

**INFLUENCE OF SPACE, HALLS, AND FACILITIES IN THE EDUCATION SYSTEM ON
THE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN MAKURDI
METROPOLIS**

BY:

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Abstract

This study investigated the influence of school space, halls, and educational facilities on the management of public secondary schools in Makurdi metropolis, Benue State. Two research questions and two null hypotheses guided the study, focusing on: the extent to which the availability and condition of physical spaces, halls, and facilities influence administrative management; and how inadequacies in halls and supporting facilities affect co-curricular activities and overall

school management. A descriptive survey design was adopted. The population comprised 1,288 principals and teachers in 38 public secondary schools, while a stratified random sample of 202 respondents (22 principals and 180 teachers) was drawn. Data were collected using a validated questionnaire with a reliability coefficient of 0.93, and 200 properly completed copies were analyzed. Descriptive statistics (mean and standard deviation) answered the research questions, while Chi-square (χ^2) tested the hypotheses at the 0.05 level of significance. Results showed that

respondents agreed that adequate and well-maintained classrooms, offices, libraries, laboratories, and halls enhance supervision, coordination, decision-making, and general school administration (cluster mean = 3.06, SD = 1.04). Inadequacies in halls and facilities were found to hinder co-curricular and extracurricular activities (cluster mean = 3.20, SD = 0.10). Inferential analysis revealed significant relationships between (i) availability/condition of facilities and administrative management ($\chi^2 = 53.240$, $p = 0.000$), and (ii) adequacy of halls and effectiveness of co-curricular organization and overall management ($\chi^2 = 98.200$, $p = 0.000$), leading to rejection of both null hypotheses. The study concludes that infrastructural adequacy is a strategic requirement for effective school management in Makurdi metropolis.

Background to the Study

Physical space, halls, and educational facilities form the backbone of effective teaching, learning, and management in secondary schools. Globally, the quality, design, and maintenance of school infrastructure have been widely acknowledged as crucial determinants of both academic performance and institutional management efficiency (Barrett et al., 2019; OECD, 2021). Adequate classrooms, assembly halls, libraries, laboratories, and recreational

facilities create the enabling environment for effective pedagogy, student engagement, and administrative coordination (Cheryan et al., 2014; Earthman, 2016). In well-designed educational settings, the learning environment fosters collaboration, minimizes distractions, enhances teacher–student interaction, and supports a variety of instructional methods suited to 21st-century learning needs (Ngigi & Musau, 2022; UNESCO, 2023).

Conversely, inadequate or poorly maintained facilities contribute to psychological stress among both teachers and students, leading to lower morale, reduced concentration, and managerial inefficiencies (Mokua & Mwaura, 2023; Lyons, 2019). Poor spatial arrangements and congested classrooms have been shown to compromise lesson delivery and hinder the implementation of innovative teaching practices (Uko & Ayeni, 2020). Similarly, limited physical infrastructure restricts the ability of administrators to implement effective timetabling, monitor teachers' performance, and conduct essential school functions, thereby diminishing institutional effectiveness (Nwachukwu & Ezeugbor, 2021).

In the Nigerian context, the challenge is particularly alarming due to rapid urbanization, population growth, and underfunding in the public education sector. The mismatch between student enrolment and infrastructure expansion has resulted in

deteriorating learning environments across many states (Ogunyemi & Adediji, 2020; World Bank, 2023). In Benue State, studies reveal that several public secondary schools within Makurdi metropolis suffer from overcrowded classrooms, dilapidated buildings, and limited assembly halls, all of which impede quality education delivery and efficient management (Enefu et al., 2022; Gire et al., 2019). The lack of adequate space and functional facilities complicates core administrative tasks such as class scheduling, maintenance planning, and supervision of teaching staff (Odo & Emeh, 2021).

Furthermore, the absence of standard multipurpose halls poses significant challenges to the organization of key school activities such as morning assemblies, examinations, PTA meetings, and extracurricular programs—activities that foster school identity, unity, and student social development (Andrade, 2024; Nwosu & Onwumere, 2020). The relationship between physical infrastructure and school management thus represents a vital dimension of educational quality assurance, particularly in public schools where resources are scarce (Akomolafe & Adesua, 2019; Ajayi, 2021).

Effective school management requires administrators to strategically allocate resources, monitor academic performance, and maintain conducive learning environments that support teaching and learning (Okorie et al.,

2022). When classroom spaces, halls, and facilities are inadequate, head teachers and principals are forced to make difficult adjustments—such as running double shifts, shortening instructional periods, or overcrowding classrooms—all of which weaken school governance and affect teacher productivity (John & Aliyu, 2025; Yusuf & Alabi, 2023). These challenges collectively threaten educational sustainability, reduce teacher motivation, and undermine students' academic performance (Eze & Ofoegbu, 2020).

