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FACILITIES MANAGEMENT AND TRANSFORMATIVE EDUCATIONAL FMANAGEMENT IN SECONDARY SCHOOLS IN DELTA STATE

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Abstract
The study was on facilities management and transformative educational management in secondary schools in Delta State. The study employed ex post facto research design using the survey method. The population of the study was all public secondary school teachers in Delta Central Senatorial District in Delta State using a sample of 258 teachers. Two research instruments were used to collect data from the respondents. Eleven research questions and one hypothesis were raised for the study. The instrument were validated by a professor in the Department of Educational Managements and Foundations and a professor in Measurement and Evaluation and corrections were used to improve on the instrument. The reliability was conducted by test re-test method and Pearson Product-Moment Correlation Statistics was use to test the relationship which came out to be. 705 and .712 coefficients respectively, thus making it reliable. The instruments were administered by four research assistants and the researcher. The data were analysed using mean and standard deviation while hypothesis was tested using Pearson Product-Moment Correlation coefficient. The acceptance benchmark for research question was set as at 2.50. The study found positive relationship between facilities management practices and transformative educational management of schools. The study also found negative responds on many factors such as use of good material, management practices, funds and others as militating against facilities management practice and transformative educational management in schools. The study recommended good management practices of facilities; collaboration amongst stakeholders for provision of facilities in schools.

Keywords: Facilities management, Transformative Educational Management, School Facilities, Facilities Management Practices and Plans, Public Secondary Schools

Introduction

Facilities management is a gamut of processes that entail practices and plans taken to ensure that resources are available in schools for pupils and teachers usage in the attainment of educational goals and this form the basis on which school grow (Okodoko & Owobete 2025).School facilities are defined by Dare (2010) as all the available assets that can be used to foster and facilitate effective teaching and learning as well as to protect the physical well-being of the occupants which a school has. Facilities management practices and plans are actions (both innovative and those laid down) taken in line with acceptable standards to make sure that facilities are available in schools. Transformative educational management can be attained if facilities management are well managed.

Transformative Educational Management is an ideal state of conducting the affairs of the school arising from good use of human resources and facilities available in achieving educational goals. Nwadiani and Akporehe (2015) carried out a study on assessment of available facilities for Universal Basic Education in Delta State public primary schools. The study found that facilities were not available with data collected from 1021 respondents. Another study carried out by Iloh et al. (2020) on the extent of adequacy and utilization of secondary schools facilities in conformity with the minimum standard requirements for teaching and learning delivery in Delta State revealed that school facilities did not conform to the approved NCE minimum standard guideline for teaching and learning delivery as they were provided in a low extent. The study of Ojeje and Adodo (2018) found that most of the public

secondary schools in Delta state did not have adequate school buildings to support the educational programme projected. Transformative educational management is brought about by a leader who is the school principal as in this study. Transformative educational management is the leadership quality of the school manager to bring about desirable and visible changes in the school that could meet the need of consumers-parents and students and stakeholders.

Review of Related Literature

Facilities management could have a lot of effect on transformative educational management in schools. Facilities management are plans and practices put in place to ensure availability of facilities in schools. The study of Silver et al. (2025) revealed that the level of student engagement was high with the availability and quality of facilities in the schools. Asiabaka (2008) maintained that by satisfying the physical and emotional needs of the staff and students of the school, facilities help in actualization of the educational goals and objectives. Olujuwon et al. (2022) in their study found that school facilities have a significant relationship with students' academic achievement in secondary schools in Lagos state. Olugbenga (2019) and Torupere (2016) found that the aesthetic appeal of the school and infrastructure conditions greatly affect pupils' academic performance. In the same vain, Okodoko and Owobete (2025) found .504 r-value which was statistically significant at.05.as the relationship between public secondary school physical amenities and student academic achievement. The study of Mgbeodichinma and Sokare (2024) attested to the importance of educational facility planning for enhanced academic performance.

