

The Impact of School Location on the Effectiveness of Secondary School Administrators in the English-Speaking Regions of Cameroon

Mbanwi Pascaline Enjoh, Dr. Shey Patrick Fonyuy, Dr. Besong Joseph Besong

Faculty of Education, The University of Buea, South West Region, Cameroon, Central Africa

ABSTRACT

This study examined the impact of school location on the effectiveness of public secondary school administrators in the English-Speaking Regions of Cameroon. The study reviewed literature under key headings of conceptual, theoretical and empirical reviews. The research method was the mixed method – quantitative-qualitative and the research design adopted was the sequential explanatory design. A structured Likert-type School Administrators' Questionnaire (SAQ) and an interview guide for administrators were developed as instruments for quantitative and qualitative data collection respectively. Descriptive (frequencies and percentages) and inferential (chi square, Spearman Rank correlation and ANOVA) statistical methods, including thematic and descriptive explanations were employed for data analyses. Findings showed that 55.7% of the school administrators were satisfied with the location of their school while 44.3% of them are not satisfied. School location significantly, positively and strongly affected administrative effectiveness ($P=0.000$, far <0.05). The strong and positive sign of the correlation value ($R=0.606^{**}$) implied that administrative effectiveness of the school administrators is more likely to increase when the location of their school is conducive and more likely to decrease when the location of their school is not conducive. This hypothetical conclusion was supported whereby a majority of the school administrators (67.6%) who perceived their administrative effectiveness as low were those who indicated that the location of their school is not conducive. Thus, the null hypothesis was rejected. Based on the findings, it was recommended that the safe location of schools should become a matter of strict policy.

KEYWORDS: School Location, Effectiveness, School Administrators, English-Speaking, Regions, Cameroon

INTRODUCTION

The main aim of any institution in organizational management including educational institutions is to increase its productivity and effectiveness, which may in turn decrease cost of production and improve returns thereby satisfactorily attaining organizational objectives. Even when there is very less effort put in by these organizations in order to be effective and increase productivity, their major goal always remains the same. Considering the fact that the productivity levels and the attainment of stated goals and objectives of an organization depends largely on the productive capacity, efficiency and effectiveness of the employees or staff, many employers have developed a very wrong notion that productivity can be increased by giving their employees good pay packages and timely increments for their work (Clement, 2000 and Cole, 2004). They however fail to understand that there are many other factors, which affects the productivity, performance or effectiveness of the employees in an organization. One of such major factors, according to Kyko (2005), Heath (2006) and Matiboba (2012) is the workplace or environment.

According to Heath (2006), the immediate work environment surrounding the employee, determines the level of innovation of the employee's, his/her performance in

a team, commitment to the job, his/her engagement level with the organization, amongst other such factors. It has been proven in a series of studies that many employees leave their organizations due to uncomfortable experiences with their immediate supervisors and general surrounding work environment (North, Syme, Feeney, Shipley & Marmot, 1996; Heath, 2006; Matiboba, 2012; and Abdul and Raheela, 2015). This implies that, the workplace environment plays a significant role in the professional life of the employee. There are very limited numbers of employees, in every organization, whose requirements or job satisfaction can be met simply by providing them with monetary benefits. This is because, a good number of employees require more than just monetary benefits from their employers. They want a safe, healthy, calm and cozy workplace or environment where they can work in harmony with their team members and their supervisors thereby ensuring productivity and effectiveness (Heath, 2006 & Abdul and Raheela, 2015).

Consequently, it is necessary for organizations always step outside their traditional roles and comfort zones by looking at new ways of functioning. This is in a bid to create an enabling and enhanced work environment, that motivates' employees as well as their managers to be effective in the

How to cite this paper: Mbanwi Pascaline Enjoh | Dr. Shey Patrick Fonyuy, Dr. Besong Joseph Besong "The Impact of School Location on the Effectiveness of Secondary School Administrators in the English-Speaking Regions of Cameroon" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-4 | Issue-5, August 2020, pp.1265-1293, URL: www.ijtsrd.com/papers/ijtsrd33128.pdf



Copyright © 2020 by author(s) and International Journal of Trend in Scientific Research and Development Journal. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<http://creativecommons.org/licenses/by/4.0>)



actualization of their potentials. In school establishments in particular, school administrators be able to enjoy what they do, feel like they have a purpose, have pride in what they do, and can reach their full potential in the discharge of their administrative duties (Bushiri, 2014). The underlying issue in all these is that, it is supposed to be the responsibility of employers to provide employees, in this case the leadership or management staff of school establishments with a congenial physical work environment that enables them to display a high degree of effectiveness in the discharge of their functions.

But is that what prevails, especially in public secondary schools in the English-Speaking Regions of Cameroon which form part of educational organizations from organizational management perspective? This study thus, examined the physical work environment of public secondary school administrators and how it influences their administrative effectiveness. This introductory chapter captures the background to the study, problem statement, and objectives of the study, research questions, and hypotheses, justification of the study, significance and scope of the study. The chapter ends with the operational definition of terms used in the study and summary.

BACKGROUND

Basically, the school administration can be defined as a group of persons or stakeholders who make up the leadership and management team of a public or private school. It could either be at a primary, secondary, or post-secondary school. School administrators can be head teachers, principals, vice principals, superintendents, or rectors, directors of specific school programs (such as an athletic director). They could also be directors, admissions officers or student affairs officers at a college or university. Another name for a school administration is Educational Administration. The concept of school administration in this contest shall therefore be reviewed as Educational administration.

Educational Administration has to do with the coordination of various activities within the school system with the main focus of attaining the teaching and learning objectives of the school. It is the process of using methods, principles and practices to establish, develop and execute the goals, policies, plans and procedures necessary to achieve the objectives of education or the school, (Mbua, 2003; Obi, 2004 & Fonkeng and Tamanjong, 2009). Every internal and external stakeholders of the school will have to contribute in one way or the other towards the accomplishment of these goals. These include; teachers, and other professional staff, parents, and the community; ministries of education, divisional and sub divisional delegates for education, pedagogic inspectors and Local Council Authorities, principals and their deputies, deans of studies amongst others (Obi, 2004). From a more functional perspective, educational administration can be seen in terms of the job to be done, the man to do the job and the social setting/environment. This is referred to as the tridimensional concept of educational administration (Igwe, 1990).

The job to be done: The job to be done is usually made up of a group of interrelated tasks each of which requires some

special knowledge, information, concept, skill and ability. Igwe (1990) classified the job into four component tasks:

- A. The content of the job in relation to making funds available and adequately utilizing them, as well as caring for all educational facilities.
- B. Recruitment and development of staff through in-service training, conferences and workshops. Assigning duties and responsibilities to staff and other related matters.
- C. The improvement of educational quality and opportunities in totality. This includes the entire curriculum content, its planning and development, textbooks, laboratory equipment and library facilities. Others include teaching aids and instructional materials.
- D. The maintenance of effective school- community relationship in such areas as in the use of facilities, economic contributions, general services and assistance, research knowledge, cultural exchange, sports, agricultural inter-relationship and research support services, amongst others.

The man to do the job: This is the man who has adequate physical, intellectual and emotional capability. The man is the person who does the job of transmitting those things which are worthwhile in politics, religion, economics, history, culture, morals and the laws of the local community or society to those who are committed to them by the children or adults (Ezeocha, 1992). This man must be physically, intellectually, mentally and emotionally stable and balanced in order to be able to handle such sensitive and very crucial tasks of administration. These qualities among others would also enable him face the realities of life since he is dealing with human beings. As stipulated by Ezeocha, the administrator;

- Must possess the ability to achieve good human relations in order to be sympathetic with his staff and students of the school.
- Should be prudent or wise in order to work cooperatively with the staff in the school. The man should possess the quality of knowing his bounds and not to overstep them.
- Should be flexible and easily adaptable to modern changes which will impact development in school administration.

This summarily implies that the educational administrator on the job must not only be in "control" but the "controller" of all the school tasks and activities.

