

RELATIONSHIP BETWEEN CLASSROOM MAINTENANCE AND ADMINISTRATIVE EFFECTIVENESS OF PRINCIPALS IN JUNIOR SECONDARY SCHOOLS IN SOKOTO STATE NIGERIA

Sulaiman Umar and Hassan Malami Alkanchi

Department of Islamic Studies

Umaru Ali Shinkafi Polytechnic Sokoto

sulaimanu121@gmail.com

ABSTRACT

Maintenance of classrooms in education has been significantly linked with the principal's effectiveness and students' quality of education. It contributes to mitigating the mass-level failure of students in examinations, which indirectly causes a waste of resources and public expenditure for imparting formal education in schools. This paper is intended to shed more light on the relationship between classroom maintenance and administrative effectiveness in junior secondary schools in Sokoto state. This paper examines the relationship between classroom planning and administrative effectiveness in junior secondary schools in Sokoto State. It determines the relationship between classroom management and administrative effectiveness in junior secondary schools in Sokoto state. A quantitative research design was used, where a measuring scale questionnaire was used for data collection and analysis. The participants in this study were randomly selected from junior secondary schools within the metropolis using simple purposive techniques. The findings indicated a positive low index of .223 and a significant value relationship at 0.05 levels between classroom management and classroom planning and administrative effectiveness in junior secondary schools in Sokoto. It was found out that the majority of the participants indicated that they daily plan their classroom activities before the commencement of the lesson and also manage the student activities throughout the day, which gives the principal a chance to improve their effort in maintaining the school properly. This study will help the concerned authority emphasize proper SC maintenance using different strategies.

Keywords: Classroom Maintenance, Administrative effectiveness, Secondary School

INTRODUCTION

Classroom maintenance is necessary to develop quality education among students in every institution. Primarily, a classroom facility is a system that supports the operation of an organization or institution, carries out its daily activities, and promotes growth and development in such an organization or institution. Furthermore, Akpakwu et al. (2017) define classroom maintenance as making classroom activities controllable by improving teaching materials and aids available to obtain the desired learning objectives. Considering the abovementioned views, classroom maintenance could be conceptualized as the planning, management and execution of the school's programs as it affects teaching and learning in the classroom, which is also part of the administrative effectiveness of the school.

Therefore, Maintenance room facilities have been defined and measured in multiple ways, including renovation, furniture and decoration, repainting the walls, and installing modern equipment. In other words, maintenance room facilities were assumed to be

consistently related to administrative effectiveness (2014). Classroom maintenance and administration are seen as creating favorable conditions for facility instructions and regulating students' social behaviors. He viewed classroom management and organization as a function of proper knowledge, dedication, skill and training for which they are called. Students' behaviors and reactions are significantly related to the degree of the teacher's proper classroom management. Similarly, Spencer and Petersen (2018) stated that classroom maintenance encouraged learning to take place peacefully, where students are focused on their studies and well-behaved, where distractions are minimized so that students can concentrate on learning, where social and emotional development is facilitated, where peer interactions are encouraged and where more time can be devoted to teaching and learning. Furthermore, it is part of the administration to encourage classroom activities by enhancing the necessary things to aid in teaching and learning for the administrative effectiveness

The environment is a critical aspect that plays a vital role in teaching and learning, primarily if the environment is maintained according to the education system. It is assumed that the more facilities are available, the quicker learning can occur. The more efficient facilities are in the process of academic activities, the more administrative effectiveness is expected in their schools and responsible administrators. One of the factors leading to the student's failure of examinations is the condition of the learning atmosphere in which the student will sit comfortably to listen and comprehend what they are taught. The classroom's condition also impacts the process of teaching and learning. Therefore, classroom maintenance rooms are vital in developing quality education around the globe.

Similarly, in Nigeria, classroom facilities have become factors that enhance the students' conformability in learning activities and are also related to administrative effectiveness. Omoruyi, Aigbedion and Salihu (2015) ascertain that a good classroom environment with a suitable desk and seat, well-spaced out, well-ventilated, good lighting, good ceiling and roof and smooth floor enhance effective teaching and learning. When the classroom environment provides students with what they need, stability occurs, but when the classroom environment does not, there is instability in teaching and learning. This indicated that proper maintenance was measured to make students perform well in their studies.

