



Perceived Influence of School Classroom Management on Students' Academic Achievement in Public Senior Secondary Schools in Rivers State

Mrs. U.C. Osuji (PhD), O.T. Amie -Ogan (PhD) & Ereh C. Ereh

Department of Educational Management, Faculty of Education, Rivers State University, Port Harcourt

ABSTRACT

The study investigated perceived influence of school plant management on Students' Academic Achievement in public Senior Secondary Schools' in Rivers State. Two objectives of the study, two research questions and two hypotheses guided the study. The study adopted a descriptive survey design and the population of the study constituted of 480 principals' and vice principals (Admin & academics) in public senior secondary schools in Rivers State. The sample size consisted of 240 principals and vice principals (Admin & Academics) in public senior secondary schools in Rivers State. A total of 200 questionnaires were collated and used for data analysis with a self-structured questionnaire instrument tagged "PerceivedInfluence of Classroom Management on Students' Academic Achievement in Public Senior Secondary Schools (PICMSAAPSSQ)Questionnaire". The items on the instrument were rated on a four points rating scale of Very High Extent (VHE) 4 points, High Extent (HE) = 3 Points, Low Extent (LE) = 2 Points and Very Low Extent (VLE) = 1 Point. The instrument was subjected to face and content validity with a reliability index of 0.76. Means and Standard Deviation statistics were used to answer the research questions while z-test statistics was used to answer the hypothesis at 0.05 level of significance. The findings revealed a significant difference in the mean responses of principals and vice principals on PerceivedInfluence of Classroom Management on students' Academic Achievement in public secondary schools and a significant difference in the mean responses of principals and vice principals on the PerceivedInfluence of Classroom Management on students' academic achievement in secondary school. The study concluded that classroom management enhances teaching and learning process and academic achievement of students. The researcher therefore recommended as follows: workshop and seminars should be organized for the principals and vice principals regularly in order for them to adopt a good classroom management strategy.

Key Words: Perceived, Classroom Management, Academic Achievement & Educational Management

Introduction

School plant constitutes the school location, school buildings, equipment in the school and other material resources provided in the school for the purpose of enhancing teaching and learning. Odor, (1995), described school plant as the space and physical resources which the school administrator and his reference groups harness, allocate, utilize and maintain for the purpose of effective school administrations. Onwurah, (2004), observed that school plant as the school building, the playground, equipment and other material resources provided in the school to facilitate effective teaching and learning operation. It is likely that well planned school plants in terms of location, structure and facilities will facilitate effective teaching and learning and enhance better learning outcomes of students.

While emphasizing the importance of school plants management to students' learning outcome, Oyesola, (2007), stated that the main objective of school plants facilities is to satisfy educational goals which have been pre-determined by educational planners. He stressed that by providing a place for psychological and physical protection for students and teachers and improving the healthy, quality and quantity of education, better designed school plants would improve better school programs and community needs.

Similarly Ajayi, (2007), asserted that high level of students' learning outcomes may not be guaranteed were school plants such as school site, instructional space, administrative space, space of convenience and circulation space planning are ill-sited, structurally defective, not properly ventilated and not spacious enough for use. According to Osuji (2021), school plant refers to everything within the school premises which includes the site, buildings, equipment and all essential structures, permanent and non-permanent as well as machines and laboratory equipment and others. Osuji (2021) also, buttress that school plant planning help to build good structure that enhances effective administrative functions.

According to Adebeyeje, (2000) & Emetarum, (2004), school 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, (2007), saw school facilities to include permanent and semi-permanent structures such as machinery, laboratory equipment, the blackboard, teacher's tools and other equipment as well as consumables. Good quality and standard of school depend largely on the provision, adequacy, unitization and management of educational facilities. Akinsolu, (2004), asserted that educational curriculum cannot be sound and well operated with poor and badly managed school facilities. From all indication, school facilities are physical resources that facilitates effective teaching and learning. They include blocks of classrooms, laboratories, workshops, libraries, equipment, consumables, electricity, water, visual and audio-visual aids, tables, desks, chairs, play-ground, storage space and toilets.