The Social Setting/Environment: Both the job to be done and the man to do the job exist in a social setting/environment. The environment is an aspect of administrative process which consists of all external forces, facilities and factors needed for the achievement of the objectives of the school administration (Igwe, 1990 and Ezeocha, 1992). It also involves the society, educational system and external physical forces. This means that all educational administrators interact with the social setting within and outside their schools. They must as well respond to and interact with the society, the community, educational system and all environments external to their institutions. As the administrators systematically reform his functions some social and environmental factors come to bear. Some of them as mentioned by Igwe (1990) include:

- The social, ethical and religious mandate in the society concerned: The society has certain role expectation of the school and its administration which impacts on the administrator, the need to conform to the ethical norms, social and religious values of the society. This invariably when properly and tactically done brings peace and harmony between the school and the environment.
- The cultural patterns and educational needs of the society: Culture is the customs and beliefs, art, way of life and social organization of a particular group of people. It is therefore incumbent on the school administrator to recognize and promote the cultural patterns of the environment where the school is found, since this is equally what education sets out to achieve.
- The Manpower needs and the pattern of their utilization in the society: This demand that the administrator must consider all these if he must honestly satisfy the aspirations of his people in the course of discharging his duties. In other words, he should always be conscious of the manpower needs of the society in which he works.
- The state of the Economy: The trend of the economy in the society should be paramount in the heart of the administrator bearing in mind that education has to be paid for directly or indirectly. Sometimes, there is a feeling that the economics of external environment is concerned only with businesses whose aim is the production and distribution of goods and services which people want and pay for. But it is of great importance to educational institutions which take resource inputs from tax payers, students/pupils and changes these inputs into educational and resource services. Most kinds of organization need capital "building, inventories of goods, office equipment, tools of all kinds and cash". Cash resources may be generated within the organization to buy capital items outside, as happens when a school uses cash returns accruing from agricultural sales or that coming as a result of hiring school hall for social gathering, for buying teaching aids and some other maintenance services.

As noted by Igwe, each of these social factors will always exercise a great deal of influence on the job to be done, the man to do it and the whole gamut of the administrative set-up. It specifically exerts greater influence on the man as he under goes some problem-solving processes. Therefore, educational administration completely deals with a complex network of related activities which involves decision-making, effective leadership by the administrator as well as implementing and evaluating the decisions reached by the school stakeholders (Fonkeng and Tamajong, 2009).

The Functions of the school or Educational administration

The various functions of the school or educational administration constitute the school administrative process. According to Ugwalashi (2012), contemporary education is increasingly changing and more important. It therefore becomes necessary to appoint school administrators who are passionate about students and the education they receive. School administrators embrace the extremely important role of ensuring the system is operating effectively and efficiently. Those placed in administration roles, such as a principal, dean, or head master; must demonstrate a high level of excellence in every realm within education.

The administrative process is techniques or methods used by the administrator in the coordination and control of the scarce resources – manpower, finance and capital equipment in order to attain the set objectives. There are many techniques or processes for effective school administration with the intent of attaining set objectives. This explain why a number of studies have tried to find out whether there is a universal set of activities that characterize the administrative task Oluremi (2008) and Ugwalashi (2012). To identify the activities, it is imperative to ask;

- A. What activities characterize the work of the educational administrator?
- B. How is the work often divided?
- C. How is the work done?
- D. Who will do the work?
- E. What will the work be done with;
- F. When will the work be done?
- G. How well should the work be done;
- H. How well is the work being done?

An Attempt to provide answers to these eight questions makes the tasks/functions of the administrator most apparent. These activities distinguish the educational administrators' roles from the welfare of the organization. In school setting for instance, the teaching role/function is distinct from the administrative functions. Teachers utilize instructional materials, prepare lessons, instruct pupils, correct tests and do their related work to the teaching and learning processes. The teaching process produces something of greater value (outputs) utilized in the process.

According to Mbua (2003), Oluremi (2008) and Ugwalashi (2012) the educational administrator is the pivot on which all the educational activities revolve. The success or failure of the program for an entire school system or an individual institution depends to a great extent on the quality and effectiveness of the administrator's leadership, resourcefulness, creativity, and his ability to move on harmoniously with colleagues and those under him. An administrator who is temperamental is most likely to end up with a chaotic environment that hampers effectiveness and efficiency. Nonetheless, the role of the administrator is more than performing teaching duties. He should be concerned with pursuing the goals to be attained, providing teachers with resources required to attain objectives, stimulating quality performance, sensing modifications necessary to cope with external forces that may distract the institution from teaching goals and appraising how goals are being achieved (Knezewich, 1975, Mbua, 2003 and Obi, 2010).

Scholars have come up with lists of words they consider appropriate in describing the administrative functions or process. These processes form a frame work that provides aguide to the administrator. The different components of administrative process under consideration are outlined below:

Planning: Oriaifo (2003) and Ugwalashi (2012) defined planning as "a process of establishing priorities for future actions in an attempt to solve economic problems, which stem from the existence of scarce resources. Planning function has four important goals as; to offset uncertainty and change, to focus attention on objectives, to gain economical operation, and to facilitate control. The implication is that every institution should know where it is

going and the administrator should engage in planning to give direction to the activities of an institution, the dynamic environment confronting organizations, the need to identify and define emerging roles for the organization and the need to relate the organization to various environmental systems that make planning function critical and a matter of high priority. Obi (2003) identified three main features in every plan to include the fact that; every plan must be future oriented; it deals with predetermined objectives or decisions; it must be a process or a strategy. There are also three stages that are popular in planning as reiterated by Obi (2003). They include; decision stage, implementation stage and evaluation stage. Good planning backed by sincere effort therefore produces good results in the organization.

In education, planning is concerned mainly with identification and clarification of goals and performance objective for the purposes of effectiveness, efficiency, accountability and economy or thrift (Ugwulashi, 2012). The implication is that every institution should know where it is going and administrators should engage in planning to give direction to the activities of an institution. He should prepare a plan that will embrace the subjects in the school curriculum, the number of students, the number of classes, the number and qualifications of teachers to teach the various subjects as well as the instructional materials required for effective teaching. He takes inventories of personnel and make request in areas of shortage quite ahead of time. He prepares quite on time the school time-table before resumption from holidays and possible clashes are resolved before classes commence.

Communicating:

Communication is one of the basic elements of administrative process and it is central to all functions. It is defined by Amobi and Nnabuife (1999) as the art and science of conveying one's thought, need or information to another person or a group of persons. This can be through verbal utterances or non-verbal expressions. An organization cannot survive unless the administrator develops means of communication among various operating levels. In the light of this, Mbua (2003) and Omenyi (2007) described communication as a means of imparting, exchanging attitudes, ideas and information through human abilities or technological media. School administrators who are skilled in communication have an improved chance of facilitating change within the school environment. School leaders who are effective in achieving change communicate frequently and effectively with individuals and with groups and they facilitate communication among the various stakeholders of the school. Formal communication addresses task-related issues and follows the organizations authority chain where the administrator gives direction to the teachers, provides advice to group members as well as offers needed suggestions.

Decision-making: Scholars in school administration introduced "decision-making, and evaluation" as part of the administrative functions of the administrator. The importance of these two elements stems from the fact that decision-making acts as characteristics of organizations' behavior. While the main work of the executive is to take decisions and initiate and direct actions based on them, the decisions of the administrators are based on facts and values that are subject to change over time and therefore require a

continuous evaluation or appraisal. This will ensure their authenticity looking at the objectives to achieve (Mbua, 2003 and Cole, 2004). Mbua (2003), Cole (2004), Oyedeji and Fasasi, (2006) and Fonkeng and Tamajong (2009) all agree that decision-making as a process of generating and evaluating alternatives and making choice among these alternatives. It entails selection of a course of action from alternative courses intended to bring about the future state of affairs envisaged. For each of the administrative functions, decisions are made on specific activities to be performed in the school environment. The school administrator takes decisions on curricular and extracurricular programs, human and material resources needed for achieving educational objectives. He also takes decisions on finance, information, time for carrying out specific programs and then environment for executing a particular decision. Methods of teaching, modes of communication and procedures for acquisition and utilization of resources are also decided upon. The output of the decisional process is rules or policies to guide subsequent behavior.

The importance attached to decision-making lies in its impact on future behavior in the organization. Ukeje (1992) and Mbua (2003) agree that the decision-making is a process by itself which takes cognizance of the past history of the organization and the experience of the administrator in relation to the current state of affairs in order to project the future actions to be taken. It is therefore the main function of administration and scholars have presented different number of steps that it often follows, ranging between the initial 3 steps (Cole, 2004; Boundless, 2015) to 9 steps, depending on the scholar.