Problem Statement

It has been observed that mismanagement of allocated resources is among the problems that have been declining the education standard and is also part of the experience in the Nigerian education system (Omemu, 2017). It has been stated in a report that the performance in the education sector has been dramatically affected by many factors, including the irregular maintenance dated classrooms, among others, in the secondary school in Sokoto state (Ministry of Education Sokoto through Sokoto Strategic Education Sector Plan 2011-2022 Report). This might have led to poor administration effectiveness by the school management in the secondary schools in Sokoto state, especially in the government schools. This is what calls the researcher's attention to carry out this research to find out the relationship between the maintenance room and the administrative effectiveness in junior secondary schools in Sokoto state.

Objectives of the Study

This research paper aims to determine the relationship between maintenance rooms and administrative effectiveness in junior secondary schools in Sokoto state, Nigeria. The specific objectives of this research include:

1. To examine the classroom examine the relationship between classroom planning and administrative effectiveness in junior secondary schools in Sokoto state,
2. To determine the relationship between classroom management and administrative effectiveness in junior secondary schools in Sokoto state.

Research Questions

1. What is the relationship between classroom planning and administrative effectiveness in junior secondary schools in Sokoto state?
2. What is the relationship between classroom management and administrative effectiveness in junior secondary schools in Sokoto state?

Research Hypotheses

H₀1: There is no significant relationship between classroom planning and the Administrative Effectiveness of Principals in Junior Secondary Schools in Sokoto State.

H₀2: There is no significant relationship between classroom management and the Administrative Effectiveness of Principals in Junior Secondary Schools in Sokoto State.

Significance of the Study

This study is significant in several ways. The findings will show the various issues involved in school facility maintenance, especially the classroom, thereby serving as a guide for principals in junior secondary schools, Education authorities in State and Local government, and ministries and Boards at the State level. It will improve the knowledge of the school management to know the relationship between classroom planning and management for administrative effectiveness, with more emphasis on maintaining the facility to make learning comfortable. As a whole, it will be used by other researchers to conduct other research on the importance of classroom maintenance on administrative effectiveness, such as helping with material, renovation restructuring and other interventions that will enhance teaching and learning.

REVIEW OF RESEARCH LITERATURE

Akpakwu, Silva, Hancke, and Abu-Mahfouz (2017) define classroom maintenance as the orderly way of controlling classroom activities by improving teaching materials and teaching aids to obtain the desired learning objectives. Considering the abovementioned views, classroom maintenance could be conceptualized as the planning, management and execution of the school's programs as it affects teaching and learning in the classroom, which is also part of the administrative effectiveness in school. Nasir et al. (2019) think that teachers who organize and manage the classroom effectively with modern instructional materials support students' learning; however. Based on their correlational research design, they discovered that



managing physical resources had the highest mean score while managing student behavior and teaching methodology had the lowest mean score. They also discovered that a strong link between practical uses of modern technology teaching aids and students' academic performance is a crucial and fundamental component of the school's excellent test scores. Cakmak (2020) found that larger classrooms are frequently reported as making it more difficult for teachers to maintain student discipline, which causes the classroom climate to be more focused on student behavior than academic progress. Edo et al. (2019) asserted that principals' efforts towards achieving relatives' goals and objectives are often met with various constraints such as inadequate school funding, unavailability of facilities (physical and material), unfriendly school organization, disciplinary problems, school community relationship, staff development, curriculum development and instruction, guidance and counseling services and evaluation of school programs and activities. Halawah (2023) stated that effective communication is one critical characteristic of the practical and successful school principal. Research on effective schools and instructional leadership emphasizes principal leadership's impact on creating a safe, secure learning environment and a positive, nurturing school climate. A better climate school was expected where effective communication between the principal and their teachers exists. In addition, schools were different in their principal's communication effectiveness and climate, especially in Security and Maintenance and Instructional Management. Significant differences were also observed between males and females regarding the advantages of female schools in terms of security and maintenance of behavioral values, student-peer relationships, and instructional management. On the other hand, communication between principals and teachers in male schools was more effective than that in female schools.