School plant can be classified into direct teaching facilities and non-teaching facilities. Direct teaching facilities are those facilities that have direct relevance on educative process while non-teaching facilities are facilities which have indirect relevance on educative process (Ogunu, 2000). Ani, (1997) classified school plants into mobile and fixed structures and materials that are movable and immovable ones.

School plant is fundamental for the enhancement of academic activities. It helps to protect teachers and students from the sun, heat, rain, and cold. It creates comfort and safety of teachers and students thereby increasing their performances. Oyedeji, (2002), posited that the quality of education that children receive bears direct relevance to the space interpretation of the school curriculum. The programmes of the school are expressed through the school site, the buildings, playgrounds, the arrangement and design of the building. Hence, no school can function effectively without adequate school plant. In effect, school plant has to be properly managed for its continual existence and uninterrupted services. Maintenance as an on-going process is always necessary in any school well built, garnished and equipped. On this note, the researcher inferred that school plant management be utmost to sustain the potentiality and efficacy of the school system.

School plant management is the repair and upkeep of the school physical facilities and equipment in order that efficient services can be rendered. Ani, (1997), described school plant management as those tasks concerned with maintaining the school's facilities, equipment and grounds in such a state of completeness and productivity that the physical appearance can remain original by repairs and replacement. Onwurah, (2004) pointed out that school plant management is all the activities which entail repairs and replacement of school buildings and equipment in order to keep them in as near their original conditions as possible.

In other words, school plant management involves caring for the school facilities. It covers the attention given to grounds, buildings, furniture, and equipment. The activities range from daily cleaning to planned prevention and emergency repairs. In the same vein, Adebeyeje, (2000), stated that the school facilities consisted of not only the physical structure and the variety of building systems, such as mechanical, plumbing, electrical power, telecommunications, security, and fire suppression systems. It also includes furnishing, materials and supplies, equipment and information technology, as well as various aspects of the building grounds, namely, athletic fields, playgrounds, areas for outdoor learning and vehicular access and parking. School plant management therefore involves a number of on-going and related activities-determining the need for school plants, educational programme planning, school facility or building design, building construction, furnishing and equipping the school, school plant operation, utilization and maintenance and school plant, modernization or renovation if and when the need arises.

Fenker, (2004), stated that facilities management is a process that ensures that buildings and other technical systems support the operations of an organization. The International Facilities Management Association, (2002), described facilities management as the practice of co-ordination of the physical work place with the people and the work of the organization; it integrates the principles of business administration, architecture and the behavioural and engineering sciences. School facilities management is the application of scientific methods in the planning, organizing, decision-making, co-ordination and controlling of the physical environment of learning for the actualization of the educational goals and objective. This involves among other things, collective decision making in relation to selection of site for establishment of new schools, design and construction of new school plants including grounds, renovation and modernization of old plants, provision of equipment for academic and non-academic activities, maintenance of all facilities and review of management practices and processes.

The need for school plant management cannot be over-emphasized. School plant maintenance is necessary to provide a satisfactory teaching and learning environment in order to achieve educational goals. Proper school plant maintenance reduces the cost on capital expenditure made in educational institutions since it reduces the cost rate of repair and breakdown of school equipment, school facilities imply substantial cost to the school system for their establishment and if not properly maintained, they dilapidate and wear out faster than their normal life span and such school will not derive optimum benefits from their use (Ogbodo, 1995). This suggest that where school plants are not properly maintained, there will be need for replacement. This can result in higher cost on capital expenditure. It can as well leads to disruption of effective teaching and learning operation if not replaced.

Everyone affiliated with the school, such as principals, teachers, students and the general public, is responsible for management of school plants in secondary schools. The principals as secondary school administrators represent the key institutional authority with direct responsibility to ensure that the learning environment enhances students learning. Reasonable knowledge of planning, implementation procedures and program assessment, on the one hand, and broad-based knowledge of the maintenance manual should be necessary for the principal to establish and execute a successful maintenance program.

