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SANITARY FACILITIES MAINTENANCE AND HEADTEACHERS' EFFECTIVENESS IN PUBLIC PRIMARY SCHOOLS IN EDO SOUTH SENATORIAL DISTRICT

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ABSTRACT

The study investigated sanitary facilities maintenance and headteachers' effectiveness in public primary schools in Edo South Senatorial district. Two research questions and one hypothesis were raised for the study. This study is a descriptive survey that adopted the correlational research design. The target population of the study was comprised of 564 Headteachers in 564 public primary schools in Edo South Senatorial District. The sample size of the study was 56 Headteachers representing 10% of the population. Three teachers per school were purposively selected to rate the Headteachers' effectiveness, making a total of 168 teachers. A checklist and questionnaire were used to collect data for the study. The data collected were analyzed using descriptive statistics such as frequencies, percentages, mean and standard deviation. The null hypothesis was tested using the Pearson Product Moment Coefficient statistics at alpha level of 0.05. The findings of this study revealed that the level of sanitary facilities maintenance and headteachers' effectiveness in Public Primary Schools in Edo South Senatorial District is high and there is a significant relationship between sanitary facilities maintenance and Headteachers effectiveness. It was therefore recommended that the State Universal Basic Education Board (SUBEB) should monitor sanitary facilities in the school to ensure that the high level of maintenance of the facilities is sustained, organise periodic seminars for Headteachers on school sanitation and maintenance of sanitary facilities as well as give priority to headteachers' effectiveness in maintaining school facilities before appointment.

Keywords: Sanitary Facilities Maintenance and Headteachers' Effectiveness

Introduction

Sanitation is concerned with keeping things and the environment clean and healthy especially by providing facilities that promote and enhance the adequate provision of water supply, proper wastes management such as refuse disposal system, safe management of human excreta and urine and a clean environment that is safe, free from diseases and healthy for human habitation. The World Health Organization (WHO) defines sanitation as the provision of facilities and services for the safe and hygienic disposal of human excreta and urine. However, the WHO (2019) report reveals that approximately two billion people lack vital sanitary amenities such as toilet or latrine. Of these, 673 million people still defecate indiscriminately in street drainages, behind bushes or in ponds. The maintenance of sanitary facilities in schools cannot be overemphasized as it is one of the indicators that project the effectiveness of Headteachers and the overall sanitary state of the schools. This is particularly due to the current situation where the majority of sanitary facilities are not available and where they are, the predominately poor maintenance culture in Nigeria is a major challenge. To this end, there is a need to source for and take due diligence in the maintenance of sanitary facilities in order to improve the practices of teaching and learning in public primary schools especially in Edo State.

Adeshina (2009) in a study on the implementation of Universal Basic Education policy in Sabon-Gari local government of Zaria, Kaduna state noted that there were inadequate infrastructural and instructional facilities in public primary schools. These include sanitary facilities which are installed, built or provided for the basic purpose of facilitating the sanitary condition of a place. These facilities include toilets, urinals, hand wash, shower and bathrooms, body care and ancillary facilities, water supply facilities, refuse disposal facilities, cleaning facilities like mops, soap, broom, rake, among others. The provision of adequate and functional sanitary facilities is a basic necessity that ensures and promotes the health of people in any environment. Beyond the provision of these facilities, is maintenance; the significance of sanitary facilities maintenance is key to protecting the health of people by creating a clean environment that is free from dirt and diseases; this is more so in this era of the Covid-19 pandemic when the need to regularly sanitize and wash the hands amongst other safety guidelines is being emphasized.

It is expected that everything within the school system ranging from human resources, physical facilities including sanitary facilities should actually facilitate the education of the child and put him or her in the right position in life. Children spend a lot of time in school; but if the school is not conducive and healthy enough to educate the children as a result of poor sanitary condition, then one begins to wonder how and what the children in such schools are actually learning. Effective learning is likely to take place in a school that provides a clean and safe environment which is exemplified by the presence of adequate water, good refuse and sewage disposal system, quality school building and absence of harmful objects as well as vectors of disease agents. These would make the school safe and appealing to children. It is important to note that fulfilling the child's right to education goes beyond the mere provision of school buildings, teachers and learning materials that enhance teaching and learning, but also includes the provision and maintenance of a clean and conducive learning environment which enables the child to maximize his/her educational opportunities. Unfortunately, a lot of schools in developing and developed countries are short of sufficient water and sanitation facilities

with related potential damaging impact on health and school attendance (Mathekgana, Chauke & Otieno, 2001) and (Haines & Rogers, 2000).