Nicole (2012) opines that principals can foster new teacher management by cultivating their ability to collaborate and communicate with teachers about classroom management, providing classroom management professional development, setting behavioral expectations, offering instructional and discipline support, and giving new teachers recognition for effective management and specific feedback which can be used to improve management strategies.

Review of Empirical Studies

Nwangwa and Barrah (2021), in their article *Principal-staff Relationship for the Effective Administration of Secondary Schools in Obio Akpor Local Government Area of Rivers State Nigeria*, a descriptive survey research design, the findings revealed that principal-staff relationship affects staff productivity, students' academic performance, and management of educational resources for effective administration and goal attainment of secondary schools in Obio/Akpor LGA of Rivers State. Based on the findings, the researcher recommended, among others, that principals should relate with staff by delegating tasks, supervising classroom activities, recognizing the role of teachers and many more to strengthen their productivity and enhance effective administration. Kenneth and Isibor (2015) examined the impact of classroom management on students' academic performance in selected junior secondary schools in the Abuja Municipal Area Council. They discovered significant differences between classroom management strategies used in junior secondary schools in municipal area councils and that these strategies positively affect students' academic

performance in these schools. According to the research, classroom management strategies and students' academic achievement in junior high and high schools in Municipal Area Council are strongly correlated. Lack of training for instructors, who are untrained in the requirements and varied classroom management strategies, was one of the most significant issues with classroom management in schools.

Given the above literature, this research paper is based on classroom maintenance and focuses on planning classroom activities and classroom management. On the other hand, Nwangwa and Barrah focused on the principal-staff relationship and administrative effectiveness, and Isibor focused on the impact of classroom management on student academic performance. Therefore, the current study fills in the gap that the previous study needed to have integrated into the classroom and administrative effectiveness.

METHODOLOGY

This study adopted a quantitative research design approach, where a measuring scale questionnaire was used for data collection and analysis. The participants in this study were randomly selected from junior secondary schools within the metropolis using simple purposive techniques. The study population includes ten principals, 20 vice principals and 70 teachers from different government junior secondary schools in the two zones in Sokoto state. This gives a total of 100 participants in this study. The researcher constructs a rating scale questionnaire titled Classroom Planning and Management for Administrative Effectiveness Questionnaire (CPMAEQ), with two sections to collect the data. The test re-test method was used to obtain a reliability index 0.75 using Pearson Correlation Coefficient at 0.05 alpha levels. A five-point Likert Scale was used: 5 strongly agreed, four agreed, three neutrals, 2 disagreed, and one strongly disagreed. The frequency and percentage tables were used to analyze the data.

Result

The results of research questions one to two were presented and analyzed in tables one and two below:

Research Question 1: What is the relationship between classroom planning and administrative effectiveness in junior secondary schools in Sokoto State?

The above research question was answered in the following table below:

Classroom Planning and Administrative Effectiveness of Principals

Table 1: There is seating arrangement in classrooms

Scale	Frequency	Percent
Strongly disagree	16	15.0
Disagree	14	10.0
Neutral	14	10.0
Agree	30	40.0
Strongly agree	28	25.0
Total	100	100.0

Source: Primary Data (2023)



In Table 1, it is indicated that 30 (40%) of the participants agreed that there is seating arrangement in classrooms, 28 (25%) of them strongly agreed, 16 (15%) strongly disagreed, while 14 (10%) disagreed and another 14 (10%) were neutral. Therefore, the majority of the respondents agreed that there is seating arrangement in the classrooms. Since most participants agreed, it implies that classroom seating arrangement is related to the principal administrative effectiveness.

There are effective rules and regulations in classrooms.

	Frequency	Percent
Strongly disagree	14	10.0
Disagree	15	12.0
Neutral	18	16.0
Agree	27	32.0
Strongly agree	26	30.0
Total	100	100.0

Source: Primary Data (2023)

Table 2 shows that 27 (32%) of the participants agreed that there are practical rules and regulations in classrooms, 26 (30%) strongly agreed, 18 (16%) were neutral, 15 (12%) disagreed, and another 14 (10%) strongly disagreed. Since most participants agreed, this implies that classroom rules and regulations will be used. This is an indication that there is a relationship between classroom planning and principal administrative effectiveness and responsibilities in the class.