Leung et al. (2006) compared old school and millennium school with modern facilities. They found that a small working space, storage space, and seating area caused a lot of trouble for teachers in the old staff rooms, while in the millennium schools, interviewees greatly appreciated the enlarged personal space and seating arrangement in (mean difference = 1.50 (millennial) and 1.24 (old). Nkedishu and Akporehe (2020) study conducted on 226 secondary school principals found out that the disposition of teachers is related to teaching space organization in public secondary schools, Delta State. Maingi et al. (2017) found a significant relationship at r=+0.78, P=0.002 of students' discipline in public secondary schools in Makueni County in Kenya. Study of Asuku and Alete (2021) conducted in River state, Nigeria found that facilities availabilities is hampered by inadequate funding, lack of adequate and complete facilities are amongst other challenges in tertiary institutions this can also be implied for secondary schools.

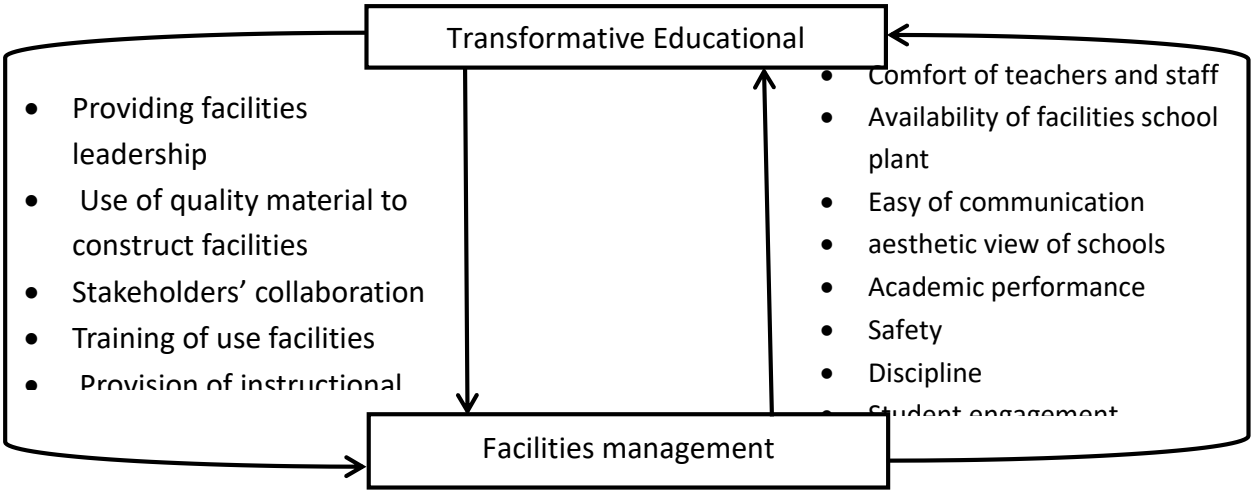
Ekwueme, Abua and Inah (2025) carried out study in Ogoja Education Zone, Cross River State, Nigeria that showed a significant influence of availability of perimeter fencing, and Closed Circuit Television (CCTV) surveillance cameras in secondary school on students' learning experience in mathematics in the study area and that security gadgets has significant impact of on students' learning outcome with a result of the calculated F-value of 15.650 which was found to be greater than the critical F-value of 2.67 at 0.05 level of significance at 3 and 177 degrees of freedom. The study of Gbesoevi et al (2022) revealed that there were significant relationship between school security planning and effective management of public secondary schools with ($r=0.378$, $p<0.05$).; there is a significant relationship between school safety programmes and effective management of public secondary schools ($r=0.532$, $p<0.05$); there is a significant relationship between school social environment safety and effective management of public secondary schools ($r=0.452$, $p<0.05$); and there is a significant relationship between physical security measure and effective management of public secondary schools in Lagos State, Nigeria ($r=0.672$, $p<0.05$). From the array of literatures reviewed it can be seen that transformative educational management of school can be attained through effective facilities management.

Statement of the Problem

Transformative educational management appears to be a concern in many public secondary schools in Delta Central senatorial district in Delta state. This is arising from challenges from facilities management in the schools. This situation raises concerns because facilities management has a consequence on transformative educational management. The researcher therefore investigated facilities management as they correlate with transformative educational management in the schools.