- A. **Identification of problems:** There must be a situation that calls for a decision before there can be decision-making (Felt need)
- B. **Location and clarification of the problem:** It is essential to define or diagnose the nature of the problem. This involves making a breakdown of the problem and carefully studying them to determine the cause with a view to finding out how to solve the problem.
- C. **Analyzing the problem by gathering relevant data** (further clarification)
- D. **Consideration of goals:** Alternative courses of action must be generated and goals must be placed in order of importance. Suggestions of possible solutions must be proffered.
- E. Each alternative course of action should be applied since every problem has more than one solution, look for the solution that requires less resource (time, money, skill, energy etc).
- F. **Select the best alternative:** Having considered all other possibilities, choose the one that requires less resource but gives the desired or expected outcome.
- G. **Put the decision taken into action:** It is not enough to select the best alternative. Let your actions reflect the decision you have made.
- H. **Accept Responsibility:** Decision is not made out of fear or pressure but it is based on conscious thought. Be knowledgeable about the consequences of the decision you made and be ready to take effective responsibility.
- I. **Evaluate the outcome of decision made:** After the choice is rendered and the decision put into effect, the decision should be evaluated. If they give expected results, good; but if any of them did not give the

expected result, learn from it and make necessary adjustments.

The ability of an administrator to take these steps in making good and informed decision, can lead to an effective management of the school and achieve positive results.

In educational administration, decision-making is a vital element in the administrative process since what the administrator does depends on his choice among alternative paths to his goals as well as how he decides to move along that path by allocating time and resources. Explaining further, Ukeje et al (1992) emphasized that a decision is the result of deliberation, calculation, and thoughtful response to internal and external conditions of the environment. So, the school administrator makes wide consultations and deliberations with the ministry of education, staff and student body on issues relating to curriculum, teaching/learning, school discipline and inter-community relations etc. He then makes a choice of all the suggestions given to him and be ready to defend its application. Whatever is his choice must reflect the school's objectives, policies and plans. Administrative process thus refers to the manner through which an institution takes decisions and desired actions to attain its objectives.

Evaluating:

Evaluation is a life pattern of organization's daily activities because human beings all over the world have evolved overtime a culture of judgment. At most levels of human action, individuals, groups, organization and government pass judgment about the appropriateness or inappropriateness, desirability or undesirability of events, decisions performances, processes, objectives, situations and the like. In line with this, Otu (2006) views evaluation as the process of determining the quality, worth, significance of anything be it an activity, events, person, object or program. Generally, evaluation is seen as frequent decision-making and judgments which individuals, groups, institutions and governments pass on what affect their lives and those of others. Consequently, evaluation seeks the most effective use of available resources to ensure that all programs, events or activities of administration fulfill their goals successfully. Further, evaluation in educational administration consists of the behavior to make decisions about an educational program in relation to set objectives. It is important to point out that the human society is not static, but dynamic. Therefore, educational administration which operates within the confines of the society is ever changing. This demands that the administrator should always evaluate his administrative processes for necessary feedback to enable him define and redefine his goals to accommodate innovations (Fonkeng and Tamajong, 2009; and Ugwulashi, 2012).

The school administrator uses evaluation to determine the extent to which educational objectives are either pursued or achieved. To achieve this, certain questions are called to mind: How well does administrative process perform with respect to criteria put in place? How can the process be better improved to attain the set goals? Decision has to be taken on the type of evaluation, when to evaluate and what to evaluate. Evaluation therefore serves as a hub of change and innovation in administrative process that predict the general trend in the development of teaching and learning.

Concept of Administrative Effectiveness

The concept of administrative effectiveness can be explained in simple language as the abilities or skills possessed by an administrator to run an organization in a way that produces the desired results. Being effective in administration may be seen in a variety of dimensions viz. the economic dimension, political dimension, social, educational dimension and many more. Thus, in line with this study, effectiveness of secondary schools' administrators is viewed from the educational dimension which include; high standard academic success for all students, ensuring a hospitable school climate for educational activities, instituting transformational leadership practices, improved instruction for utmost teaching and managing people, data and processes for school improvement as supported by the Wallace Foundation (2012). According to Akomolafe and Ademilua (2012), administrative effectiveness is "the positive response to administrative efforts and actions with the intention to accomplish stated goal".

According to Akomolafe (2012), the administrative performance in decision making, delegation of duties to subordinates, and setting good examples and motivating the teachers and students alike in an effort to create a conducive working environment to accomplish school goal and objective seem to enhance subordinate performance for school success. The administrative effectiveness of secondary school principal had been observed by Adegun (2002), as a factor inhibiting attainment of goals in secondary schools. Tess (2003), propounded that administrators must motivate staff to use their creativity and initiative as necessary in making inputs, towards the accomplishment of institutional goals. This is because the administrators play important leadership roles in establishing school discipline, both by effective administration and by personal example. Administrators of well-disciplined students are usually highly visible models. They engage in what has been describes as "management by walking around," greeting students and teachers and informally monitoring possible problem areas. Effective principals are liked and respected, rather than feared, and communicate caring for students as well as willingness to impose punishment if necessary (Akomolafe, 2012).

According to Adeniyi and Omotose (2014), school administrators have the responsibilities to provide safe school environments which will facilitate meaningful instructional activities. However, no principal can achieve this without being able to perform his internal relations and organizational roles effectively. Consequently, an effective principal should be someone who is able to promote an atmosphere of respect and trust and makes the teachers and students have a sense of belonging. Apart from this, principals' administrative effectiveness can be viewed as the extent to which secondary school principals achieve the goals and objectives of their schools. It also refers to the ability of school principals to carry out administrative tasks related to instructional management, internal relations, organization management, administration, students' performance and school-community relations toward achieving the school goals and objectives (Okotoni, 2003; Arikewuyo, 2009 and Adeniyi & Omotose, 2014).

According to Wallace Foundation (2012), the school administrator who is also known as the school principal, was

first known as the “principal teacher.” That is, the principal, was a kind of first among equals, an instructor who assumed some administrative tasks as schools began to grow beyond the one-room buildings in the 19th century. The person of principal from inception was just like the other teachers in the school, concerned with instruction above all. Mendel (2012) argued that school administrators in the 21st century, could do worse than keep this 19th-century definition of the principal in mind as they face the challenges of turning around failing schools and work to live up to the ideals embodied in a more contemporary term, “instructional leader.” Today’s best principals, according to Mendel, know what good and effective instruction looks like so they can provide feedback to guide teachers.

This view of the principal ship -which it should center on instruction, not building management or other administrative matters is one that has gained currency in recent years. So has the idea that if instruction is the heart of their job, principals have a vital role to play in school improvement. In 2010, a survey of school and district administrators, policy advisers, and others in the education sector, recognized “principal leadership” as second only to teacher quality in a ranking of 21 education issues in terms of importance; ranging from special education and English language learning to school violence and reducing the dropout rate (Simkin, Charner, and Suss, 2010). A major reason for the attention being paid to secondary school administrators is the emergence of research that has found an empirical link between school leadership and student achievement. A 2004 study on: How leadership influences student learning, established that school leadership was the second most important school-based factor in children’s academic achievement and noted that there were few (if any), cases of troubled schools turning around without effective leaders (Leadwood, Louis, Anderson, & Wahlstrom, 2004). This therefore explains the need for administrative effectiveness to be demonstrated by the school administrators in the discharge of their administrative duties.

A 2012 publication by the Wallace Foundation asserted that; five practices in school administration are central to effective school administration. These five practices include:

- A. Shaping a vision of academic success for all students, one based on high standards
- B. Creating a climate hospitable to education in order that safety, a cooperative spirit, and other foundations of fruitful interaction prevail;
- C. Cultivating leadership in others so that teachers and other adults assume their part in realizing the school vision;
- D. Improving instruction to enable teachers to teach at their best and students to learn at their utmost; and
- E. Managing stakeholders, data and processes to foster school improvement.

When school administrators put each of these elements in place and in harmony, they stand a fighting chance of making a real difference for students and other stakeholders of the school.

Meador (2019) posits that besides the obvious professional requirements needed to become a school administrator, there are several traits that effective principals possess

allowing them to do their job effectively. Each of these characteristics manifests themselves in the daily duties of a principal. A highly effective principal will possess each of the following seven qualities.