A school environment where children and even adult urinate and defecate anywhere within and around the school vicinity could become a breeding ground for the spread of diseases. The foul smell from dirty toilets and decomposed hip of rubbish from refuse dumpsite could constitute a major source of air pollution which has a serious health implication on children and staff of the school. Overgrown bushes within and around the school compound could become a hide out for dangerous reptiles like snakes and scorpions which could become a threat to the lives of those within the school environment.

Poor sanitary maintenance could be a major contributing factor to high mortality rate especially among children. The above scenario is confirmed by the report from the United Nations, Children Emergency Fund (UNICEF,2012), that 27.7% of schools have no toilet facilities while water and sanitation-related diseases contributed to absenteeism in schools. A recent survey showed that merely 26.5% of the population had access to sources of drinking water and sanitary facilities while 23.5% of the population indulge in open defecation (UNICEF, 2018). In Africa, more than three hundred and fifteen thousand children die every year from diarrhea diseases caused by unsafe drinking water and poor sanitation (WHO, 2016). Poor sanitation accounted for about two hundred and eighty thousand diarrhea caused death world-wide in 2015. The situation could be improved significantly in schools if sanitary amenities are made accessible, maintained and sustained. They could also act as a model for sustainable health care. This is more so in the primary schools which harbor young children.

The need to focus on primary schools is not only based on the fact that childhood is the best time for children to inculcate and practice life-long positive hygiene behavior that they are expected to sustain as adults and impart to their own offspring, but also on the fact that children are more vulnerable to diseases and ailments associated with unhygienic conditions and poor personal cleanliness. Children are eager learners especially when the learning environment is clean, healthy and free from any condition that constitutes health hazard. By implication, if sanitary facilities which enhances the hygiene of the school environment are either absent or poorly maintained, schools could become risky places where diseases can easily spread and pollute the natural environment thereby constituting health hazard for the community at large.

The Headteacher is responsible for the co-ordination and supervision of the education of all pupils, management of staff as well as attainment of school goals. In this context, the Headteacher should lead the entire school to attain a state of sanitary satisfaction, motivate and manage staff by delegating responsibilities or duties to those who could perform such duties. One of the administrative roles of the Headteacher is to ensure the availability and maintenance of sanitary facilities. For example, the pupils and teachers of the neatest class in a given academic session could be duly recognized and appreciated. This will motivate teachers and pupils to put in more effort in achieving a clean and healthy school environment. It is the Headteachers' duty to make certain that pupils are taught and trained on how to use and maintain sanitary facilities like the toilet, hand wash facilities, water supply facilities, refuse collection and disposal, constant cleaning of the classroom and school surrounding under the watchful eyes of teachers. In this way, the Headteacher would have involved the pupils in the proper use and maintenance of school sanitary facilities. Whatever option of cleaning and maintenance

a school chooses to adopt, it is important to note that the headteacher has the ultimate role of supervising and deploying corrective measures if required.

Just as school plants, offices, machines and other material resources are inefficient without proper coordination from humans (Nwafor, 2006; Momoh, 2008; Olajuwon, 2010). So also, the availability and functionality of sanitary facilities in schools alone could be meaningless and unproductive if the Headteacher is unable to provide the needed direction of the human effort towards the proper use and maintenance of such facilities. It is the responsibility of the Headteacher to organize and mobilize the human resources of the school so that the objectives of the system can be maximally achieved (Oyewole and Alonge, 2012). The task of developing and sustaining an environment where individuals can achieve their goals efficiently (Albanese, 1998) makes the Headteacher even more effective. By implication, an effective Headteacher should be able to create a school environment in which teachers, pupils, parents and other workers like the cleaners and so on can work willingly and effectively. Hoppey and McLeskey, (2013) view the primary role of the Headteacher as that of supporting his teachers so that they can work efficiently to attain the goals and objectives of the school which includes creating and monitoring a clean, healthy and conducive school environment.

This study is hinged on Broken Window Theory propounded by James Q. Wilson and George L. Kelling (1982) and Path-Goal Theory of leadership propounded by Martin G. Evans (1970). Broken Window Theory emphasized that severe crime was the ultimate outcome of a longer sequence of events. Applying this theory to sanitary facilities condition in schools is an indication that a broken window left unrepaired results in more severe problems. While the Path-Goal Theory of leadership proposes that leadership is key to facilitating inspiration, fulfillment and performance among subordinates. It highlights the leaders' impact on subordinates' motivation, satisfaction, effort towards goals attainment (performance) and the work environment. The relevance of this theory to the study is that the Headteacher as a leader has the responsibility to recognize and appreciate the effort of teachers who are committed to improving the sanitary condition of the school by way of recommending them for promotion or other forms of benefits, which will be a booster to teachers' willingness to work even better.