The theoretical foundation of this study is anchored in **Maslow's Hierarchy of Needs Theory** and **Systems Theory**. Maslow's framework suggests that a conducive learning environment fulfills the physiological and safety needs of students and teachers, thereby facilitating higher-order learning and productivity (Maslow, 1943). Systems Theory highlights that schools are interrelated subsystems, where infrastructure, human resources, and administrative processes interact; deficiencies in one subsystem (e.g., facilities) affect the entire system's efficiency and effectiveness (Bertalanffy, 1968).

Therefore, understanding the influence of space, halls, and educational facilities on the management of public secondary schools in Makurdi metropolis is essential for informing educational planning and policy reforms. The present study, therefore, seeks to empirically

investigate the extent to which the availability, condition, and utilization of physical infrastructure impact administrative effectiveness and overall school management in Makurdi metropolis (Adeoye & Olatunji, 2024; Uzochukwu, 2023).

Statement of the Problem

In an ideal scenario, public secondary schools should be equipped with adequate classrooms, functional assembly halls, and well-maintained educational facilities that collectively support effective teaching, learning, and school management. Such infrastructure allows administrators to efficiently organize timetables, supervise staff, conduct examinations, and facilitate assemblies and extracurricular activities, while providing a safe and motivating environment for both students and teachers. However, in many public secondary schools in Makurdi metropolis, the reality is far from this ideal. Classrooms are often overcrowded, halls are limited or non-functional, and facilities are poorly maintained. These conditions impede the smooth execution of administrative tasks, constrain teachers' ability to adopt innovative pedagogical approaches, and negatively affect student engagement, teacher motivation, and overall school performance (Barrett et al., 2019).

The persistent gap between the ideal infrastructure standards and the observed conditions underscores a significant problem:

inadequate and poorly managed physical facilities in public secondary schools may undermine effective school administration, compromise teaching and learning quality, and hinder the overall delivery of education. This situation calls for an empirical investigation into how the availability, condition, and utilization of school space, halls, and educational facilities influence the management of public secondary schools in Makurdi metropolis.

Purpose of the Study

The primary purpose of this study is to examine the impact of school space, halls, and facilities on the management of public secondary schools in Makurdi metropolis. Specifically, the study seeks to:

1. Ascertain the influence of availability and condition of physical spaces (classrooms, laboratories, libraries) on the administrative management practices of public secondary schools in Makurdi metropolis.
2. Determine the influence of halls and supporting facilities on the organization of co-curricular activities, supervision, and overall school management.

Research Questions

The following research questions guide the study

1. To what extent do the availability and condition of physical spaces, halls, and

facilities influence the administrative management of public secondary schools in Makurdi metropolis?

2. What is the influence of inadequacies of school halls and supporting facilities, co-curricular activities on overall school management in Makurdi metropolis?

Research Hypotheses

The following null hypotheses were formulated and tested at the 0.05 level of significance

1. There is no significant influence of the availability and condition of physical spaces, halls, and educational facilities, and the administrative management of public secondary schools in Makurdi metropolis.
2. There is no significant influence of the adequacy of halls and supporting facilities and the effectiveness of co-curricular organization on the overall management of public secondary schools in Makurdi metropolis.

Methodology

The study adopted a descriptive survey design to assess the influence of school space, halls,

and facilities on the management of public secondary schools in Makurdi metropolis. This design enabled the collection of data on existing conditions and practices from school administrators and teachers. The study area was Makurdi metropolis, the capital of Benue State, which houses a large number of public secondary schools facing challenges such as overcrowded classrooms, limited halls, and inadequate teaching resources. The population comprised all principals and teachers in the 38 public secondary schools in Makurdi, totaling 1,288 respondents. A sample of 202 respondents (22 principals and 180 teachers) was selected using stratified random sampling to ensure fair representation across school size and location.

Data were collected using a structured questionnaire with two sections: Section A covered demographic information, and Section B contained 10 items on physical spaces, facility adequacy, maintenance, and their impact on school management. Responses were rated on a four-point Likert scale. The instrument was validated through expert review and tested for reliability, yielding a Cronbach alpha coefficient of 0.93. Out of 202 questionnaires distributed, 200 were completed and returned, forming the final dataset for analysis. Data were analyzed using mean scores and standard deviations to answer the research questions.