An effective school administrator must exhibit leadership

This is a characteristic that every school administrator must possess. The school administrator is the instructional leader of the school. A good leader has to take responsibility for the successes and failures of his/her school. A good leader puts the needs of others in front of his own. A good leader is always looking to improve his school and then figures out how to make those improvements regardless of how difficult it might be. Leadership defines how successful any school is. A school without a strong and effective leader will likely fail, and a principal who is not a leader will find him/herself wanting. It is all about ensuring efficiency, while maintaining quality in the management of human and material resources.

Effective school administrators must be adept at building relationships with people

School administrators who don’t like people are not worth being principals. Effective administrators must be able to connect with the people they deal with on a daily basis. They must be able to find common ground and earn their trust. There are many groups of people that principals deal with daily including their superintendents, teachers, support staff, parents, students and community members. Every group requires a different approach, and individuals within a group are unique in their own right. You never know who is going to walk into your office next. People come in with a variety of emotions including happiness, sadness and anger. Administrators have to be able to deal with each of those situations effectively by connecting with the persons and showing that you care about their unique situations.

Effective school principals must be able to balance through love which earned praise

This is particularly true with students and teachers under their administration. An effective administrator can’t be a pushover, meaning that you let people get away with mediocrity. The administrator has to set expectations high and hold those he is in charge of to those same standards. This means that there will be times when he/she has to reprimand people and likely hurt their feelings. It is a part of the job that isn’t pleasant, but it is necessary if he/she wants to run an effective school.

At the same time, the administrator must offer praise when it is appropriate and should not forget appreciate those teachers who are doing an extraordinary job. Remember to recognize students who excel in the areas of academics, leadership and/or citizenship. An outstanding principal can motivate using a combination of both of these approaches.

In addition to the above, an effective principal must be fair and consistent, organized and prepared, be an excellent listener and a visionary leader. Education is ever-evolving because there is always something bigger and better available. An administrator who is not attempting to improve his/her school, cannot be said to be doing his/her job. This will always be an on-going process. An effective administrator cannot ever lack innovations even after being

in the School for 15 years. There are always things to do to improve the overall quality of the institution.

In corroboration of the characteristics of an effective school administrator put forth by Meador (2019), Ukeje (1992), Oyedele (2006) and Oluremi (2008) outlined qualities of a good and effective school administrator as follows:

1. An administrator from the foregoing discussions must possess the ability to achieve good human relations in order to be fair to and sympathetic with his staff.
2. He should be prudent or wise in order to work co-operatively with the teachers and students in the school.
3. He should be flexible and easily adaptable to modern changes which will affect development in school administration.
4. He should be an authority and in authority. Being an authority depicts an acquisition of professional qualifications in education. An administrator is in authority when he possesses the legal power backing him as a teacher or principal. This legal power is the letter of appointment.
5. An administrator should possess skill by being knowledgeable, tactful, and friendly in performing his tasks.
6. He must be a man of integrity, frankness, and dedication.
7. He must always be fair, impartial, dedicated and courageous
8. A good administrator must be appreciative of what other people have done, and exhibit good attitude towards others.
9. An administrator must maintain a good moral conduct.
10. He must be innovative and creative in nature to enable him easily adapt to changes in curriculum and instructional development.
11. He should have high aesthetic value
12. He must be decent in dressing and noted for cleanliness and orderliness
13. He must be known for his sense of determination, self-confidence and self-respect.

Concept of the Work Environment

Before delving into the concept of the physical work environment, it will be necessary to briefly examine the concept of the work environment as a whole. This is because, the physical work environment is a sub-environment or forms an integral part of the general work environment.

Attempts have been made by a number of scholars in conceptualizing the work environment. In simple terms, the work environment may be defined as the settings, situations, conditions and circumstances under which people work. To substantiate this, Briner, (2000) argue that it is a very broad category that encompasses the physical setting (for example, geography, equipment, infrastructure etc.), characteristics of the job itself (workload, task complexity), broader organizational features (like; culture, history) and even aspects of the extra organizational setting (like; local labor market conditions, industry sector, work-home relationships). This means that, the general work environment is the sum of the interrelationship that exists among the employees and the employers and the environment in which the employees work which includes the technical, the human and the organizational environment.

Opperman (2002) as quoted in Yusuf and Metiboba, (2012), defined the work environment as composition of three major sub-environments which include the technical environment, the human environment and the organizational environment. According to them technical environment refers to tools, equipment, technological infrastructure and other physical or technical elements of the workplace. The human environment includes the peers, others with whom employees relate, team and work groups, interactional issues, the leadership and management. The human environment can be interpreted as the network of formal and informal interaction among colleagues; teams as well as boss-subordinate relationship that exist within the framework of organizations. Such interaction (especially the informal interaction), presumably, provides avenue for dissemination of information and knowledge as well as cross-fertilization of ideas among employees. It has been established in previous studies that workers' interpersonal relations at the workplace influence their work morale (Clement, 2000; Stanley, 2003).

It will be hypothetically correct to say that, whatever affects work morale is likely to affect effectiveness of the worker or employee. According to Yusuf and Metiboba, (2012) the third type of work environment, organizational environment includes systems, procedures, practices, values and philosophies which operate under the control of management. To support this argument, Akintayo (2012) posited that organizational environment refers to the immediate task and national environment where an organization draws its inputs, processes it and returns the outputs in form of products or services for public consumption. The task and national environment include factors such as supplier's influence, the customer's role, the stakeholders, sociocultural factors, the national economy, technology, legislations, managerial policies and philosophies.

Work environments can further be categorized into two basic types, based on the influence it exerts on the people or employees at work. Kyko (2005), posited that employee personality profile is not static. It is dynamic and changes with the working experiences within the work environment. Consequently, many authors on these bases classify the work environment into conducive and toxic environments (Akinyele, 2010: Chaddha, Ravi & Noida, 2011: Yusuf & Metiboba, 2012: Assaf, & Alswalha, 2013). Conducive work environments give favorable and pleasurable experiences to the employees and help them actualize in the dimensions of personality profile while toxic work environments give painful experiences and de-actualize employees' behavior. Kyko (2005) believes that irresponsible or uncommitted employees can change to be responsible and be more committed and effective on job in conducive work environments because such environments reinforce the self-actualizing traits in them. The reverse could be true under toxic work environments.

According to Briner (2000), work environments have many components or factors that could affect both the physical and psychological well-being of workers. How well employees engage with factors in their working environments influences to a great extent their error rate, level of innovation and collaboration with other employees, absenteeism and ultimately, how long they stay in the job

(Chandrasekar, 2011) which is a function of their effectiveness and commitment towards work. There are twelve components or factors related to work environment which either lead to engagement or disengagement of workers. These factors include: goal-setting, performance feedback, role congruity, defined processes, workplace incentives, supervisor support, mentoring/coaching, and opportunity to apply new skills, job aids, environmental factors, and physical factors (Chandrasekar, 2011). A thorough understanding of these components makes it obvious that they are identified along with many other factors, refined and compressed into six factors by Kyko (2005). He therefore identified six factors that have determinants effects on whether the work environment will be conducive or toxic. These factors include the following: Opaque management, Boss, Company policies, working conditions, Interpersonal relationships and Pay.

Opaque management: this consists of issues such as unclear vision, mission, goals, or objectives; badly defined systems, policies, regulations or rules; ambiguous roles; violated management principles; idle and inefficiently used of resources; disruption of unity of command; when people get away cheating or not performing their duty.

Boss: A boss who plays favoritism showing preference for one set of subordinates over others on their functions; boss who does not give recognition for performance; one who claims credit for subordinate's achievement; boss who censors the good performance of the employee to the higher management; boss who breaks employee's self-esteem; fails to give clear instructions and directions; boss who withholds vital information from the employee where information is vital for the effective and efficient performance of the job; boss who blames employee if things go wrong; boss who says one thing and does another; boss who is not decisive - subsequently employee does not have a sense of direction; boss who delegates responsibility without the authority to act - curtailing the employee's self-esteem.

Company policies: Win-lose policies, centralization of power, creating privileged groups in the organization, closed door policy, poor fringe benefits, too much red tape.

Working conditions: Hot and noisy working environment, unsafe work conditions, dirty work environment, dilapidated structures, insufficient resources, analogue technology, moribund machinery.

Interpersonal relationships: Unhealthy politicking, lack of cooperation among workers, back stabbing, empire building, rumor mongering, alienation, mistrust, sabotage.