	Frequency	Percent
Strongly disagree	13	10.0
Disagree	14	11.0
Neutral	18	19.0
Agree	27	29.0
Strongly agree	28	31.0
Total	100	100.0

Source: Primary Data (2023)

Table 3 shows that 28 (31%) of the participants strongly agreed that students were given responsibilities in the class, 27 (29%) agreed, 18 (19%) were neutral, 14 (11%) disagreed, and 13 (10%) strongly disagreed. This indicates that most participants agreed that students were given responsibilities in the class. However, it implies a relationship between classroom planning and principal administrative effectiveness

2: What is the relationship between classroom management and administrative effectiveness in junior secondary schools in Sokoto state?

The above research question was answered in the following table below:



Classroom Management and Administrative Effectiveness of Principals

Table 4: Sufficient space is maintained in classrooms

	Frequency	Percent
Strongly disagree	13	10.0
Disagree	14	11.0
Neutral	16	15.0
Agree	29	34.0
Strongly agree	28	30.0
Total	100	100.0

Source: Primary Data (2023)

Table 4 shows that 29 (34%) of the participants agreed that sufficient space is maintained in classrooms, 28 (30%) strongly agreed, 16 (15%) were neutral, and another 14 (11%) disagreed, while 13 (10%) of the respondents strongly disagreed. Therefore, the majority of the participants agreed, which implies that there is a relationship between classroom management and administrative effectiveness.

Table 5: Adequate teaching and learning materials are provided in classrooms

	Frequency	Percent
Strongly disagree	14	10.0
Disagree	16	15.0
Neutral	15	12.0
Agree	30	35.0
Strongly agree	25	28.0
Total	100	100.0

Source: Primary Data (2023)

Table 5 indicated that 30 (30%) of the participants agreed that adequate teaching and learning materials are provided in classrooms, 25 (28%) strongly agreed, 16 (15%) disagreed, 15 (12%) were neutral, and 14 (10%) strongly disagreed. Since the majority of the respondents agreed, this implies that there is a relationship between classroom management and administrative effectiveness.

Table 6: Student/teacher ratio is observed

	Frequency	Percent
Strongly disagree	14	10.0
Disagree	15	16.0
Neutral	19	18.0
Agree	24	26.0
Strongly agree	28	30.0
Total	100	100.0

Source: Primary Data (2023)

Table 6 shows that 28 (30%) of the participants strongly agreed that student/teacher ratio is observed, 24 (26%) agreed, 19 (18%) were neutral, 15 (16%) disagreed, and 14 (15%) of the respondents disagreed. This indicates by the majority of the participants that student/teacher ratio is observed in the classrooms. This implies that there is a relationship between classroom management and administrative effectiveness.

Table 7: Showing the Relationship between Classroom Planning and Administrative Effectiveness of Principals in Junior Secondary Schools in Sokoto State

Variable	N	\bar{x}	df	Sig-Value	P-Value	Decision
Classroom maintenance	100	1.0	0.05	0.00	0.55	H ₀ Rejected
Administrative Effectiveness	100	0.00				

Source: Primary Data (2023)

Table 7 shows the result of Pearson Correlation analysis: a significant relationship between classroom maintenance and administrative effectiveness. The P-value of 0.55, greater than the significant alpha of 0.00, indicates that the results were statistically significant. The result implies that classroom Planning and administrative effectiveness are essential in junior secondary schools in Sokoto.

Table 8: Relationship between Classroom Management and Administrative Effectiveness of Principals in Junior Secondary Schools in Sokoto State

Variable	N	\bar{x}	Df	Sig-Value	P-Value	Decision
Classroom Management	100	1.0	0.05	0.00	0.55	H ₀ Rejected
Administrative Effectiveness	100	0.00				

Source: Primary Data (2023)

Table 15 shows that at the 0.05 level of accuracy, the computed sig-value and P-value are 0.00 and 0.55, respectively; since the computed P-value is greater than the tabulated value, the hypothesis was rejected. Thus, there is a relationship between classroom management and administrative effectiveness in junior secondary schools in Sokoto State.