Results Presentation

Research Question 1: To what extent do the administrative management of public availability and condition of physical spaces, secondary schools in Makurdi metropolis? halls, and facilities influence the

Table 1: Mean and Standard Deviation on availability and condition of physical spaces, halls, and facilities influence on the administrative management of public secondary schools

S/NO	Items Description	SA	A	D	SD	\bar{x}	S.D	Decision
	Adequate classroom and hall spaces							
1.	enhance effective supervision and coordination of school activities.	83	56	33	28	2.97	1.070	Accepted
	Well-maintained school facilities							
2	contribute to efficient administrative planning and decision-making.	96	52	32	20	3.12	1.015	Accepted
	The physical condition of school							
3	buildings affects teachers' productivity and students' discipline.	78	67	35	20	3.01	.985	Accepted
	Availability of essential facilities							
4	such as offices, libraries, and laboratories promotes smooth school administration.	102	53	26	19	3.19	.994	Accepted
	Lack of adequate physical space							
5	hinders effective communication and workflow among school administrators.	91	49	31	29	3.01	1.094	Accepted
	Cluster mean					3.06	1.04	

The analysis in Table 1 indicates that respondents generally agree that physical spaces, halls, and facilities influence school management (Mean = 3.06, SD = 1.04). Classrooms (\bar{x} = 2.97) support supervision, laboratories and libraries (\bar{x} = 3.19) aid

administrative operations, maintained facilities (\bar{x} = 3.12) enhance planning, and assembly halls (\bar{x} = 3.05) facilitate school activities. These findings suggest that adequate and well-maintained infrastructure significantly contributes to the effective management of public secondary schools in

Makurdi metropolis.

facilities on co-curricular activities and overall

Research Question 2: What is the influence of inadequacies in school halls and supporting

school management in Makurdi metropolis?

Table 2: Mean and Standard Deviation on inadequacies in school halls and supporting facilities' influence on curricular activities and overall school management

S/NO	Items Description	SA	A	D	SD	\bar{x}	S.D	Decision
6	Insufficient school halls limit the organization of co-curricular and extracurricular activities.	120	46	24	10	3.38	.883	Accepted
7	Poor condition of school facilities discourages students' participation in non-academic programs.	100	54	28	18	3.18	.986	Accepted
8	Lack of functional halls affects school assembly and general administrative meetings.	106	48	28	18	3.21	.995	Accepted
9	Inadequate facilities reduce the effectiveness of school-based management committees.	98	56	28	18	3.17	.983	Accepted
10	Maintenance challenges of existing school halls disrupt the smooth running of school events.	106	62	14	18	3.28	.941	Accepted
Cluster mean						3.2	0.10	

Table 2 shows that respondents strongly agreed that inadequate halls and poor facilities negatively affect co-curricular activities and overall school management (cluster mean = 3.20, SD = 0.10). Insufficient halls limit the organization of co-curricular and extracurricular programs (\bar{x} = 3.38), maintenance challenges disrupt planning (\bar{x} =

3.28), and lack of functional halls affects assemblies and meetings (\bar{x} = 3.21). Overall, infrastructural deficiencies significantly hinder effective school administration and activity coordination.

Hypotheses

Hypothesis 1: There is no significant influence of the availability and condition of physical spaces, halls, and educational

facilities, and the administrative management of public secondary schools in Makurdi metropolis.

Table 5: Chi-Square Analysis on the availability and condition of physical spaces, halls, and educational facilities, and the administrative management

Responses	fo	Fe	df	χ^2	<i>p</i>	Remark
Strongly Disagree	24	50.0	3	53.240 ^a	.000	Significant
Disagree	31	50.0				
Agree	55	50.0				
Strongly Agree	90	50.0				
Total	200					

Table 5 presents the Chi-square test of the null hypothesis that physical spaces, halls, and facilities have no significant relationship with school management. The results show $\chi^2 = 53.240$, $p = 0.000$, which is below the 0.05 significance level. This indicates a significant relationship, leading to the rejection of the null hypothesis and confirming that adequate

infrastructure positively influences administrative management.

Hypothesis 2: There is no significant influence the adequacy of halls and supporting facilities and the effectiveness of co-curricular organization and overall management of public secondary schools in Makurdi metropolis.

Table 6: Chi-Square Analysis on the relationship between the adequacy of halls and supporting facilities and the effectiveness of co-curricular organization and overall management of public secondary schools

Responses	fo	Fe	df	χ^2	<i>p</i>	Remark
Strongly Disagree	17	50.0	3	98.200 ^a	.000	Significant
Disagree	24	50.0				
Agree	53	50.0				
Strongly Agree	106	50.0				
Total	200					

Table 6. The Chi-square test produced a value of $\chi^2 = 98.200$ with a **p-value of 0.000**, again below the 0.05 threshold. This confirms a statistically **significant relationship** between the adequacy of school halls and the overall management of co-curricular activities. The null hypothesis was therefore rejected.