Pay: Pay below the market rate. It may be of interest to further inquire into which of these factors in workplace environments exert more influence or contribute more to job commitment among male and female staff in campus settings. The basic question is which of the factors do staff members of the universities considered as constituting toxic environment? An empirical probing and answer to this question will serve as a guide to government authorities at federal and state levels, educational policy makers, university administrators and educational policy makers to identify which factors in campus environment need urgent modification/attention and which is not.

Even though the conducive or toxic work environment forms part of the conceptual framework of this study, it however falls within the framework of the physical work environment which basically captures the definition of the technical work environment as put forth by Yusuf and Metiboba (2012) - tools, geography, equipment, technological infrastructure and other physical or technical elements of the workplace. This study concentrated on the physical or technical aspects of the workplace as seen in the review that follows:

The Concept of the Physical Work Environment

From the components of the work environment examined above, the physical work environment can be defined as those physical features or things that make up the workplace. Yusuf and Matiboba (2012) already established this under their technical work environment by positing that, it represents the tools geography, equipment, technological infrastructure and other physical or technical elements of the workplace. Following the six factors classification of the work environment by Kyko (2005), the physical work environment can be associated to the surrounding work conditions which consist of issues relating to safety work conditions, hygienic environment, building infrastructure, and the availability of material resources including technology and machinery.

In substantiation of the above definitions of the physical work environment, McCoy and Evans (2005), Vischer (2007), Badayai (2012) argued that the physical work environment can be considered as a collection of physical stimuli and physical structures (size, furniture, hallways, etc) and symbolic artifacts (the meaning or image of the work setting). According to Vischer and Badayai, the physical stimuli at the work environment can be classified into five different factors, namely: sound (noise, music), temperature (heat, cold), air (pollution, freshness), light and color (sunlight, incandescent, fluorescent, windows, views), and space (density, arrangement of work stations). Considering the above definitions, the physical work environment can therefore be summarily referred to as the setting of the work place, physical infrastructure and material resources that constitute the workplace.

Studies in environmental psychology have put much focus on the contributions and effects of the physical work environment on job performance. It is obvious that working in a conducive, safe, stress free and healthy physical work environment will support the work being carried out by the employees (Akintoyo, 2012). Technological advancement and developments open new possibilities for creating conditions concerning noise, air, temperature, light, space and material resources which are optimized for the employees' performance (Akintoya, 2012 and Badayai, 2012). Organizations that take advantage of these opportunities definitely are rewarded with more motivated and productive employees (Akinyele, 2010). Moreover, studies on physical work environment reveal that; uncongenial or unfriendly physical work environments do decrease the quality of a job, especially among workers in industrial sectors (Vischer, 2007, Chandrasekar, 2011, Ajayi, 2011 and Badayai, 2012). Consequently, uncongeniality and misfit of the physical work environment affect not only the motivation of the worker, but also the satisfaction, social relation, performance, effectiveness and health of the

employees (Akinyele, 2010, Akintoyo, 2012 and Badayai, 2012).

As seen in preceding paragraphs, when the work environment is toxic or bad, as a result of poor physical stimuli, setting and structures, employees will experience more distress or work-related stress, and this will eventually affect their job performance. According to Leka and Jain (2010), work-related stress can be associated with significant economic and human costs to individuals, businesses, communities, organizations and society as a whole. The implications would of course include, increased absenteeism, increased worker turnover, decreased job satisfaction and associated decreases in worker's health. Work-related stress can basically be defined as a perceived imbalance between the demands made on people or employees and their resources or ability to cope with the demands (Cox, Griffiths and Rial-Gonzalez, 2000).

Although a substantial amount of research has been done on work-related stress, the vast majority of the studies have tended to focus, almost exclusively, on psychosocial aspects of work organization and the social context of the work environment (Cooper and Cartwright, 1997 & Sparks and Cooper, 1999); with, in comparison, limited attention examining the association between characteristics of the physical work environment and work-related stress (Vischer, 2007). To be more specific, majority of studies that have examined the hazard-stress-harm relationship have focused largely on, psychosocial hazards (Cooper and Cartwright, 1997 & Sparks and Cooper, 1999); and have tended to leave out its reference to and examination of physical work hazards (Levi, 1984 and Vischer, 2007). There is, however, growing interest and, in turn, research examining the interaction between characteristics of the physical work environment and work-related stress, and its association to worker's well-being, satisfaction with work and performance (Harter, Schmidt, & Hayes, 2002 and Duijts, Kant, Swaen, van den Brandt, & Zeegers, 2007).

Physical work environment & employees' well-being and performance

A minimal or maximal alteration of the factors in the physical work environment such as infrastructural designs, ventilation, lighting, colors, temperatures, noise, safety, availability of material resources and others might lead to an improvement or decrease in worker's well-being and performance. Employees' well-being and performance in this case refers to the health and state of mind of the worker and the productivity itself, as well as to the time spent in the office, attendance, and resignation rate (Badayai, 2012).

According to (McCoy and Evans, 2005, Vicher, 2007 & Badayai, 2012), a work environment characterized by noise, for instance, is observed to have harmful effects not only on the hearing, which could later impair the job performance, but also on the endocrine glands, indicating the involvement of a physiological stress response. According to McCoy and Evans, noise is a common feature of the ambient (immediate surrounding) work environment, and it is in turn a common environmental stressor in the workplace. There is evidence to show that noise in the workplace not only impacts negatively upon worker's well-being and satisfaction with work, but also upon their performance and

motivation. The reviewed evidence suggests that the potential effects of noise on worker's health, well-being, satisfaction at work, and productivity are contingent upon the nature and characteristics of the task at hand. With this in mind, managing noise in the workplace cannot, therefore, be considered in isolation from their full social and organizational context: namely, considering the nature of the tasks to be accomplished, the organizational structures and process that the physical work environment is designed to support, and the role of individual differences there within (Sundstrom, Town, Rice, Osborn, Brill, 1994 & M McCoy and Evans, 2005).

Furthermore, ventilatory outlets like windows have also been found to be a prominent and significant physical feature of the work environment or office building, not only as a matter of preference but also for health and well-being (Vicher, 2007 and Leather, Zarola, & Santos, 2010). Increasing number of scholarly investigations have observed that the importance and benefits of ventilatory outlets is more than simply a function of personal preference. This is substantiated by the fact that views of natural elements have consistently been found to be advantageous to health across a range of settings, including: hospitals, prisons and work environments (Finnergan & Solomon, 1981; Moore, 1982; Ulrich, 1984; Leather, Pygras, Beale, & Lawrence, 1998; Yildirim, Akalin-Baskus, & Celebi, 2007 and Shin, 2007). Most of the available literature on ventilatory outlets or windows in the work environment has been examined in non-industrial settings, and particularly relating to office settings.

A number of studies on work-related literature also indicate that unventilated structures (Windowless structures) or work environments tend to attract a number of negative effects, including: diminished satisfaction and increased health complaints (Hollon, Kendall, Norsted, & Watson, 1980; Wyone and Nilsson, 1980 & Butler and Biner, 1989). In contrast, work environments with ventilatory outlets (particularly windows with views to nature) have been found to demonstrate beneficial and restorative effects for workers. This was particularly the case with a study by Vischer (1996), which found that building occupants with greater access to windows gave on average, better comfort ratings. Employee surveys have also highlighted reasons why employees may have a preference for windows in the workplace, including: weather information, illumination, sunlight, better mood effects, aesthetics and appearance, ventilation, temperature control and information about the outside world (Wyone and Nilsson, 1980; Sundstrom, 1986 & Butler and Biner, 1989).

It is based on the above views, that scholars continue to argue that; an uncongenial or uncomfortable physical work environment is the mismatch between the type of environment the people need to perform their tasks effectively and what the existing physical environment actually provides, relating to such factors like; noise, ventilation, light, space, color, safety, temperature, air, infrastructure, materials and others (McCoy and Evans, 2005, Yusuf and Metiboba, 2012, Badayai, 2012 and Akintayo, 2012).

