

THE PREDICTIVE POWER OF TOTAL QUALITY MANAGEMENT OF EDUCATIONAL FACILITIES ON TEACHERS' JOB PRODUCTIVITY IN PUBLIC SECONDARY SCHOOLS IN ENUGU STATE

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Abstract

This study investigated the predictive power of educational facilities on teachers' job productivity in public secondary schools in Enugu State, Nigeria. The study was guided by one objective, with corresponding research question and hypothesis. The study adopted a correlational survey research design. The population comprised 8,110 public secondary school teachers in Enugu State, from which 649 teachers were sampled using the Taro Yamane formula and multi-stage sampling technique. Two instruments, the Management of Educational Facilities Questionnaire (MEFQ) and the Teachers' Job Productivity Questionnaire (TJPQ) were used for data collection. The internal consistency reliability coefficient of the instruments was established using Cronbach Alpha which yielded the reliability coefficients of 0.99 and 0.97 respectively. Simple linear regression and t-test analysis were employed to answer research questions and hypotheses respectively. The findings revealed a moderate positive predictive power of educational facilities on teachers' job productivity ($r = 0.528$; $R^2 = 0.279$), with the t-value of 15.576 significant at $p < 0.05$ level of significance. The study concluded that educational facilities significantly predict teachers' job productivity, and recommended sustained government investment in school infrastructure and quality management practices as key strategies for improving educational outcomes in public secondary schools in Enugu State.

Keywords: Educational facilities, teachers' job productivity, public secondary schools, total quality management, Enugu State

Introduction

In recent years, the quality of education in Nigeria's public school system especially in secondary schools in Enugu State has come under increasing scrutiny due to the declining teacher performance, inadequate infrastructure and poor students' outcomes. As education remains the critical driver of national development, attention has shifted towards strategies that can enhance efficiency and effectiveness within the school system. One of such strategies is application of Total Quality Management (TQM), a management philosophy that encompasses continuous improvement in organizational processes, originally developed for manufacturing and industrial settings. Total Quality Management has since been globally adapted for use in educational institutions. It focuses on integrating quality driven practices into all aspects of an organization including planning, teaching, administration and stakeholder engagement. In the context of schools, total quality management practices advocate for collaborative leadership, continuous professional development for teachers, data-driven decision making and culture of accountability to improve organizational outcomes and foster a more productive and motivated teaching workforce (Gistituati, 2020). Total quality management is a strategic approach aimed at instilling a culture of continuous improvement across all organizational processes to enhance overall efficiency and deliver superior services or products.

The concept of Total Quality Management (TQM) in education offers a systematic framework for improving institutional performance. It encompasses the efficient management of educational facilities, human resources, time, teamwork, school funds, and instructional supervision, all aimed at achieving excellence in teaching and learning (Ravindran & Kamaravel, 2016). Total Quality Management (TQM) in education is a comprehensive management approach that integrates continuous improvement processes across all segments of the educational system organization, management, human and material resources to achieve quality outcomes (Ravindran & Kamaravel, 2016). According to Ojo (2016), TQM is the management style that is quality centered, customer-focused, facts-based, team-driven and seminar-led which aim at providing satisfaction to the realization of organizational objectives.

Contextually, TQM refers to the systematic management approach focused on long-term success that integrates fundamental management techniques, existing improvement effort and technical tools under a disciplined approach to achieve enhanced performance and quality. The management of educational facilities within the TQM framework involves ensuring that physical infrastructure is not only available but is also maintained, regularly updated, and purposefully utilized to support effective instructional delivery. Deming's (1950) TQM theory, from which much of the educational TQM discourse derives, emphasizes that productivity results from systematic efforts to improve processes, minimize errors, and enhance institutional effectiveness. In the school setting, TQM encompasses the management of educational facilities, financial resources, instructional supervision, teamwork, time management, and teacher development. When applied effectively, TQM practices create a culture of continuous improvement that empowers teachers, optimizes resource use, and ultimately enhances job productivity and student outcomes (Ajayi, 2021). Total quality management practices in secondary schools focuses on improvement and quality enhancement in all aspects of school operation, from teaching and learning to educational facilities management as well as administrative processes. And this is geared towards teachers' job productivity and students learning outcomes.

