

**INFLUENCE OF INFRASTRUCTURAL SUPPORT SERVICES MANAGEMENT
AND SECONDARY SCHOOLS GOAL ATTAINMENT IN CALABAR
EDUCATION ZONE OF CROSS RIVER STATE, NIGERIA**

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ABSTRACT: *The study aimed at examining the influence of infrastructural support services management and secondary schools goal attainment in Calabar education zone of Cross River State, Nigeria. To achieve the aim of this study, two research questions were raised and two hypotheses were formulated to guide the study. Correlational research design was adopted for the study. The population of the study consists 81 principals in public secondary school in Calabar educational zone of Cross River State. The sampling technique adopted for this study was census method. This was adopted for the study because the population is relatively small and manageable by the researcher. The instrument used for the data collection was questionnaire titled: Infrastructural Support Services Management and Secondary Schools Goal Attainment Questionnaire (ISSMSSGQ) was developed by the researchers and was validated by three experts in Institute of Education, administration in higher education, Department of Educational Management, and measurement and evaluation in the Department of Educational Foundations in Faculty of Education, University of Calabar, Calabar. Data collected were subjected to statistical analysis using Pearson Moment Product Correlation Coefficient (r) of statistical package for social science (SPSS) version 25. The result revealed that there is a significant relationship between management of physical facilities, management of ICT facilities and attainment of secondary school goals in Cross River State of Nigeria. It was recommended among others that Principals should ensure proper management of school physical facilities to facilitate effective achievement of secondary school goals attainment.*

KEY WORDS: Infrastructural, support services, management, secondary schools goal attainment, Nigeria.

INTRODUCTION

The importance of secondary school goals attainment cannot be over emphasized. It helps the graduates to become useful members of the society and further to Higher Education. School goals attainment enables the students to become aware of their strengths and weaknesses, focus on what they need to improve and evaluate their career choices. It equally supports the students to take control over their life, being motivated from within and take care of themselves after graduation from secondary school. The goals of secondary school attainment in the content of this study are categories into curriculum relevance and students' self-improvement.

A curriculum is termed to be relevant if it helps the young individual to develop in the right direction source. Adesiria (2013), asserted that a good school curriculum helps an individual to fully develop into an adult, relating things to the society by means of appropriate knowledge and experiences. This helps them to avoid examination malpractices, cultism, of patriotism, gross indiscipline, robbery and militancy among others. A society cannot survive with all of these vices hence the need for students self-improvement. Self improvement is all encompassing with a motive to make the individual students more marketable and useful to themselves in particular and society at large. Areas that need self improvement investigated by Garba (2012) includes educational (e.g. coping strategies, comprehension, reading and study skills, computer skills), vocational (e.g. financial wisdom, parental relationship), social (e.g. fighting peer pressure, interpersonal relationships, responsibility at school and at home).

Unfortunately, the researcher has observed that the learning environments in some public secondary schools in Calabar Education Zone are too poor. The schools infrastructure as well as information and communication technology facilities are not yielding the expected results. Most of the classrooms are in dilapidated condition. Teaching and learning takes place in overcrowded classrooms where students scarcely find space to sit and the student ratio is greater than that of the teachers other than what is stipulated in the National Policy on Education NPE (2014). The ICT laboratories are poorly ventilated. Some of the schools do not have sufficient computers, scanners and CD-ROM among others. The schools do not have ICT experts to man the technical issues of ICT in the secondary school. This may be attributed to poor management of school physical facilities and information communication and technology facilities which seem to manifested on students inability to attained their school goals achievement.

Furthermore, the ineffective management of school facilities/ICT has adversely affected the curriculum relevance of secondary schools. Some of the graduates of secondary schools are not ICT compliant. They cannot design web pages, create email account and browse information from the internet. The researcher has observed that some of the students who graduated from secondary schools have not improved socially and otherwise. Some of them cannot communicate effectively in English or experiment social issues and take decisions. In this context, Ajiboye in Olorunda (2018) observed that, most secondary school student find it difficult to solve their social problems. Some student lack effective communication writing and computational skills. They do not have sound basis for scientific and reflective thinking.

Furthermore, there's an indication that some subjects in Calabar Education Zone have not been properly implemented in the school to equip students with necessary knowledge, fact and ideas that can enhance positive values and attitudes for the survival of individuals and society. This seems to be why the level of social problems in Cross River has increased from chronic academic dishonesty, corruption, insecurity, student crisis and cultism in the secondary schools in Calabar Education Zone.