It has been observed by Badayai (2012) that, the competitive environment in the workplace is constantly changing and

there appears to be an absolute basis for an individual worker to be present or absent throughout the work day. Many workers in some organizational and industrial settings often feel that their work environments are not conducive or home friendly enough, although much of their time is spent in the workplace or offices. This therefore makes them to resist or feel forced to accommodate with the uncomfortable environment. Employees absence from the physical work environment can be for many reasons such as official leave (training), medical reason, annual leave, emergency leave and so on. However, the main reason behind these several reasons is often to relief themselves from the uncongenial work environment and to a place that can soothe their burden not on the work load, but on the stressful physical work environment (Sundstrom, 1986; Sundstrom, 1994; Vicher, 2007 and Badayai, 2012). On the other hand, some employees especially within sophisticated corporate organizations and institutions work in very conducive or comfortable environments or offices that have all the necessary cozy interior designs in terms of ventilation, temperature, colorful atmosphere, safety measures, furniture and other material resources needed for maximum comfort and of course effective services and performance (Sundstrom, 1986; Sundstrom et. al, 1994; Vischer, 1996 and Akintayo, 2012).

According to Leka and Jain (2010), employees in industrial sectors are generally more exposed to hazardous and poor physical work environments. Examples include those that work in; construction companies, factories, highways, bus stations, among others. The exposure to the hazardous environment can make the work environment uncongenial and could affect their health, concentration and attention. Consequently, the uncongenial work environment might reduce the effectiveness and efficiency in performing daily tasks by reducing employee's resistance and attention span to the tasks assigned to them (Badayai, 2012). Moreover, uncongenial work environments such as poorly situated offices, dilapidated structures, noisiness (much on unfamiliar sound), too low or high temperature, poorly ventilated and stuffy office, lack of natural light or even cramped working space might affect individual performance and quality (Leather, Beale&Sullivan, 2003; Lee and Brand, 2005 and Vicher, 2007).

Still on hazardous work environment, Kerke (2010) and UK Essays (2018) opined that the health and safety of the employees are critical to employees' performance. It is therefore the first need of any employee to be provided with a safe and healthy work environment. This is the minimum requirement that every organization should fulfill in order to create a good work environment. It is very important for an organization to take necessary steps in order to ensure health and safety of their workers. According to Kerke (2010), creating a safer work environment is crucial to every organization. This does not only imply that the organizations should put in place an environment that avoids accidents but it also means that the organization should discourage any kind of unhealthy and unsafe staff practices. It is important that every organization adopt workplace safety as its regular feature through frequent safety briefings. According to UK Essays (2018), the work environment should be inspected regularly, so that unsafe conditions and practices can be monitored. The supervisors should be informed about what kind of situations around the environment can be harmful.

This will make them geared up, in case there is any mis-happening. Possibilities or signs of dangerous accidents at the workplace must be properly contained, so that such accidents can be avoided. In the event of any accidents in the workplace, the employees should not be blamed or punished but should be taught about their mistakes. apportioning blames could lower employee's morale and may lead to further increase in the risk of workplace accidents. Safety measures must therefore be positively reinforced in the event of an accident (Kerke, 2010).

UK Essays (2018) further opined that employees must be given proper on the job training, on safety measures. Such training could be done by senior employees or professional trainers, but there must be certain regular trainings, which can help the employees to handle all work equipment safely. Equipment handling should be made a regular part of the induction training program of the employees. Safety officers must also be put in place to ensure that safety measures are properly implemented and organizations should appoint safety officer. Such safety officers will be helpful in dealing with all the health and safety related matters on a regular basis. Safety officer could also play a dominant role in implementing the health and safety programs of an organization. Safety committees can also be created to assist the safety officer in performing his duties. All health and safety measures must be properly documented and employees could refuse taking up job if proper health and safety measures are not in place at the work environment. Jones (2010) believed that, in all the organizations employees are subjected to different types of threats to their health and safety. These threats depend either on the nature of work environment that an employee finds him/herself or the type of work being undertaken. According to Jones, there are certain hazards, which exist in different work environments, especially when proper safety measures are not taken. Examples of such hazards are: – chemical hazards, task design, environmental hazards, workstation design, and equipment. These are in addition to the many other physical hazards related to temperature, light, ventilation, noise and so on, as earlier discussed in preceding paragraphs (Jones, 2010).

In order to protect the employees from workplace accidents, it is necessary that all such work equipment, which can cause injury, be inspected regularly and moribund equipment replaced as soon as possible. Jones (2010) posited that organizations should give special attention to employee's comfort level, while designing the workstations or work environment in order to avoid employees from facing a lot of problems. According to UK Essays (2018), there are some other minute issues, which should be given proper consideration when designing workstations so that employees do not face health problems in future. For example, the shelves and storage spaces in the workstation should be made comfortable, so that employees do not face any problem. If it is necessary to have adequate storage spaces then the employees, who are supposed to use them, should be provided with training and precautionary measures, which should be implemented. Employees may also be at risk from indoor air pollutants, which can lead to respiratory diseases for employees. In order to avoid any such situations, the organization should take proper steps. For example, the air conditioners should be cleaned timely; other equipment that give out exhausts should be installed at

places where there are proper ventilation facilities. The underlying factors for all these are the well-being and performance of every worker. Even though job performance is measured on quantity basis, Vicher, (2007) and Badayai (2012) argued that a good number of jobs also rely on the workplace setting which gives an impact to the workers' performance and quality of the work being done.

From the reviewed evidences, it can be concluded that the characteristics of the physical work environment do have a marked and measurable impact upon worker's well-being and work behavior. Vicher (2007) and Badayai (2012) have argued that stress as a product of an uncongenial work environment may provide useful experiential and empirical evidence for exploring and understanding the respective impact of the physical work environment and worker's well-being and behavior. It also provides a useful means of understanding how the physical work environment can be designed to support individual and organizational health (Leather, Zarola & Santos, 2010). As McCoy (2002: 457) puts it: "the physical work environment should not exacerbate... problems. Indeed, it should provide methods of coping and managing this stress. The physical workspace... can support the people who work there by acknowledging psychological and physiological needs specific to the individual, their tasks, and the social and cultural context of their work."

Ulrich (1984) and Evans and McCoy (1998), both maintained that many physical work environments are typically designed for functional effectiveness, and do not typically take into account the needs and goals of those who will use and interact with these workspaces. They therefore suggested that it is imperative to consider the needs, goals, and motives of the end user, as a central and guiding component to the design of the physical work environment in order to promote wellness through the physical surroundings. By considering the needs, goals and motives of the end user, workspace design, as argued by Ulrich and Evans and McCoy, can fulfil this supportive role. In addition to this, the physical work environment could be used to help cultivate and support a "psychologically supportive environment". Ulrich (1984) and Evans and McCoy (1998) posited that the physical work environment can aid in this supportive role through: assisting in coping with the task at hand; by not raising obstacles to coping with the task at hand; by not creating added stress in themselves; and by utilizing stress reducing elements (e.g., facilitating access to social support, positive distraction, and giving people a sense of control over their physical-social surrounding). In fact, Lee and Brand (2005) provide preliminary support for this notion. Their investigation established that; more personal control over the physical work environment (e.g., adjustment) and easy access to meeting places lead to higher perceived group cohesiveness and job satisfaction.

School Site/location

It is not anywhere in terms of geography that a school can be sited. This is because the siting or location of a school campus or structure has a very significant role to play in the attainment of school goals and objectives. According to the Indiana Department of Education (2014), the school location is as important as the school building. That is why in educationally advanced countries, school boards have benefited from the valuable advice and information provided by educational planning agencies at various stages in the

school planning process. Such advice and information include: information on future school needs based on population projections; condition and capacity of existing school facilities; land use and transportation plans that bear on proper school location and development timing; municipal fiscal capacity to carry out a school building program; and school location and design standards (Tepfer, 2008; Environmental Siting Criteria (ESC) (2015) and Schrader, 2017).

However, in some cases, the planning agencies that carry out these important school planning functions of spotting the general vicinity for new schools on a map, often fall short of recommending specific or alternative sites, or at least offering sound procedures for selecting sites. It is the duty of the planning agency, considering its knowledge of overall community development trends and the current land use patterns, to help school boards to pick good sites, adequate in size and scaled to both the community's financial ability and the board's educational policy. The planning agency must be able to offer positive suggestions that should be considered in selecting particular school sites - school board policy, minimum site size, accessibility, environment, physical characteristics (soil and topography), acquisition and development costs (including utilities), and coordination with the comprehensive plan (Tepfer, 2008 and ESC, 2015).