A cursory look at most public primary schools in Nigeria, presents a sorry state of environmental sanitation. Stakeholders like parents and the general public are concerned about the apparently unsafe and unhealthy environments of these schools because children within the primary school age are more prone to the attack of diseases and infections which could be caused by poor sanitation, inadequate water supply, lack of good refuse disposal and general poor hygiene of the school. Studies carried out by the World Health Organization (WHO, 2010) reported that this current situation has a significant negative effect on the health of school children and their overall performance in school. It appears that the Headteachers who are primarily responsible for ensuring a safe, clean and healthy environment are nonchalant or incapable of carrying out this role effectively. This is exemplified in the poor state of most public schools, particularly in Benin City; a visit to some of the schools revealed compounds littered with refuse, pupils seen urinating and defecating outside and the toilet facilities, where available, are in a mess and state of disrepair.

Could the observed poor sanitary condition in public primary schools therefore, be attributed to lack of sanitary facilities? Where available, could it be due to ineffectiveness

of the Headteachers in the maintenance of these facilities? This study therefore sought to found out if there is a relationship between the maintenance of sanitary facilities and Headteachers' effectiveness in public primary schools in Edo South Senatorial District.

Research Questions

1. What is the level of Sanitary Facilities Maintenance in Public Primary Schools in Edo South Senatorial District?
2. What is the level of Headteachers' Effectiveness in Public Primary Schools in Edo South Senatorial Districts?

Hypothesis

There is no Relationship between Sanitary Facilities Maintenance and Headteachers' Effectiveness in Public Primary Schools in Edo South Senatorial District.

Methodology

The study is a descriptive survey that adopted the correlational research design. The population of the study comprised all the 564 Headteachers in the 564 Public Primary Schools in Edo South Senatorial District in Edo State. The sample size of the study was 56 Headteachers in 56 public primary schools in Edo South Senatorial District in Edo State which is 10% of the total population. The sampling method utilized for the study was multi-stage sampling technique; first, the seven (7) local government areas under the Edo South Senatorial district of Edo State were identified, secondly, the public primary schools in each local government area were identified which gave a total sum of 564 schools. Thirdly, 10% of the schools in each local government area were selected using the random sampling technique. This added up 56 Public Primary Schools that were used for the study. In the final stage, three teachers were purposively selected from each sampled school constituting 168 teachers who responded to the instrument.

The two research instruments used for data collection were Sanitary Facilities Maintenance Checklist (SFMC) and Headteachers' Effectiveness Questionnaire (HEQ). The reliability of the questionnaire was determined and established at 0.881. The data were analyzed using the descriptive statistics; mean, simple percentage and standard deviation. The decision on Headteachers' Effectiveness is 10.00; above is effective, while below is ineffective while the decision on sanitary facilities maintenance is based on when mean is greater than theoretical mean it is high otherwise it is low. The Pearson Product Moment Correlation Coefficient statistics was employed to analyze data on the relationship between Sanitary Facilities Maintenance and Headteachers' Effectiveness. The result was tested at alpha level of 0.05 significance. That is, using $P < 0.05$, the null hypothesis is significant and when $P > 0.05$ the null hypothesis is not significant.

Results

Research Question 1: What is the level of Sanitary Facilities Maintenance in Public Primary Schools in Edo South Senatorial District?

Table 1: Sanitary Facilities Maintenance in Public Primary Schools in Edo South Senatorial District.

S/N	FACILITIES	NO. OF SCHOOLS	NO. AVAILABLE	NO. IN GOOD CONDITION	% IN GOOD CONDITION
1	Toilet Facilities	56	335	216	64.17
2	Out Door Urinals for Boys/Girls	56	0	0	0
3	Hand wash basins/soap	56	336	320	95.24
4	Borehole	56	56	27	48.21
5	Overhead Tank	56	56	27	48.21
6	Refuge Pit (Dump)	56	56	50	89.29
7	Dust bin/Waste basket	56	532	532	100
8	Mowers	56	0	0	0
9	Cutlasses	56	108	108	100
10	Rooms	56	1344	1344	100
11	Mops	56	316	263	82.24
	Total/Average %		3139	2864	70.60

Table 3 shows that 64.17%, 95.24%, 89.29%, 78.70% and 83.24% of toilet facilities, hand wash basins/soap, refuse pit dump, cutlasses and mops, respectively were in good condition. While 100% of the dust bins/waste baskets and brooms were in good condition. The study further revealed that, only 48.21% of water supply facilities were in good condition. The table also revealed that out-door urinals for Boys/Girls and mowers were completely out of use in all the 56 primary schools. The general outcome of the findings revealed that 70.60% of available sanitary facilities in public primary schools in Edo South senatorial District were in good condition.