Discussion Of Findings

The findings of this study revealed that the availability and condition of physical spaces, halls, and educational facilities significantly influence the administrative management of public secondary schools in Makurdi metropolis. Schools with adequate and well-maintained classrooms, libraries, laboratories, and offices demonstrated greater administrative efficiency and coordination. This finding supports Barrett et al. (2019), who emphasized that school infrastructure quality determines academic and managerial effectiveness. Similarly, Cheryan et al. (2014) noted that well-designed and properly maintained learning environments enhance teaching, supervision, and communication, while Mokua and Mwaura (2023) argued that the adequacy of physical facilities improves administrators' capacity to plan and monitor effectively. Thus, effective school management depends

greatly on the adequacy and maintenance of physical infrastructure.

The study further showed that sufficient classrooms and office spaces create a conducive environment for administrative efficiency. This supports Akomolafe and Adesua (2019), who reported that adequate school facilities motivate teachers and enhance administrators' performance. Likewise, John and Aliyu (2025) affirmed that when schools have functional physical environments, principals can focus more on instructional leadership rather than logistical challenges. Therefore, providing and maintaining essential school facilities should remain a key priority for educational policymakers and administrators in Benue State to ensure effective management and sustainable outcomes.

Findings also revealed that inadequate school halls and supporting facilities negatively affect co-curricular activities and overall management. When halls are insufficient or poorly maintained, schools face challenges in organizing assemblies, examinations, and extracurricular events. This aligns with Andrade (2024), who found that the condition of school facilities directly affects student participation in social and extracurricular activities. Similarly, Nwosu

and Onwumere (2020) observed that a lack of functional halls weakens school culture and limits student engagement beyond the classroom. These findings imply that spacious and well-maintained halls are vital for teamwork, discipline, and holistic education.

The study's findings are consistent with OECD (2021) and Earthman (2016), who both noted that the design and maintenance of learning spaces directly affect leadership and management efficiency. Ngigi and Musau (2022) also argued that inadequate facilities hinder administrative innovation and leadership effectiveness. Moreover, Okorie et al. (2022) and Uzochukwu (2023) highlighted that adequate facilities promote coordination of both academic and extracurricular programs, while Eze and Ofoegbu (2020) stressed that inadequate infrastructure reduces flexibility and student engagement. These studies reinforce the conclusion that physical infrastructure is fundamental to institutional efficiency.

Overall, the findings confirm that the adequacy of school infrastructure determines the effectiveness of administrative management in Makurdi metropolis. Schools with functional classrooms, halls, and facilities exhibit better supervision,

coordination, and teacher performance, while those with overcrowded or dilapidated structures experience poor organization and low morale. In agreement with UNESCO (2023), a conducive physical learning environment is a cornerstone of quality education and sustainable development.

The implications are clear: educational authorities, particularly the Benue State Ministry of Education and the Teaching Service Board, should prioritize infrastructure development and maintenance. Investments in classrooms, libraries, and multipurpose halls must be institutionalized through regular audits and adequate budgeting. Principals should also adopt proactive facility management, while partnerships with communities and private organizations can enhance sustainability. Ultimately, adequate school infrastructure is not just a developmental need but a managerial necessity for achieving educational excellence and effective school management in Makurdi metropolis and beyond. The study found that the adequacy and condition of classrooms, halls, and educational facilities significantly influence the administrative management, co-curricular activities, and overall effectiveness of public secondary schools in Makurdi metropolis.

Conclusion

Schools with well-maintained classrooms, libraries, laboratories, offices, and halls tend to experience smoother administrative coordination, improved supervision, and enhanced decision-making. Conversely, schools operating with inadequate or poorly maintained facilities face challenges such as poor organization, ineffective supervision, and reduced teacher and student morale. The findings affirm that school infrastructure forms the foundation upon which efficient educational management and quality teaching-learning processes are built. Furthermore, the study established that inadequacies in school halls and supporting facilities negatively affect co-curricular activities, thereby limiting opportunities for students' holistic development. Therefore, the study concludes that infrastructural adequacy is not merely a physical requirement but a strategic component for achieving sustainable educational excellence and effective school management in Makurdi metropolis.

Recommendations

Based on the findings, it was recommended as follows:

1. The Benue State Ministry of Education and the Teaching Service

Board should give priority to the provision and upgrading of physical infrastructure, including classrooms, libraries, laboratories, and administrative offices, to promote effective school management.

2. Government and education stakeholders should provide standard multipurpose halls in all public secondary schools to support co-curricular and extracurricular activities essential for holistic student development.
3. Adequate budgetary allocation should be made for infrastructure development and maintenance at the state and local government levels to ensure sustainability.
4. Private organizations should be strengthened to mobilize resources for infrastructure improvement through school-community initiatives and corporate social responsibility programs.
5. Principals and administrators should management practices to enhance their ability to plan, utilize, and maintain school infrastructure effectively.
6. Assess the condition of school facilities periodically, ensuring that

infrastructural development aligns with educational standards and management efficiency.

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