According to Tepfer, (2008) and ESC (2015), the first requirement for any school site selection program is a clear understanding of school board educational policy. From this policy, clues can be found about the kinds of schools and school sites desired in the community. Policy items of significance to a school design are often laid down among many other policies which might focused on: length of school days, health services, guidance and counseling, transportation, school lunch program, public recreation programs, after-school use of buildings by public, building and grounds maintenance, purchase and storage of supplies, staff accommodation and others. Such educational policies will help determine important school site factors as well as desirable standards for local school building layout and size.

The qualities of the school site may enhance or hinder effectiveness and performance of educational functions by the different stakeholders. If a school site is too small, the area for physical education activity or outdoor laboratories may have to be drastically cut thereby hindering the free flow of activities. Likewise, conducive conditions to effective teaching-learning and school administrative work may be difficult to achieve if it is improperly located, such as near a noxious industry or noisy thoroughfare (a very busy public road). Together, the school building and site create a setting in which basic educational policy can be accommodated, not obstructed. This can be difficult to achieve if the school is improperly located. Together, the school building and site should create a setting in which basic educational policy can be accommodated, (Tepfer, 2008; Indiana Department of Education, 2014 and ESC, 2015).

It is therefore important that high priority should be given to sites large enough to accommodate the many activities to be undertaken in connection with the school program. Obviously, if the school board places emphasis on outdoor laboratories, football fields, practical agriculture courses, and students' dormitories and on-campus accommodation

for staff amongst others, then, the minimum size of the school site will be considerably larger than if the policy was to contain most activities within the school building. The size of a particular site will vary further according to peak enrollment expected, land needed for future expansion, and ability of the school board to pay land acquisition and development costs. Failure to take such into consideration will be equal to laying the ground work for future problems for challenges for the school management board (Tepfer, 2008 and Deruy, 2016).

ESC (2015) and Deruy (2016) opined that; an important principle underlying good school site selection is accessibility - central location, easily accessible and convenient to the area from which the majority of the school population will be drawn. Even though this is desirable, it may sometimes be necessary to modify the location in order to satisfy other conditions, as when land is unavailable in the center of the service area. The educational policy may also affect the principle of centrality. For instance, courses in the natural sciences may be important enough in some school systems to warrant it location close to areas with botanical, biological or geological features. If vocational agriculture courses are stressed, then a site near farm land must be considered (ESC, 2015 and Schrader, 2017).

The accessibility of a school is usually measured in terms of the time taken by students from home to school, and the quality of the route environment. A school located far from the homes of its students, thereby requiring them to walk inordinate distances and to cross many busy public roads, is a badly located school. School stakeholders must therefore agree on policy relating to walking distance, travel time, and use of private and public means of vehicular transportation (Deruy, 2016 and Conway, 2017). It is also important to note that these determinants of school accessibility - walking distance and travel time will vary according to the planned school enrollment figures. If the maximum walking distance for some local schools for instance is one-half mile, but one of the schools has to serve more students than the recommended standard for the community, then some of its students may have to walk farther or use some form of vehicular transportation to reduce travel time (Tepfer, 2008; Indiana Department of Education, 2014 and Deruy, 2016).

Another factor that must be keenly taken into consideration in school location is the safety of the immediate environment. The immediate environment surrounding the school should be safe, pleasant, reasonably attractive and conducive to learning (Indiana Department of Education, 2014, WBDG, 2017 and Conway, 2017). The school site and its surroundings play an important part in developing a proper student attitude towards teaching-learning and a productive mind set for staff. The environment must therefore be seen to stimulating rather than hindering students and staff creativity and imagination. Since dust, noise and physical hazards are attributes generally associated with congested areas, crowded residential districts should be rejected, if at all possible, in favor of more open surroundings. This principle is more difficult to follow in built-up urban areas, where open sites free from harmful surroundings are at a premium, than in suburban areas (Tepfer, 2008 and ESC, 2015).

Conway (2017) argue that the school environment may pose two kinds of problems if outdoor classes are included in the curriculum - on-site interference and off-site interference. On-site interference with outdoor classes and laboratories may occur if the school is used to full capacity. For example, if physical education classes are held each period of the normal school day, the noise may be so intense that academic classes also held outdoors will be distracted, perhaps even disrupted. Natural barriers should be preserved to prevent conflict between outdoor activities. If possible, the site should be designed so that spatial separations and landscape barriers in the forms of vegetation and topography reduce on-site conflicts (Tepfer, 2008). On the other hand, off-site interference with school operations may develop from having incompatible adjoining land uses. Noxious industries, busy commercial areas and high-volume thoroughfares can be detrimental neighbors to the school. Usually schools function best in clean, quiet and wholesome surroundings (WBDG, 2017). According to Deruy (2016) and WBDG (2017), zoning can protect a new school built in a relatively undeveloped area from future harmful off-site influences. Before a school site is selected, both the existing land use and zoning maps should be reviewed to determine the compatibility of existing and permitted land uses. If the zoning map shows that adjoining lands are zoned for high-intensity incompatible uses, then either a new site should be selected or an attempt made to rezone the surrounding area for more compatible uses.

Furthermore, physical characteristics of the soil is amongst the critical factors involved in school site selection. Good soil conditions will minimize the cost of installing foundations or pilings to support the structure. The engineering properties of soils are: load-bearing qualities; susceptibility to frost action; shrink-swell potential; percolation rate; and traffic ability (Tepfer, 2008 and ESC, 2015). An example of the significance of engineering properties of soil can be illustrated by the shrink-swell potential of the site under consideration. Structures located on soils subject to shrinking and swelling may have continuous problems due to the breaking or separation of underground pipelines. In the United States for instance, the Soil Conservation Service, reported that a number of communities saved more than \$200,000 as a result of moving proposed school sites a short distance to areas with more stable soil (Schrader, 2017).

The topography of a site may also hinder or aid proposed school activities depending on the elevation. The site must be sufficiently elevated to avoid drainage from surrounding areas and adequately pitched to shed its own surface water quickly. Sites should not be located in flood plains or areas of poor drainage. The soil should be able to dry rapidly, and areas of high erosion should be avoided, if possible. Sites that require excessive cut or fill are also to be avoided. Moreover, areas of excessive rock out-cropping and extensive rock ledge foundations are undesirable for economic reasons (ESC, 2005 and Schrader, 2017). Rock excavation and blasting for foundations and service lines are costly. However, occasional rock outcroppings and uneven surfaces, in an otherwise excellent site, need not count too heavily against it. These minor shortcomings may often be easily corrected or even turned to advantageous use through imaginative site design.

According to Tepfer (2008); Conway (2017) and Schrader (2017), the site selection phase of school planning programs has often received less critical attention than the other phases. Many factors need to be considered in school planning, and it is the responsibility of the planning agency to identify these factors, by providing pertinent information to be used in assessing potential school sites, and developing a systematic basis on which to gauge the suitability of alternative sites. The quality and character of the school system will be enhanced if it is properly sited or located. Such enhancement will not only be visible from the physical and environmental outlook of the school but most importantly from the attainment of teaching-learning objectives by teachers and students, and productive improvement of the school administrators.

Statement of the Problem

It has been observed that, most Cameroon's public secondary school administrators continued to be largely ineffective in the discharge of their functions as key managers of the school system and its attendant resources. This could be explained by the complaints from key education stakeholders bordering on poor school governance mostly related to; limited accountability, mismanagement of meagre school resources and improper system functioning. Inadequate human, material and financial resources is a common complaint among these public secondary school administrators. The visible consequence of this is not only an increasing dilapidation in; and gross inadequate; physical infrastructure in most schools for administrative functioning, but also a decreasing rate in the attainment of school objectives schools. With the understanding that school administrators are more responsible for purposeful and sustainable management of human, material and financial resources for general school improvement; government's effort to address concerns related to administrative effectiveness particularly in public secondary schools seems to have failed to carry along the physical work environment of these school administrators as a concern, thereby raising questions as to the magnitude of its contributions to the ineffectiveness of school administrators and by extension the entire school system. The few empirical studies on the work environment and performance or effectiveness of employees in the country are focused on business organizations and some educational establishments elsewhere in Africa. In the face of all these, one could easily suggest that the physical work environment may also be responsible for the poor performance of school administrators and the general school ineffectiveness, added to the already previously studied factors that government has been addressing with little or no improvements. Based on the above, the researcher developed interest to carry out a study on: the impact of school location on the effectiveness of public secondary schools administrators in the English-Speaking Regions of Cameroon, with particular focus on the

location of schools, state of the school administrative or office building, supply of office furniture, and other office equipment and materials.

