a)	.098	.095	2.63194	1.907

- a. Predictors: (Constant), provision of infrastructural facilities
- b. Dependent Variable: teachers job satisfaction

Table 3 shows the model summary fitness at 0.098 and adjusted R square of 0.095. The coefficient of correlation (r) is 0.314 which is a strong value. This shows that the sample is good enough to explain the influence on the dependent variable at 95%. The remaining percent can be taken care of by the other variables not included in the study.

Table 4: Simple Linear Regression Result (Coefficients) between provision of infrastructural facilities on teachers job satisfaction in secondary schools

Coefficients(a)						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.965	1.051		17.101	.000
	provision of infrastructural facilities	.258	.045	.314	5.690	.000

Dependent Variable: teachers job satisfaction

Table 4 shows a coefficient value of 0.258 which is positive. However, its t-value is 5.690 having a significant P-value of 0.000, this shows that we have enough statistical evidence to reject the null hypothesis which says that there is no significant influence of provision of infrastructural facilities on teachers job satisfaction in secondary schools in Katsina Zonal Quality Assurance, Katsina State .At unstandardized coefficients, every one unit increase in the standard deviation of provision of infrastructural facilities on teachers job satisfaction increase by .258. At standardized coefficient every on unit increase in the standard deviation of promotion of infrastructural facilities on teachers’ job satisfaction increases by 31.4%.

Thus provision of infrastructural facilities has a significant positive prediction of teachers’ job satisfaction.

Ho2 There is no significant influence of management of infrastructural facilities on teachers’ job satisfaction in secondary school in Katsina Zonal Education Quality Assurance, Katsina State.

Table 5: Simple Linear Regression Result (Model summary) between management of infrastructural facilities on teachers’ job satisfaction in secondary schools

Model Summary

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate	Durbin-Watson
1	.302(a)	.091	.088	2.64256	1.885

- a. Predictors: (Constant), management of infrastructural facilities
- b. Dependent Variable: teachers job satisfaction

Table 5 shows the model summary fitness at 0.091 and adjusted R square of 0.088. The coefficient of correlation (r) is 0.302 which is a strong value. This shows that the sample is good enough to explain the variation on the dependent variable at 95%. The remaining percent can be taken care of by the

Coefficients(a)		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	18.103	1.070		16.916	.000
	Management of infrastructural facilities	.270	.049	.302	5.453	.000

Dependent Variable: teachers job satisfaction

other variables not included in the study.

Table 6: Simple Linear Regression Result (Coefficients) between management of infrastructural facilities on teachers’ job satisfaction in secondary schools

Table 6 shows a coefficient value of 0.270 which is positive. However, its t-value is 5.453 having a significant P-value of 0.000, this shows that we have enough statistical evidence to reject the null hypothesis which says that there is no significant influence of management of infrastructural facilities on teachers’ job satisfaction in secondary schools in Katsina Zonal Quality Assurance, Katsina State. At unstandardized coefficients, every one unit increase in the standard deviation of management of infrastructural facilities on teachers job satisfaction increase by 27.0%. At standardized coefficient every on unit increase in the standard deviation of management of infrastructural facilities on teachers job satisfaction increases by 30.2%.

Thus management of infrastructural facilities has a significant positive prediction of teachers job satisfaction.

Discussions

The findings showed that all the three categories of respondents, e.g. teachers, SBMC, MOE officials, respondent positively that provision and management of secondary school facilities contributed to teachers' job satisfaction in secondary school infrastructural. The findings collaborate with that of Emakuma (2013), who says that "school facilities become important because of the extent that it helps teachers in improving teaching-learning and effectiveness". Hypothesis two assess that, there is significant influence of management of infrastructural facilities and teachers' job satisfaction in Katana ZEQA Katsina state. It was agreed that teaching facilities such as classroom, laboratories, workshops, computer labs, libraries etc, have a great influence on teachers’ job satisfaction in secondary school. Just as Lawanson, and Gede (2011) opined that "it is of most importance that the availability of teaching facilities will duly contribute to the successful implementation of school programmed.

The hypothesis 1 of this study investigates the influence of provision of instructional facilities on teachers' job satisfaction. The result reveal that instructional facilities such as computers, textbooks, projectors, chairs, and tables in the school have great influence on teachers' job satisfaction. In the opinion of Adebaje (2000) adds that learning facilities are mandatory in order to make the school a pleasant, safe, and comfortable center that will increase teachers' job satisfaction, motivation, and willingness to participate adequately in the school.

The second hypothesis examines the influence of management of instructional facilities on teachers' job satisfaction in Katsina ZEQA, Katsina state. From the data analysis, there is no significant influence in the management of instructional facilities on teachers' job satisfaction. It shows that instructional facilities such as whiteboard, microscope, ICT facilities, etc. promote teachers' job satisfaction.

Based on the findings of the study, it can be concluded that; most of the schools do not have sufficient facilities, but the available ones have great influence on teacher satisfaction. The study also examined that the instructional facilities such as ICT facilities, whiteboard and audio-visual facilities have

positive influence on the student academic performance, as well as teacher job satisfaction. The study also identifies that some facilities were inadequate in most of the secondary schools.

Recommendations

On the basis of findings and conclusions, the following recommendations are made.

1. Katsina state government and administrators should urgently need to maintain and upgrade provision of infrastructural facilities to meet up with modern demands of secondary school education.
2. In order to enhance teachers' job satisfaction and high productivity of staff and students fitness in schools, provision and management of instructional facilities should be given serious attention and maintained.
3. Government and administrators should maintain regular and adequate supervision to ensure sustainability of the management of school record facilities by both teachers and students, as this will promote effective teaching and learning as well as teachers' job satisfaction.

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