Educational facilities refer to all physical, technological, and infrastructural assets within educational institutions that support teaching, learning, and administration. Educational facilities are the physical and technological resources including classrooms, laboratories, libraries, and equipment provided within educational institutions and the fundamental enablers of effective teaching and learning (Chijioke, 2018; Akinyemi & Afolabi, 2020). Chijioke (2018) described these as classrooms, laboratories, libraries, playgrounds, and other physical resources that facilitate instructional activities. Similarly, Akinyemi and Afolabi (2020) defined educational facilities as the physical environment and resources that enable the provision of quality education, encompassing buildings, equipment, and instructional materials. Educational facilities are important aspect of the school environment which directly support and improve the learning process, hence, their management is very crucial for the achievement of teachers' job productivity.

The management of educational facilities involves the systematic planning, maintenance, operation, and optimization of physical school environments, such as classrooms, libraries, laboratories, and equipment, to ensure safe and effective learning. The management of educational facilities involves ensuring their availability, functionality, safety, accessibility, and appropriate utilization to create a conducive learning environment (Usen, 2019). School facilities can be broadly categorized as academic facilities, laboratories, libraries, ICT centers, and classrooms and non-academic facilities, sports grounds, farms, and sanitation infrastructure (Ekwutosi, 2024). When

these facilities are strategically managed and purposefully utilized, they enhance the instructional capacity of teachers and contribute to improved student outcomes (Musa & Bello, 2018). Zahra and Sadiya (2019) emphasized that schools lacking adequate facilities are unlikely to achieve their educational goals. Wanger and Chafa (2021) further observed that adequate infrastructural facilities motivate teachers and positively influence their job productivity. The quality management of educational facilities, therefore, is a critical component of Total Quality Management (TQM) in secondary education.

In Nigeria, particularly in Enugu State, the public secondary school system has witnessed persistent concerns about teacher performance and the adequacy of the physical learning environment. The state of school facilities, ranging from classrooms, laboratories, libraries, and Information and Communication Technology (ICT) infrastructures has increasingly been linked to the motivation and productivity of teachers who work within these environments. It is important to note that educational facilities have a strong and direct impact on teachers' productivity. Teachers' job productivity is a central indicator of educational quality and system effectiveness. It encompasses the extent to which teachers efficiently and effectively fulfil their instructional duties, thereby influencing students' learning outcomes and national human capital development. According to Gistituati (2020), teachers' productivity can be measured by the quantity, quality, and timeliness of work in planning, implementing, evaluating instruction, and engaging in professional development. When teachers operate in environments lacking adequate resources and functional facilities, their capacity to deliver quality education is severely constrained.

Teachers' job productivity refers to the effectiveness and efficiency with which teachers fulfil their instructional responsibilities, directly contributing to students' learning outcomes and institutional performance. Ayeni (2018) defined teachers' productivity as the effectiveness and efficiency with which educators perform their duties, influencing student learning outcomes and overall educational quality. Tomes and Molua (2019) operationalized it as the measurable output relative to inputs, encompassing test results, graduation rates, school climate, teacher commitment, and discipline. Productive teachers are characterized by their ability to deliver well-prepared lessons, manage classrooms effectively, engage students in meaningful learning, maintain professional development, and foster positive academic environments (Darling-Hammond, Hyler & Gardner, 2017). The key factors that influence teacher productivity include leadership quality, job satisfaction, compensation, competence, organizational climate, and the availability of educational resources (Gistituati, 2020). Of all these, the state of educational facilities has been identified as a particularly significant contextual variable.

The declining performance of students in Nigeria's public secondary schools has intensified concerns about teachers' productivity. Ebitare (2022) attributes reductions in teacher job productivity partly to the inability of teachers to deliver lessons with appropriate methods, manage classrooms effectively, and provide meaningful feedback challenges that are exacerbated by inadequate facilities. A shortage of qualified teachers, combined with outdated instructional methods and unmotivated educators, lead to incomplete syllabus coverage and poor student comprehension and learning outcomes. Poor academic performance in secondary schools especially in Enugu State stems from a combination of school-level, home-level, and systemic factors that hinder effective teaching and learning. Many schools lack basic facilities such as functional science laboratories, well-stocked libraries and comfortable, uncrowded classrooms. In Enugu State, many public secondary schools are characterized by dilapidated infrastructure, insufficient teaching materials, and poorly maintained facilities. These deficiencies have

been associated with poor instructional outcomes, declining teacher motivation, and the underperformance of students in external examinations such as the West African Senior School Certificate Examination (WASSCE). For instance, the 2021/2022 WAEC results recorded a significant decline in students' performance in core subjects such as English Language and Mathematics (Okebulola & Muhamed, 2022). All these stand to prove that there is probably lack of total quality management with regards to the management of infrastructural facilities by the principals in the secondary schools, hence, the poor performances by both the teachers and the students.