Research Question 2: What is the level of Headteachers' Effectiveness in Public Primary Schools in Edo South Senatorial Districts?

Table 2: Level of Headteachers' Effectiveness in Public Primary Schools in Edo South Senatorial District.

VARIABLES	No. of Teachers	SUM	MEANS	SD	THEORETICAL MEAN	DECISION
Coordination of staff & pupils	165	2144	12.99	3.21	10	High
Supervision to ensure compliance	165	1989	12.05	3.53	10	High
School community relationship	165	1931	11.7	3.27	10	High
Clean & conducive school environment	165	2117	12.83	2.81	10	High
Grand mean			12.4		10	High

Mean >10.0 is High

Table 5 shows that coordination of staff and pupils, supervision to ensure compliance, school community relationship and clean and conducive school environment have a mean of 12.99, 12.05, 11.70 and 12.83 respectively. The table also showed that the mean scores of the Headteachers' maintenance variables are higher than their theoretical mean which is 10.0 respectively. Also, the grand mean of 12.40 is higher than theoretical means of 10.0 which implies that the level of Headteachers' effectiveness in public primary schools in Edo South Senatorial District is high.

Hypothesis: There is no Relationship between Sanitary Facilities Maintenance and Headteachers' Effectiveness in Public Primary Schools in Edo South Senatorial District.

Table 3: Sanitary Facilities Maintenance and Headteachers' Effectiveness in Public Primary Schools in Edo South Senatorial District

Variable	N	Pearson's r	Sig (2 tailed)
Maintenance of sanitary facilities			
	165	.623	.000
Headteachers' effectiveness			

@ =.05

Table 4 revealed a Pearson's Product Moment Coefficient value of 0.632 and a corresponding p-value of .000 testing at an alpha level of 0.05. Since the P-value of .000 is less than the alpha value of .05, the null hypothesis which states that there is no significant relationship between the sanitary facilities maintenance and Headteachers effectiveness in Edo South Senatorial District is rejected. Thus, there is a significant relationship between sanitary facilities maintenance and Headteachers effectiveness in Public Primary Schools in Edo South Senatorial District.

Discussions of Findings

The result showed that the level of sanitary facilities maintenance in Public Primary Schools in Edo South Senatorial District is high with 70.60% of the available sanitary facilities in good condition. Though a close look revealed that 35.83% and 51.79% of the available toilet and water facilities respectively were in bad condition. The findings also revealed that level of Headteachers' effectiveness is high. The findings agreed with the opinion of Albanese (1998), Nwafor (2006), Momoh (2008) and Olajuwon (2010) that just as school plants, offices, equipment and other material assets are ineffectual without human input so also, the availability and functionality of sanitary facilities in schools alone could be meaningless and unproductive if the Headteacher is unable to provide the needed direction of the human effort towards the proper use and maintenance of such facilities. It also implies that if Headteachers are effective then they can handle maintenance. The findings which revealed that there is a significant relationship between sanitary facilities maintenance and Headteachers' effectiveness buttressed why the level of sanitary facilities maintenance and Headteachers' effectiveness is high. By implication, an effective Headteacher should be able to create a school environment in which teachers, pupils, parents and other workers like the cleaners and so on can work willingly and effectively. This is in tandem with Hoppey and Mcleskey, (2013) who stated that one of the primary roles of the Headteacher is supporting his/her teachers to boost their performances in attaining the goals and objectives of the school which includes creating and maintaining a clean, healthy and conducive school environment.

Conclusion

This study has shown empirically that with 70.60% of the available sanitary facilities in good condition, the level of sanitary facilities maintenance in public primary

schools in Edo South Senatorial District is high. This was adduced to the high level of Headteachers effectiveness revealed in the study, thus confirming the significant relationship between sanitary facilities maintenance and Headteachers Effectiveness.

Recommendations

1. The State Universal Basic Education Board (SUBEB) should make all sanitary facilities available in the school and continue to monitor them to ensure that the high level of maintenance of the facilities is sustained.
2. SUBEB should organise periodic seminars for Headteachers on school sanitation and maintenance of sanitary facilities for use.
3. The board should give priority to headteachers' ability to maintain school facilities before appointment.

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