Conceptual Frame work

Transformative educational management of school can be influenced by facilities management. The resultant effect of facilities management is transformative educational management which is easily observable evidences seen in the school. The evidences of transformative educational management are students engagement, discipline, ICT usage, comfort of teachers, academic performance, safe school, good school plant amongst others and good school leadership. Facilities management include - providing facilities leadership, use of quality material to construct facilities, stakeholders' collaboration, training of use facilities, provision of instructional materials, maintenance of facilities and well-planned facilities. The relationship between facilities management practice and transformative educational management can be illustrated in fig 1.



Source: Researcher's Conceptualization

The purpose of the study is to determine the relationship between facilities management and transformative educational management of public secondary schools. The study will be significant as it will help for facilities management and planning in schools.

Research Questions

The following research questions guided the study:

1. What is the relationship between facilities management practices and transformational educational management in comfort of teachers?
2. What is the relationship between facilities management practices and transformational educational management in school leadership?
3. What is the relationship between facilities management practices and transformational educational management in academic performance of students?
4. Is there a relationship between facilities management practices and transformative educational management in students discipline in secondary schools?
5. What are the factors militating against facilities management and transformative Educational management in school?

Hypothesis

The following hypothesis was tested at 0.05 significant level:

1. There is no significant relationship between facilities management practices and transformative educational management in school.

Methodology

The study is a survey research that obtained data from teachers and principals on facilities management practices and transformative educational management in public secondary schools in Delta State. The population of the study comprised principals and teachers in public secondary schools in Delta Central Senatorial District in Delta State. The sample comprised 258 teachers and principals purposively selected from 15 public secondary schools. Two instruments were used to gather data for the study- Facilities Management Practices as Correlate of Transformative Educational Management Questionnaire (FMPCTEMQ) and Factors that Militate against Facilities Management Practices questionnaire (FMAFMP). The instruments were subjected to expert validation by a professor in Educational Management and Foundations. The expert's comments and suggestions were incorporated into the instruments to improve their clarity and relevance. The reliability of the instruments was assessed using the test–retest method. The instruments were administered to 30 teachers and principals who were not included in the main study. The test–retest reliability coefficients were calculated using the Pearson product–moment correlation coefficient. The coefficients obtained for the two instruments were 0.705 and 0.712, respectively. The instruments were administered by three research assistants and the researcher. The instruments were analysed using mean and standard deviation while hypothesis was tested using Pearson moment correlation coefficient. A mean decision benchmark of 2.50 was adopted for interpreting responses to the research question.

Results

Research Question 1: What is the relationship between facility management practices and Transformational educational management in comfort of teachers?

Table 1: Pearson Product moment correlation statistics showing relation between facility management practices and Transformational educational management in comfort of teachers

Variable	N	r	r^2	$r^{2\%}$
Facility management practices - Transformational educational management in comfort of teachers	258	0.671	0.450	45

The table shows that there is a moderate positive relationship between facility management practices and transformational educational management comfort of teachers since an r value of 0. 671 which is close to 1 was obtained.

Research Question 2: What is the relationship between facility management practices and transformational educational management in school leadership?

Table 2: Pearson Product moment correlation statistics showing relation between facility management practices and Transformational educational management in school leadership

Variable	N	r	r^2	$r^{2\%}$
Facility management practices - Transformational educational management in school leadership	258	0.168	0.028	2.8

Table 2 shows positive relationship between facility management practices and transformational educational management in school leadership since an r value of 0.168 which is far away from 1 was obtained.

Research Question 3: What is the relationship between facilities management practices and transformational educational management in academic performance of students?

Table 3: Pearson Product moment correlation statistics showing relation between facility management and Transformational educational management in academic performance

Variable	N	r	r^2	$r^{2\%}$
Facility management practices - Transformational educational management in academic performance	258	0.386	0.149	14.9

The table shows that there is a positive relationship between facility management practices and Transformational educational management in academic performance since an r value of 0.386 which is far from 1 was obtained.

Research Question 4: What is the relationship between facility management practices and Transformational educational management in students' discipline?