Several empirical studies by some scholars have highlighted how school facilities impact on teachers' effectiveness, some of the empirical evidence specifically focused on the relationship between educational facility management and teachers' job productivity in public secondary schools. Olowoyeye and Titilope (2021) conducted a study on influence of educational facilities on teachers' job effectiveness and the study revealed that there was a significant relationship between educational facilities and teachers' effectiveness in secondary schools in Ekiti State. Similarly, Wanger and Chafa (2021) conducted a study on influence of school facilities on teachers' job productivity in secondary schools in Benue North East Senatorial District and the study revealed that infrastructural facilities and adequate motivation of teachers have significant influence on teachers' productivity in secondary schools. Also, Olorisade and Badmus (2026) conducted a study on influence of school facilities on teachers' effectiveness in secondary schools in Ilorin Metropolis and the study revealed that facilities are important for the teachers to achieve effective teaching and learning in secondary schools in Ilorin Metropolis. Oveyol, Abacha, Ominyi, and Shir (2021) investigated the influence of school facilities and teacher productivity on students' academic achievement in senior secondary schools in Benue State, Nigeria. The study found that school facilities were largely inadequate in the sampled schools, and that this inadequacy negatively affected teachers' instructional effectiveness and students' academic outcomes. Musa and Bello (2018) demonstrated in their study of Nigerian secondary schools that when educational facilities are available and skillfully utilized, they meaningfully enhance teaching effectiveness and teacher productivity. Collectively, these studies affirm that educational facility management is a significant predictor of teacher job productivity, although context-specific research focused on Enugu State has been limited. These empirical findings actually demonstrated the importance of educational facilities for teachers' job productivity and quality instructional delivery in secondary schools especially, hence, sought to fill this gap by examining the predictive power of educational facilities on teachers' job productivity in public secondary schools in Enugu State, Nigeria.

This study is anchored on Victor H. Vroom's Expectancy Theory (1964). The theory posits that individuals are motivated to act in a particular way based on their expectations regarding the outcomes of their actions. Specifically, motivation is a product of three interrelated perceptions: the belief that effort will lead to improved performance (expectancy), the belief that performance will lead to a valued outcome (instrumentality), and the value placed on that outcome (valence). Applied to the educational context, Vroom's Expectancy Theory suggests that teachers are more likely to invest effort in their instructional activities when they believe that adequate facilities and supportive resources will enable them to perform effectively, and that effective performance will yield valued rewards, such as professional recognition, student success, and personal fulfilment. Conversely, when teachers perceive their work environment as poorly resourced and unresponsive to their efforts, their motivation and productivity decline. This theoretical

lens is relevant to the present study because it explains how educational facility management shapes teachers' expectations and, consequently, their productivity. When schools are equipped with functional laboratories, well-stocked libraries, ICT resources, and maintained infrastructure, teachers are more likely to plan and deliver quality lessons, collaborate with colleagues, and engage in professional development — all dimensions of job productivity.

Statement of the Problem

The desire for quality education is generally the concern of stakeholders in the education sector in Nigeria. This underscores the key role played by the school principals in the management of human and other resources to achieve a better productivity by the teachers in secondary schools. It is worthy of note that majority of the principals are much occupied with administrative duties to the detriment of the management of educational facilities which are very important for achievement of quality teaching and learning. The perceived inadequacies indicate gaps in the application of Total Quality Management (TQM) by principals which could have negative implication on teachers' productivity as there are some cases of teachers' inability to deliver lessons with appropriate teaching methods, manage classrooms during lessons because of crowdedness, maintenance of discipline and provide detailed feedback on students' academic achievement.

There is also the problem of shortage of qualified teachers, combined with outdated instructional materials and unmotivated educators which lead to incomplete syllabus coverage and poor student comprehension and learning outcomes. It is widely observed in many secondary schools in Enugu State that there is acute lack of basic facilities such as functional science laboratories, well-stocked libraries and comfortable, uncrowded classrooms. In Enugu State, many public secondary schools are characterized by dilapidated infrastructure, insufficient teaching materials, and poorly maintained facilities. These deficiencies lead to poor instructional outcomes, declining teacher motivation, and the underperformance of students in external examinations such as the West African Senior School Certificate Examination (WASSCE). All these combine to prove that there is probably lack of total quality management with regards to infrastructural facilities by the principals in the secondary schools, hence, the poor performances by both the teachers and the students.