Infrastructural support services are the basic physical and organizational facilities needed in the school organization which includes Physical Facilities and Information and

Communication Technology. Physical Facilities includes suitable spaces to learn (classrooms), laboratories, sports facilities in the play-ground and library among others which provide conducive learning environment for teaching and learning. School physical facilities can be defined as those things that enable the teacher to do his/her work very well, helping the learners to learn effectively. The board for example, facilitates the imparting of information on the learner.

School physical facilities also include school buildings e.g. classrooms, assembly halls, laboratories, workshops, libraries. They also include teaching aids, chairs, tables, devices such as modern educational hardware and software in the form of magnetic tapes, films, and transparent stripes. School facilities are all the things that are needed for effective teaching – learning process to take place. They are designed to enhance the process of teaching. The absence of school facilities implies the non-existence of any set up that may be referred to as a school (Lawason&Gede, 2011).

According to Uko (2001), effective management of school facilities requires knowledge, skill and expertise in handling different facets of the school system. The researcher calls on the ability of the principal to set required objectives, supervise facilities usage, formulate plans for procurement and ensure actual management and supervision of available facilities to attain set goals of the school system. The principal as the manager of the school organization therefore has the onerous task of mobilizing available human resources to ensure proper running of the school. School facilities/equipment has been observed as a potent factor to quantitative education. The importance to teaching and learning of the provision of adequate instructional facilities for education and managing them cannot be over-emphasized. Owoeye and Yara (2011), learning can occur through one's interaction with the environment. Environment here referred to facilities that are available to facilitate students learning outcome. It includes books, audio-visual, software and hardware of educational technology; so also, size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical's are arranged (Fencer, 2004).

As stated by Lysons (2012), facilities constitute a strategic factor in organizational functioning. This is so because they determine to a very large extent the smooth functioning of any social organization or system including education. The researcher further stated that their availability, adequacy and relevance influence efficiency and high productivity. In his words, Vemon (2005) 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, Agenyi (2012) submitted that no effective science education programme can exist without equipment for teaching. This is because facilities enable the learner to develop problem-solving skills and scientific attitudes. In their contribution, Khan and Igbai (2012) reiterated that when facilities are provided to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher, but individual students will also learn at their own pace. The net effect of this is increased overall academic performance of the entire students. `

According to Asiabaka (2008), facilities form one of the potent factors that contribute to academic achievement in the school system. They include the school buildings, classroom, accommodation, libraries, laboratories, furniture, recreational equipment, apparatus and other instructional materials. The researcher went further to say that their availability, relevance and adequacy contribute to academic achievement. The researcher quickly added that unattractive school buildings and overcrowded classrooms among others contribute to poor academic attainment. Describing where these facilities should be located, the researcher ascribed that educational facilities should be located in appropriate places, while the needs of the users should be put into consideration.

In another development, Abdulkareem (2011) found that there was no significant difference between students in secondary schools with and without adequate instructional facilities. However, The researcher submitted that instructional facilities were indispensable to academic achievement of students in English Language, Mathematics, Biology and Geography while students could perform well in other subjects without adequacy of sophisticated instructional materials. The researcher concluded that the effect of instructional facilities on students' academic achievement is more felt in pure and natural sciences. Akomolafe and Adesua (2016) examined the impact of physical facilities on student level of motivation and academic performance in senior secondary schools in south west Nigeria. The findings of the study showed that there was a significant relationship between physical facilities and students' level of Motivation and Academic Performance. It was thus recommended amongst other things that more priority should be given to allocation of funds to make the public school conducive for teaching and learning in order to improve the standard of public schools.

Ramli and Zonin (2018) investigated the impact of facilities on student's academic achievement in University Malysic Kelatan City Campus. The results of the study show that E-learning of system management; Teaching aids and library of learning environment, hostels, sports facilities, parking and transportation of infrastructure were all significant to impact students academic achievement. Hence the researchers recommended that institution should provide facilities to achieve brilliant academic performance of the students.

In another study Mokaya (2013) examined the influence of school infrastructure on students' performance in public secondary schools in Kajiado country, Kenya. The descriptive survey was adopted for the study. The study found that improved academic achievement is associated with more adequate and well spaced classrooms, adequate and ample spacing in the libraries, adequate science laboratories, adequate water and sanitation facilities and adequate participation in co-curricular activities. It was recommended amongst other things that a specific land size and proper location should be a fundamental requirement for a school registration. This should be adhered to strictly to avoid the mushrooming of school graduates.

Adede (2012) investigated the impact of school infrastructure on provision of quality education in public secondary schools of Nyakach District, Kenya. The findings show that improved academic achievement was associated with more adequate classroom sizes,

improved locker spaces, proper stocking of libraries, adequate science laboratories, adequate computer laboratories, adequacy of sanitation facilities adequate water supply and toilet facilities, improved participation in co-curricular facilities. It was thus recommended that the MOE should introduce the sharing of special room among neighbor schools and that the head teachers should ensure the number of toilets are adequate, kept clean and uphold privacy.