DISCUSSION OF FINDINGS

This study's first finding shows a relationship between classroom planning and principal administrative effectiveness secondary schools in Sokoto state. As indicated in the data, the majority of the participants, who are teachers and the administrative staff, agreed with the statement in the instrument that sitting arrangement and rules and regulations, as well as giving the students responsibilities in the classroom part of the classroom planning, which is also part of the responsibility of the principals for effective teaching and learning in the classroom. This is in line with Onyeike and Maria's (2018) assertion that the principal is the pioneer of his school and should be expected to perform specific expert and authoritative functions, bearing in mind that the end goal will be determined by effective teaching and learning. Secondly, the finding of this study also indicated that there is a relationship between classroom management and principal administrative effectiveness secondary schools in Sokoto state because the majority of the participants also prove that sufficient space is maintained in the classroom, adequate teaching and learning materials and student/teacher ratio were all managed in the classroom. This is absolutely part of the principals' responsibility to cater to a conducive learning environment for the teachers and students in the school. The correlational analysis indicated that classroom maintenance and principal administrative effectiveness have a low positive value index, while the P-value 0.55 being greater than the significant alpha P 0.05 indicates that the results were statistically significant. This shows that classroom maintenance and principal administrative effectiveness have a significantly low relationship.

CONCLUSION

Based on the research findings, classroom maintenance and principals' administrative effectiveness a low relationship and the hypotheses were rejected, which says that there is no relationship between classroom maintenance and principal administrative effectiveness of secondary schools in Sokoto state. The principal is entitled to carry on the responsibility of planning, managing, and directing the steering wheels of school academic activities to success.

RECOMMENDATIONS

Some recommendations were also proffered as follows:

1. The government should initiate and emphasize periodic training for principals on administrative role performance.
2. Principals should ensure that teachers have functional instructional materials and plan for the next class, which will impact students' learning activities in the classroom.

REFERENCES

- Akpakwu, G. A., Silva, B. J., Hancke, G. P., & Abu-Mahfouz, A. M. (2017). Classroom Maintenance in Modern Technology: A survey on 5G networks for the Internet of Things: Communication technologies and challenges. *IEEE Access*, 6, 3619-3647.
- Çakmak, F. (2020). Social networking and language learning: Use Instagram (IG) to evaluate oral communication skills. *Recent tools for computer-and mobile-assisted foreign language learning* (pp. 110-131). IGI Global.

- Edo, B., Tadesse, T., & Mulugeta, E. (2019). Students' and teachers' perceptions and experiences of course scheduling in undergraduate sports sciences program: An Ethiopian case study. *Journal of University Teaching & Learning Practice*, 16(3), 4.
- Halawah, I. (2023). "The relationship between effective communication of high school principal and school climate." *Education*, vol. 126, no. 2, winter 2005, pp. 334+. *Gale AcademicOneFile*, link.gale.com/apps/doc/A142057921/AONE?u=anon~dfcc8fe3&sid=googleScholar&xidf6c3b724. Accessed 3 Mar. 2023.
- Kenneth O. I., & Isibor A. M., (2015). The Impact of Classroom Management on Students' Academic Performance in Selected Junior Secondary Schools in Municipal Area Council, Abuja. *International Journal of Education and Research Vol. 3 No. 9 September 2015*
- Ministry for Basic and Secondary Education Sokoto (2020). State Strategic Education Sector Plan (SESP) 2011 – 2020, August 2020. A Report on Situation Analysis of Education in Sokoto State.
- Nisar, M., Iqbal A. Kh., & Faridullah Kh. (2019). Relationship between Classroom Management and Students Academic Achievement. *Pakistan Journal of Distance & Online Learning Volume: V, Issue I, 2019, 209-220.*
- Nwangwa, K. C. K., & Barraha, I. M. (2021). Principal-Staff Relationship For Effective Administration Of Secondary Schools In Obio-Akpor Local Government Area Of Rivers State.
- Omemu, F. (2017). Relationship between Principals Administrative Strategies and Student Disciplinary Problems in Secondary School, Bayelsa State. *Journal of Education and Practice*, 8(5), 100-104.
- Omoruyi, K. I. Aigbedion, I. M., & Salihu, D. S., (2015). The impact of road transportation on economic growth in Nigeria. *International journal of education and research*, 3(9), 295.
- Spencer, T. D., & Petersen, D. B. (2018). Bridging oral and written language: An oral narrative language intervention study with writing outcomes. *Language, Speech, and Hearing Services in Schools*, 49(3), 569-581.