Purpose of the Study

The purpose of the study was to find out the predictive power of educational facilities on teachers job productivity in public secondary schools in Enugu State.

Research Question

The following research question guided the work:

What is the predictive power of educational facilities on teachers' job productivity in public secondary schools in Enugu State?

Hypothesis

The following null hypothesis was tested at 0.05 level of significance:

There is no significant predictive power of educational facilities on teachers' job productivity in public secondary schools in Enugu State.

Methodology

The study adopted a correlational survey research design, which is appropriate for investigating the relationship between two or more variables (Nworgu, 2015). The design facilitated the determination of the predictive power of total quality management of educational facilities on teachers' job productivity in public secondary schools in Enugu

State, without manipulation of variables. The study population comprised 8,110 public secondary school teachers across Enugu State's six educational zones: Agbani (1,074), Awgu (771), Enugu (1,863), Nsukka (1,732), Obollo-Afor (1,508), and Udi (1,162) (Post Primary School Management Board [PPSMB], 2024/2025). Using the Taro Yamane formula, a minimum sample of 381 teachers was established. To ensure robust representation, 649 teachers were ultimately sampled. A multi-stage sampling procedure was employed. At the first stage, simple random sampling was used to select three education zones Enugu, Nsukka, and Obollo-Afor from the six zones. All nine local government areas within the selected zones were included. Stratified proportionate random sampling technique was applied to select 225 teachers from Nsukka Education Zone, 243 from Enugu Education Zone and 226 from Obollo-Afor Education Zone giving a total of 649 teachers from the three education zones sampled for the study.

Two instruments were developed by the researchers for data collection. The instruments include, the Management of Educational Facilities Questionnaire (MEFQ) which consisted of ten items rated on a four-point Likert scale (Strongly Agree = 4, Strongly Disagree = 1). The Teachers' Job Productivity Questionnaire (TJPQ) comprised ten items rated similarly. Both instruments were face-validated by three experts from the Faculty of Education, University of Nigeria, Nsukka. Reliability was established via Cronbach Alpha: MEFQ yielded a coefficient of 0.99 and TJPQ yielded 0.97, indicating high internal consistency. Questionnaires were administered face-to-face with the assistance of three trained research assistants. Of the 649 copies distributed, 629 were retrieved and found usable. Simple linear regression was used to answer the research question, while the t-test associated with simple linear regression was used to test the null hypothesis at a 0.05 level of significance.

Results

Research Question: What is the predictive power of total quality management of educational facilities on teachers' job productivity in public secondary schools in Enugu State?

Simple linear regression analysis was conducted to examine the predictive power of educational facilities on teachers' job productivity. The results are presented in Table 1.

Table 1: Simple Linear regression analysis of the predictive power of total quality management of educational facilities on teachers' job productivity in public secondary schools in Enugu State, Nigeria

Model	R	R Squared	Adjusted R Squared	Std. Error of the Estimate
1	.528 ^a	.279	.278	4.93539

The result show that the correlation coefficient between total quality management of educational facilities and teachers' job productivity in public secondary schools in Enugu State was 0.528, indicating that, there exists a moderate positive predictive relationship. The coefficient of determination ($R^2 = 0.279$) reveals that approximately 27.9% of the variation in teachers' job productivity in public secondary schools in Enugu State can be attributed to total quality management of educational facilities. This implies that 72.1% of the variance in teachers' job productivity is accounted for by other factors beyond total quality management of educational facilities.

Hypothesis

There is no significant predictive power of total quality management of educational facilities on teachers' job productivity in public secondary schools in Enugu State, Nigeria.

Table 2: Regression t-test analysis of significant predictive power of total quality management of educational facilities on teachers' job productivity in public secondary schools in Enugu State, Nigeria

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.085	1.275		16.531	.000
	EduFacilities	.485	.031	.528	15.576	.000

The result in Table 2 shows that t-value of 15.576 with associated exact probability value of .000 was obtained. The null hypothesis that there is no significant predictive power of educational facilities on teachers' job productivity was tested using the t-test associated with simple linear regression. This probability value of 0.000 was compared with 0.05 set as level of significance for testing the hypothesis and it was found to be significant since the obtained probability value of 0.000 is less than 0.05. Thus, the null hypothesis of no significant predictive power of total quality management of educational facilities on teachers' job productivity in public secondary schools in Enugu State, Nigeria was rejected, confirming a statistically significant predictive relationship between educational facility management and teachers' job productivity. The researcher therefore, concludes that there is a significant predictive power of total quality management of educational facilities on teachers' job productivity in public secondary schools in Enugu State, Nigeria.