Adeboyeje, (1987), recognized that school plant maintenance plays a major role in school administration. He states that proper maintenance of school physical facilities and equipment constitutes an important part of school management. That means, the school facilities maintenance is an intellectually demanding job and therefore requires combined talent and activity of an educational administrator.

The researcher's experience shows that the most school plant in some secondary schools in Rivers State Education Zone are not in good working condition. Dilapidated buildings, broken chairs, desks and tables, broken windows and roofs, cracked walls, blown off roofs and bushy surroundings are some common phenomena in most secondary schools in the zone. Some imported machines are found lying waste and beaten by sun and rain where they are dumped outside for years. For instance, Ogbonnaya, (2002), also found out that most secondary schools in Abia States have dilapidated structures including broken roofs such that teachers and students do not have comfortable classrooms for effective teaching and learning. Also on a close interaction between the researcher and some of the school administrators, it is obvious that greater number of these administrators do not make adequate efforts to maintain the existing school plant due to sheer apathy while some showed concern over the deteriorating state of their school plant and the efforts they have made to maintain these school plants. A good number of the principals complained of inadequate hand as the key handicap towards proper management of school plant in secondary schools in Rivers State Education Zone. Based on this backdrop researcher, is conceived to explore on the Perceived influence classroom management on academic achievement of student in secondary schools in Rivers State.

Statement of the Problem

The poor performance of students in examinations, including persistent mass failure of students in Senior School Certificate Examination (SSCE), conducted by West African Examination Council (WAEC) showed that percentage of students who obtained five credits including English and mathematics in May/June Examination were as follows - 2008-23%, 2009-26%, 2010-24%, 2011-31%, and 2012-39%. (Ajayi&Osalus, 2013). Adamolahun (2013) observed that there is increased incidence of drug abuse, cultism, examination malpractices, lateness to school, rudeness to school authority, high rate of indiscipline, absenteeism, stealing, rape are daily occurrences in secondary school and has been largely attributed to inadequate and poorly maintained learning facilities.

Purpose of the Study

The main purpose of the study was to investigate perceived influence of classroom facilities management on students academic achievement in public senior secondary schools in Rivers State. Specifically, the study sought to:

- i. Examine the influence of classrooms facilities management on students academic achievements in public senior secondary schools in Rivers State.

Research Questions

The following research questions guided the study

- i. To what extent does classroom facilities management influence academic achievement of students in public secondary schools in Rivers State.

Hypothesis

The researcher formulated hypothesis to guide the study

1. There is no significant difference in the mean responses of principals and vice principals on the influence of classroom facilities management on students 'academic achievement in Public Secondary schools in Rivers State.

Methodology

The descriptive survey design was adopted for the study and the population of the study comprises of 828 principals and vice principals in public Senior Secondary schools in Rivers State. Out of these figures, 276 were principals while 552 were vice principals which included administration and academic. The sample size comprises of 395 respondents, 163 principals and 232 vice principals respectively. The researcher adopted an instrument titled "Perceived Influence of classroom facilities management on students academic Achievement Questionnaire (PICRFMOSAAQ)". The instrument are divided into two sections, Section A deals with information of the respondents personal data while section B has to do with the opinion of the respondent on the content variable. The 4points-rating scale of Very High Extent (VHE) = 4, High Extent (HE) = 3, Low Extent (LE) = 2 and Very Low Extent (VLE) = 1 was adopted for the study. The face and content validity of the instrument was determined by three experts in the department of the educational management and measurement and evaluation. The reliability co-efficient was established using index of 0.76. Copies of the questionnaire were administered by the researcher and two research assistants. The research questions were answered using mean and standard deviation statistics while z-test statistics was used to test the hypothesis. A figure of 2.50 and above indicated that the respondents to high extent agreed with the questionnaire item and a mean figure of 2.49 and below indicated that the respondents to high extent disagreed with the questionnaire item. Also, the hypothesis with a mean figure of 1.96 is accepted while the hypothesis with a mean of figure above 1.96 is rejected.