Nepal (2016) examined the relationship among schools' infrastructure facilities, learning environment and student's outcome. The findings show that good infrastructure always support education enterprise, this is show by safe environment, quality of maintenance, good light comfortable classrooms. The recommendation was that policy makers should be concerned about the relationship between school infrastructural facilities and student learning and achievement.

Osuji (2016) also examined, the impact of school facilities on students' academic performances in public secondary schools in Giwa and Zaria Education Zones, Kaduna State, Nigeria. The findings show that school facilities remain one essential factor in the realization of the goals of secondary education. The researcher recommended that government and school managers should make effort to provide teaching and learning facilities such as chairs, tables, laboratories, computers/ICT and classrooms in public secondary schools in Giwa and Zaria Education Zones in Kaduna State, Nigeria.

Poor management of infrastructural support services has led to facilities decay in some secondary schools. Some teachers cannot function effectively as a result of poor state of most classrooms with potholes on the floors comparable to the scenes on the roads. Some buildings have sagging roofs on them to the detriment of students' health. These problems have adversely affected the implementation of the school curriculum and students educational improvement.

Information and communication technological services involves the process of providing and maintain computer hardware and software devices, internet service provides, satellite systems, video conferencing, distant learning and using telecommunication equipment. They are essential for capturing, storing, retrieving and disseminating information in the school system. Chuktu and Eton (2020) affirmed that Information and communication technology is computer-based tools used by organizational personnel in the processing of their information and communication needs. It encompasses the computer hardware and software, the network and several other devices e.g. audio, video, photography, camera that convert information and so on into common digital form (Yusuf, 2015). Vernon (2011) stated that ICT is a collective term covering all those technologies, both hardware and software, dedicated to the capture, storage, and processing, transmission and presentation of information. Njoku (2016) identified three categories of ICT to be processed information (computer systems), disseminated information (telecommunication systems), and represented information (multi-media systems). Information technology system, available for secondary schools have been listed as e-mail, internet, teleconference, facsimile (fax) minicomputer, micro-computer, mainframe computer, word processing computer, and basic website (Nwafor, 2015).

Akinola and Aremu (2010) asserted that instructional technologies incorporate the tools and making present support to reinforce teaching and learning on school pupils. Technology in this respect involves broad based technology including it methods, management and its applications, that support the creation, storage, manipulations and communication of information on pupils. An information and communication technology (ICT) tool includes the following computer based accessories: audio visual that it television, video games, G.S.M. phone, radio and cassette. They also include scanning machine/faxing machines, megaphone, type-writer, duplicating machine, materials pictures chat, all these tools play is vital and central role in information technology on students (Agbigun, 1991). In an attempt to solve the problem of secondary school goal attainment, the government provides and policized ICT as a subject of study provides professional development, introduction of skill oriented subjects and employment of qualified teachers, yet the problem persists. It is against this background that the researcher intends to investigate the extent to which management of infrastructural support services relate with secondary school goals attainment in Calabar Education Zone of Cross River State.

Statement of the problem

The broad goals of secondary school education are to produce individuals who will be useful to themselves and the society and to prepare them for higher education. These goals are meant to be achieved through quality education in terms of curriculum relevance and student self improvement. Unfortunately, the researcher has observed that some of the students who graduated from secondary schools have not improved socially and otherwise; some of them cannot make inquiries, discuss, investigate, discover, experiment social issues and take decision. However, the inability of school administrators to attain secondary school goals has degenerated into corrupt practices of various kinds, including indulging in examination malpractice, poor communication and written in English. They lack entrepreneurial skills among other problems. In an attempt to solve secondary school goal attainment problems, the government has made provisions for infrastructural support services, and professional development programs to assure the attainment of secondary school goals, yet the problem persists. The researcher is poised to pose the question thus; in way does the management of infrastructural support services relate with secondary school goal attainment?

Purpose of the study

The purpose of this study is to examine the infrastructural support services management and secondary school goal attainment in Calabar education zone of Cross River State, Nigeria. Specifically, the study intends to investigate the relationship between:

1. Management of physical facilities and secondary school goals attainment.
2. Management of ICT facilities and secondary school goals attainment

Research questions

The following research questions were raised to guide the study:

1. In what ways do management of physical facilities relate with secondary school goals attainment?
2. How does the management of ICT facilities relate with secondary school goals attainment?

Research Hypotheses

The following hypotheses were formulated to guide the study:

1. The management of physical facilities does not significantly relate with attainment of secondary school goals
2. The management of ICT facilities does not significant relate with attainment of secondary school goals.