Discussion of Finding

The finding of the study revealed that, there is a moderate positive predictive power of educational facilities management on teachers' job productivity in public secondary schools in Enugu State, Nigeria. By implication the coefficient of determination with moderate percentage of variation in teachers' job productivity can be associated with moderate educational facilities management. It also showed that increase in educational facilities management leads to increase in teachers' job productivity. Further analysis of the predictive power of educational facilities on teachers' job productivity revealed that the association probability to the t-value is less than the value of significance. Therefore, the null hypothesis was rejected. This showed that there is statistically significant positive power of educational facilities on teachers' job productivity which aligns with the growing body of literature emphasizing the importance of the physical school environment in shaping instructional outcomes. When teachers have access to functional classrooms, equipped laboratories, current library resources, and maintained ICT infrastructure, they are better positioned to plan and deliver quality lessons, engage students effectively, and fulfil their professional responsibilities.

This finding corroborates Zahra and Sadiya (2019) study, who found that schools with inadequate facilities fail to achieve their educational goals. It is also consistent with Musa and Bello (2018), who demonstrated that when educational facilities are skillfully utilized, they make teaching more meaningful and productive. Similarly, Wanger, Chafa, and Wanhungur (2021) found that adequate infrastructural facilities motivated teachers and significantly influenced their job productivity in secondary schools. The result is further

affirmed by Olowoyeye and Titilope (2021), who established a significant positive relationship between ICT facility management and teachers' effectiveness.

Moreover, the findings of the study also confirms the Vroom's Expectancy Theory (1964) which posits that individuals are motivated to act in a particular way based on their expectations regarding the outcomes of their actions. Vroom's Expectancy Theory suggests that teachers are more likely to invest effort in their instructional activities when they believe that adequate facilities and supportive resources will enable them to perform effectively, and that effective performance will yield valued rewards, such as professional recognition, student success, and personal fulfilment. Conversely, when teachers perceive their work environment as poorly resourced and unresponsive to their efforts, their motivation and productivity decline. This theory is relevant to this present study because it explains how educational facility management shapes teachers' expectations and, consequently, their productivity. When schools are equipped with functional laboratories, libraries, ICT resources, and maintained infrastructure, teachers are more likely to plan and deliver quality lessons, collaborate with colleagues, and engage in professional development and this enhances their job productivity.

The convergence of these findings underscores that teachers working in well-resourced environments tend to exhibit higher levels of job motivation, professional engagement, and instructional quality. The moderate coefficient of determination ($R^2 = 0.279$), however, signals that while educational facilities are important, they do not function in isolation. These findings suggest that, school educational facilities to a great extent lead to effective teachers' job productivity. Although teachers job productivity is subject to other influences in the school system other than educational facilities management. Teachers' job productivity is a complex, multi-dimensional construct influenced by numerous organizational, professional, and personal factors including leadership quality, teamwork, adequate instructional supervision, school fund management, teacher training, and time management, all components of a comprehensive TQM framework. This finding reinforces the need for a holistic approach to public secondary school management in Enugu State.

Conclusion

This study has established that educational facilities constitute a significant predictor of teachers' job productivity in public secondary schools in Enugu State, Nigeria. The moderate predictive relationship indicates that improvements in the management and provision of educational facilities will contribute meaningfully to enhanced teacher performance and, by extension, better student outcomes. The statistically significant t-value firmly rejects the notion that facilities are inconsequential to teacher productivity. The study contributes to the body of knowledge by empirically establishing the predictive link between educational facility management and teacher productivity in the specific socio-educational context of Enugu State. It reinforces the theoretical propositions of Vroom's Expectancy Theory by demonstrating that a well-resourced work environment shapes teachers' expectations and motivation to perform effectively.

Recommendations

1. Government at both federal and state levels should allocate adequate and timely funds for the provision, maintenance, and upgrading of educational facilities in public secondary schools in Enugu State.
2. Post Primary School Management Board (PPSMB) should develop and implement comprehensive Total Quality Management (TQM) policies, with specific provisions for regular facility audits, maintenance schedules, and accountability frameworks.

3. School principals and administrators should be trained in TQM principles, specifically in facility management, so they can ensure optimal use and upkeep of educational resources.
4. Parents, and non-governmental organizations should be actively engaged in supporting school facility improvement through Parent-Teacher Associations (PTAs), partnerships, and community-based volunteerism.

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