Result

Research Question 1: To what extent does classroom facilities management influence the academic achievement of public senior secondary school in Rivers State?

Mean and Standard Deviation on the Responses of Principal and Vice Principal on the Influence of School Classroom Facilities Management on Academic Achievement of Public Senior Secondary Schools in Rivers State.

Questionnaire Items	Principal (120)		Vice Principal (215)			Average means $\frac{\bar{x}_1 + \bar{x}_2}{2}$	Total Remark	
	\bar{x}_1	SD ₁	Total Score	\bar{x}_2	SD ₂			\bar{x}
The classroom facility is well illumination with lightning to read and learn comfortably.	3.39	.802	685	3.19	.816	3.29	2.1	High extent
A standard and well furnish chairs and tables improve the academic performance of student.	3.18	.979	67	3.15	.734	3.17	1.9	Very low extent
Adequate maintenance of classroom fans and air conditioning system motivate students to learn successfully.	3.05	1.028	649	3.02	1.037	3.04	3.0	Very high extent
A well ventilated classroom can helps ease the high pressure of both students teacher s which improve the effective teaching and learning	3.29	.782	6.95	3.23	.938	3.26	3.26	Very high extent
The provision of school classroom management enables students to be well educated	3.30	.913	676	3.14	1.073	3.22	2.18	High extent
Grand	3.24	0.47		3.15	0.62		32.6	Very high extent

Source: *Field Survey 2021.*

Result from Table 1 showed that that the grand mean of principals and vice principal were 3.24 and 3.15 respectively. All the items (1-5) of the principals and vice principal had weighted mean score above the criterion mean of 2.50 and was thus concluded that the responses of principals' and vice principals' classroom facilities management influence students academic achievement in public senior secondary schools in Rivers State to a high extent. In summary, the aggregate mean set of 3.20 which is above the criterion mean of 2.50, indicated that secondary school principals and vice principal accepted the items on the bases that the classroom can comfortably accommodate students' The classroom facilities are well illuminated with fans and lightning to read and learn comfortably; a well-ventilated classroom can help ease the high pressure of both students and teachers which enhances effective teaching and learning; the buildings are regularly renovated for optimal use in learning; and the provision of school infrastructure enhances academic performance of public senior secondary schools in Rivers State.

Hypothesis 1:

There is no significant difference in the mean responses of principals and vice principals on the influence of infrastructural facilities on the academic achievement of public senior secondary schools in Rivers State.

Summary of Z-test Analysis of the Difference between the Mean Response Principal and Vice Principals on the Influence of Infrastructural Facilities Management on the Academic Achievement of Public Senior Secondary School in Rivers State.

Responses	n	\bar{x}	SD	Z-cal	Z-crit (0.05,28)	Df	Level of signifi can	Decision.
Principals	120	3.24	0.47	1.49	± 1.96	333	0.05	Not significant (Accepted)
Vice Principals	215	3.15	0.62					

Result on Table 2 indicates the summaries of mean, standard deviation and z-test on the difference between the mean ratings of principals and vice principal on the influence of infrastructural facilities management on the academic achievement of public secondary schools in Rivers State. The mean score of the principals was 3.08 while the vice principals had a mean score of 3.19. The calculated z-value was 1.49 while the z-critical stood at ± 1.96 .

The calculated Z-value = 1.49 < Z-critical = 1.96 consequently, the null hypothesis cannot be rejected. It is therefore concluded that there is no significant difference between the mean responses of principals and vice principals on the influence of recreational facilities management on academic achievement of students in public senior secondary schools in Rivers State.