METHODOLOGY

The study adopted the correlational research design. The population of the study consists eighty one (81) principals in public secondary school in Calabar educational zone of Cross River State. The sampling technique adopted for this study was census method. This was adopted for the study because the population is relatively small and manageable by the researcher. The instrument used for the data collection was questionnaire titled: Infrastructural Support Services Management and Secondary Schools Goal Attainment Questionnaire (ISSMSSGQ) was developed by the researchers and was validated by three experts in Institute of Education, administration in higher education, Department of Educational Management, and measurement and evaluation in the Department of Educational Foundations in Faculty of Education, University of Calabar, Calabar. The instrument was divided into two sections. A and B. section A sought for respondents demographic data such as name of school, sex, rank, and qualification. Section B consisted of ten (10) items constructed in a four (4) point modified Likert scale ranging from strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points and strongly Disagree (SD) 1 point. The Pearson Product Moment Correlation Coefficient (r) of statistical package for social science (SPSS) version 25 was used for data analysis and the results are presented as follows.

RESULTS

Hypothesis 1

The management of physical facilities does not significantly relate with attainment of secondary school goals. The calculated result is presented in table 1.

Table 1: Summary of Correlation analysis of the relationship between management of physical facilities and attainment of secondary school goals (n=81)

Variables	Mean	Std.Dev.	r cal.	p-value
Management of physical facilities	17.62	2.551		
Attainment of secondary school goals	17.11	2.569	.498**	.001

- Significant at .05 level; df = 79 critical $-r.217$

The result in table 1 shows that the calculated r-value of .498** was significantly greater than the critical value of .217 when tested at .05 level of significance with 79 degree of freedom. Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. This implies that there is a significant relationship between management of physical facilities and attainment of secondary school goals in Cross River State of Nigeria.

Hypothesis 2

The management of ICT facilities does not significant relate with attainment of secondary school goals. The calculated result is presented in table 2.

Table 2: Summary of Correlation analysis of the relationship between management of ICT facilities and attainment of secondary school goals (n=81)

Variables	Mean	Std.Dev.	r cal.	p-value
Management of ICT facilities	17.33	2.756	.438**	.001
Attainment of secondary school goals	17.11	2.569		

- Significant at .05 level; df = 79 critical -r.217

The result in table 2 shows that the calculated r-value of .438** was significantly greater than the critical value of .217 when tested at .05 level of significance with 79 degree of freedom. Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. This implies that there is a significant relationship between management of ICT facilities and attainment of secondary school goals in Cross River State of Nigeria.

DISCUSSION OF THE FINDINGS

The result of the hypothesis one stated that there is a significant relationship between management of physical facilities and attainment of secondary school goals in Cross River State of Nigeria. The result finding is in corroborate with the finding of Owoeye and Yara (2011) who opined that learning can occur through one’s interaction with the environment. Environment here referred to facilities that are available to facilitate students learning outcome. It includes books, audio-visual, software and hardware of educational technology; so also, size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical’s are arranged (Fencer, 2004).The finding of this study also support the position of Lysons (2012) who stated that facilities constitute a strategic factor in organizational functioning. This is so because they determine to a very large extent the smooth functioning of any social organization or system including education. The researcher further stated that their availability, adequacy and relevance influence efficiency and high productivity.

The result of hypothesis two stated that there is a significant relationship between management of ICT facilities and attainment of secondary school goals in Cross River State of Nigeria. The finding of this study is in consonant with the finding of Akinola and Aremu (2010) who asserted that instructional technologies incorporate the tools and making present support to reinforce teaching and learning on school pupils. Technology in this respect involves broad based technology including it methods, management and its applications, that support the creation, storage, manipulations and communication of information on pupils. An information and communication technology (ICT) tool includes the following computer based accessories: audio visual that it television, video games, G.S.M. phone, radio and cassette. They also include scanning machine/faxing machines, megaphone, type-

writer, duplicating machine, and materials pictures chat, all these tools play is vital and central role in information technology on students

CONCLUSION

Based on the finding of the data collected, analyzed and the findings derived, the study concluded that there is a significant relationship between management of physical facilities and attainment of secondary school goals in Cross River State of Nigeria. Also, that there is a significant relationship between management of ICT facilities and attainment of secondary school goals in Cross River State of Nigeria.

Recommendations

Based on the findings and conclusion of the study, it is recommended that:

1. Principals should ensure proper management of school physical facilities to facilitate effective achievement of secondary school goals attainment.
2. Principals should ensure that the available ICT facilities in school should be properly managed in order to enhance the attainment of secondary school goals attainment.

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