Table 4: Pearson Product moment correlation statistics showing relation between facility management practices and Transformational educational management in students' discipline

Variable	N	r	r^2	$r^{2\%}$
Facility management practices - Transformational educational management in students discipline	258	0.947	0.805	80.5

Table shows that there is a relationship between facility management practices and transformational educational management in students discipline since an r value of 0.947 which is close to 1 was obtained.

Research Question 5: What are the factors militating against facilities management and transformative educational management in school

Table 5: Frequency and percentage statistics showing the factors

Factors	SA	A	D	SD
	F%`	F (%)	F (%)	F (%)
Funds are available	81(31.4)	177 (68.6)		
No Bureaucracy		81(31.4)	177 (68.6)	
Use of good materials	31 (12.0)	222 (86.1)	5 (1.9)	
Good handling of facilities	158 (61.2)	97 (37.6)	3 (1.2)	
Good facilities management	205 (79.5)	53 (20.5)		
Good school plant	(22.9)	199 (77.1)	59	
Principals plan facilities	126 (48.8)	122 (47.3)	10 (3.9)	

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Adequate facilities	1 (0.4)	60 (23.3)	197 (76.3)

Table 5 showed the contribution of each factor to challenges of facilities management and transformative education in school. Items responses are 81 strongly agreed while 177 respondents disagree;81 strongly agreed while 177 disagreed ; 5 on strongly agree,31 agree, 222 disagreed; 3 strongly agreed , 97 agreed and 158 disagree; 53 Strongly agree, 203 disagree; 59 strongly agree and 199 disagree ;10 strongly agree, 126 agree and 122 disagree; 1 strongly agree, 60 agree and 197 disagree.

Testing of Hypothesis:
There is no significant relationship between facility management practices and transformational educational management in school leadership

Table 6: Pearson Product moment correlation statistics comparing the relationship between facility management practices and transformational educational management in school leadership

Variable	N	r	r^2	$r^{2\%}$	Sig(2tailed)
facility management practices - Transformational educational management in school leadership	258	0.168	0.028	2.8	0.009

The table shows sig. value of 0.009 which is less than 0.05.

Discussion of Findings
From table1, it can be seen that 45.0 % of facility management practices contributed to Transformational educational management in comfort of teachers. The result of this study corroborates the finding of the studies of Leung, Chan and Wang (2006) and Nkedishu and Akporehe (2020) that showed teachers being satisfied with millennium schools because of the facilities and good working space; and the disposition of teachers is related to teaching space which is positive respectively. From the table 2, it can be seen that 2.8% of facility management practices contributed to transformational educational management in school leadership. In table 3, it can be seen that 14.9% of facility management practices contributed to transformational educational management in academic performance. This finding confirms Olujuwon; Omiyale, & Olujuwon (2022). From table 4, it can be seen that 80.5% of facility management practices contributed to Transformational educational management in students discipline as Maingi et al. (2017) had also found this in their study. Table 5 showed that The analysis showed that all the 8 factors are militating facilities management practices and transformative educational management in schools as the responses showed higher proportion of disagreement in the order of 258(100%), 258(100%), 253(98.1%), 255(98.8%), 258(100%), 258(100%), 248(96.1%) and 257(99.6%).The finding agrees with of Asuku and Alete (2021) study conducted in River state found that Study of Asuku and Alete (2021) that facilities availabilities is hampered by inadequate funding, lack of adequate and complete facilities are amongst other challenges. The hypothesis showed a relationship is significant relationship between facilities management and transformative educational management of leadership in school.

Conclusion
The study concluded that facilities management practices correlate with transformative educational management in schools in aspects of teacher comfort; good leadership; student academic performance and school discipline. The study also concluded that various factors are militating against facilities management practices and transformative educational management in school amongst which are availability of funds, good handling of facilities amongst others.

Implication for Educational Planning

The study has implications for transformative educational management of school by planning of facilities management for schools. There is the implication for education planners to make facilities management policies that will help for good facilities management of available facilities in Schools. The study also has implications for education planners in making advocacy for stakeholder like government, Non-Governmental Organizations and parents involvement in funding facilities to enhance transformative educational management of schools.

Recommendations

The following are recommended-:

1. School leadership should ensure that facilities are well managed in be in secondary schools.
2. More funds should be provided for provision of facilities in schools by government and stakeholders.

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