Discussion of Findings

Result from Table 1 indicated that items 1-5 scored weighted mean above the criterion mean of 2.50 and were of a high extent that classroom facilities management influence students academic achievement in public secondary schools. In summary, the aggregate mean set of 2.86 which is above the criterion mean of 2.50 indicated that classroom facilities management influence students' academic achievement in public secondary schools in Rivers State. In submission of the findings, Farombi (1998) opined that the wealth of a nation or society could determine the quality of education in that land; emphasizing that a society that is wealthy will establish good schools with quality teachers, learning infrastructures that with such, students may learn with ease thus bringing about good academic achievement. Writing on the role of facilities in teaching, Balogun (1982) submitted that no effective science education programme can exist without equipment for teaching.

Conclusion

Based on the findings of the study, the researcher concluded that classroom facilities management will influence students academic achievement if properly managed.

Recommendations

Based on the conclusion of the study, the research recommend as follows:

1. A well equip classroom facilities can motivate students' academic success. The ministry of education with secondary school board should assist the school management to adequately furnish the classroom for students to have a conducive learning environment.

REFERENCES

- Adeboyeje, R. A. (1994). *Managing of school physical facilities*. Ibadan Fountain Publication.
- Adeboyeje, R. A. (2000). *Management of school physical facilities*. Ibadan: Foundation Publications.
- Ajayi, J. A. (2007). *Issues in school management*, Lagos: Bolabay Publisher.
- Ajayi, K. (1997): *Educational Leadership and the decision-Making process in a Depressed Economy in Olatunji*, S. A. and Olagboye, A. A. (Eds) *Managing Schools in a Depressed Economy*; Lagos: Malhouse Press Limited
- Akinsolu, R.A. (2004). *Provision and Management of Facilities in Nigerian Primary Schools*. In E.O. Fagbemiye,; J.B. Babalola,; M. Fabunmi and Ayeni, I. (Eds). *Management of Primary and Secondary Education in Nigeria*. NAEAP Publications.
- Ani, C.I. (1997). *Procurement, management and maintenance of the school plant*. In A.N. Ndu, L.O. Ocho & B. S. Okeke (Eds) *Dynamics of Educational Institution and management- The Nigerian perspective* (pp. 286-296). Anambra: Meks Publishers Ltd.
- Babayomi, A.O. (1999) *Comparative Study of the Teaching and learning Resources in Private and public Secondary Schools in Lagos State, Nigeria*.
- Fenker, M. (2004). *Organizational Change, Representations, and Facilities*. London: Taylor and Francis.
- Matthews, N. (2009). *Building a repertoire: Exploring the role of active play in improving physical literacy in children*, *Revista Universitaria de la Education Fisica y el Deporte*, No. 5 38-45.
- Mwiria, K. (1985) *The Harambee School Movement: A historical perspective*. Unpublished Ph. D Thesis, University of Wisconsin.
- Odor, G.O. (1995). *Administration of school in Nigeria: theory and practice*. Benin-City: Monose Amalgamates.
- Ogbodo, C.M. (1995). *Managing educational facilities in schools*. In V.F. Peretomode (Ed), *Introduction of educational administration and supervision (44-55)*. Lagos: Joja educational research and publishers Ltd.
- Ogbonnaya, N. I. (2003). *Principles and applications of educational polices in Nigeria*. Enugu: University Trust Publishers.

-
- Ogunu M (2000). Introduction to Educational Management. Benin City: Mabogun Publishers.
- Onwurah, C. (2004). School plant management. In T.O. Mgbodile (Ed.). *Factors in educational and Prinstrabion en7d pluming* (229-243). Enugu: MagnetBusiness Enterprises.
- Osuji, C. U. (2021) School Plant Management: A handbook for educational Administrators. Faculty of Education, Rivers State University. Port Harcourt, Rivers State.
- Oyediji, N. B; (2000), "The Role of School Plant In Educational Productivity" in Fagbamiy E. O; Durosaro, D.O (ed), Education and Productivity in Nigeria: Ilorin: Haytee press and publishing.
- Oyesola, G. O. (2007). Planning Education Building and facilities. *Alphabetic List of Journal Articles Ilorin*. <http://www.ijeunilorin.net>