Objective

To find out the impact of school location on the effectiveness of public secondary school administrators in the English-Speaking Regions of Cameroon.

Research Question

Does the school location affect the effectiveness of public secondary school administrators in the English-Speaking Regions of Cameroon?

METHODOLOGY

The research method adopted for the study was the mixed method and design chosen was the sequential explanatory design. The reason for adopting the mixed method is to heighten the knowledge and validity of the study through different of data and analysis thereby expanding and strengthening the outcome, and therefore contribute to published literature.

The sequential explanatory design adopted for the study implied collecting and analyzing quantitative and qualitative data in two consecutive phases within the same study. Such issues included deciding on the priority or weight given to the quantitative and qualitative data collection (questionnaire and interviews) and analysis in the study, the sequence of the data collection and analysis, and the stage/stages in the research process at which the quantitative and qualitative data are connected and the results are integrated (Creswell, 2003).

The area of study was the English-Speaking Regions of Cameroon, notably the North West and South West Regions. These two regions of the country are situated at the western periphery and share boundary with Nigeria in the west and northern angle, the Bight of Bonny to the southwest, and the Littoral, West and Adamawa regions of Cameroon to the east. It is largely inhabited by members of the Northwestern and Equatorial Bantu ethnic groups, with agriculture, fishing and trade as their major economic activities (GESP, 2009). This part of Cameroon occupies an area of 42,710 km square kilometers (16,490 square miles), with roughly 20 percent of Cameroon's more than 25 million total population according to the Population Division of the United Nations Department of Economic and Social Affairs (2019). The two regions constitute the territory formally known as West Cameroon between 1961 and 1972, under the defunct Federal Republic of Cameroon. These regions run largely on the Anglo-Saxon system of education and practice the English legal system (also known as Common Law) (Takougang, 2018). Below is the map of Cameroon with the area of study (North West and South West Regions) clearly illustrated.



Figure: Map of Cameroon pointing out the English-Speaking Regions

Source: Rights Africa (2018)

Educationally, the English-Speaking region of Cameroon, by virtue of its colonial history and inheritance, practice the Anglo-Saxon Educational system, which is one of the two subsystems that constitute the Cameroon educational system. In the secondary education sector where this study was based, English-speaking First Cycle students are grilled for a period of five (5) years of secondary education which consists of Form One (1) to Form Five (5) and an end of year examination is administered to them leading to the award of the Cameroon General Certificate of Education, Ordinary Level (G.C.E O/L) and advancement to High School. On the other hand, those in high school are trained in their specialized subjects for two years, after which the students sit for the end of year Cameroon General Certificate of Education, Advanced level, (G.C.E A/L) either in preparation for societal life upon graduation or for onward admission into any higher education institution (Cameroon Today, 2015). Principals and administrators of public secondary schools in these two regions who are at the center of this study are the key stakeholders and leaders of these schools, who often work hard hand in hand to ensure that there is smooth teaching and learning environment.

The target population of the study was made up of 3300 school administrators from the 660 public secondary schools in the North West and South West Regions of Cameroon. The table below shows the distribution of the study population in terms of target and accessible population in the two regions under investigation.

Table 1. Population distribution of the study

Regions & Divisions	# of Secondary Schools	# of Administrators
Target Population	# of Public Schools	Relative number (5 administrators per school)
North West Region	403	2015
South West Region	257	1285
Total	660	3300

Source: NW/SW Regional Delegations for Secondary Education (2019/2020)

The target population as seen from the above table constituted 3300 principals, vice principals, discipline masters and bursars of all the 660 public general secondary and technical schools in the English-Speaking regions of Cameroon (North West and South West Region). This is in line with the argument of Singh (2006) and Eze (2011) that; the target population of a research is the population on which the findings of the study could be generalized; which in this case are the administrators the public secondary schools in the area of study.

Table 2. Accessible Population distribution of the study

Accessible Population	Public Schools	# of Admins of Administrators
Mezam Division/NWR	84	420
Fako Division/SWR	40	200
Total	124	620

Source: NW/SW Regional Delegations for Secondary Education (2019/2020)

The accessible population of the study was made up of 620 school administrators of 124 public secondary and technical schools in Mezam Division of the North West and Fako Division of the South West Regions as reflected on the table above.

Sample Size

Given that the sample size of a study is gotten from the accessible population, the sample of this study therefore consisted of 350 secondary school administrators sampled from 80 public secondary general and technical schools in Mezam and Fako Divisions of the North West and South West Regions of Cameroon.

Considering that the two regions of study did not have an equal distribution of public schools and school administrators, and particularly the two divisions of Mezam and Fako (see population distribution table 1 above), the researcher (out of the 80 randomly sampled public secondary schools and 350 administrators) fairly distributed them as; 50 schools for Mezam Division, NWR, with 200 randomly sampled school administrators and, 30 schools for Fako Division, SWR, with 150 randomly sampled school administrators. The table below shows the distribution of the 350-sample size according to the two divisions and regions, and their number of sampled schools.

Table 3: Distribution of Sample Size

Division/Region	# of Public Sec. Schools	# of Administrators
Mezam Division /NWR	50	200
Fako Division/ SWR	30	150
Total # Schools & Administrators	80	350

Source: NW/SW Regional Delegations for Secondary Education (2019/2020)

The above table shows the distribution of the sample size between the two Divisions (Mezam and Fako) under study. 200 administrators were sampled from 50 schools in Mezam while 150 of them were sampled from 30 schools.

The sample size was randomly chosen among school administrators of 80 accessible public secondary general and technical schools. The 80 schools were also randomly sampled based on the fact that not all the schools and their administrators could be involved in the period of data collection exercise.

Sampling Technique

A number of sampling techniques were used to justify the accessible population and the sample. They include the purposive sampling; the simple random sampling and the disproportionate sampling techniques were used. The administrators of the public secondary schools in Mezam and Fako Divisions (Accessible population) were purposively chosen because these were the public secondary schools identified by the researcher as accessible for data collection during the time of the study, considering the prevailing security situation in the area of study. The schools in these two divisions were also observed in the course of the study to be hosting extra or additional of number of students and teachers redeployed from security risk divisions to the two divisions by educational authorities for security reasons.

Instruments for Data Collection

The instruments used in the collection of data were a School Administrators' Questionnaire (SAQ), and a school administrators' interview guide. The questionnaire sought to solicit opinions from secondary school administrators

Method of Data Collection

Copies of the SAQ were administered face-to-face to the school administrators by the researcher and a research assistant. The researcher personally conducted the interviews to ensure proper follow-up questions were asked where and when necessary. The researcher also personally trained the research assistant on the subject under study in order to facilitate his interaction with the school administrators during data collection process. The researcher and research assistant paid a visit to the schools under study in both regions and administer copies of the questionnaire to the administrators, and also conducted interviews with them, with permission from the school authorities. After the collection of the data, it was then collated for onward analyses.

Analysis of Quantitative Data

Before the quantitative data were analysed, a pre-designed EpiData Version 3.1 (EpiData Association, Odense Denmark, 2008) database which has an in-built consistency and validation checks was used to enter the data with both the demographic information and the test items coded with numbers. Questionnaires were also assigned with serial numbers. The reason for coding and assigning each questionnaire a serial number was to ensure that on the data base, one should easily trace the individual responses of participants and to ease verification in areas of uncertainty if they arise. Further consistency, data range and validation checks were also performed in SPSS version 23.0 (IBM Inc., 2015) to identify invalid codes (data cleaning) with the aid of exploratory statistics.

After the data was thoroughly checked for possible errors, the quantitative data was analyzed using the descriptive and inferential statistical tools. The descriptive statistical tools used were frequency count, percentages and multiple responses set which aimed at calculating the summary of findings for each variable where applicable. The hypotheses of study were tested using a non-parametric Spearman's Rho test. This test was used because the data for the variables were not approximately normally distributed as revealed by the Komogorov test of significance with P-values all less than 0.05. Also, looking at the graphical display of the normality curve of the data for each variables as shown below, it was observed that the number of respondents below and above the mean was not equal to give us a normal distribution. The data were either skewed more to the right or left.

This test was used because the samples are above 50. Using this test of normality, for a data which is normally distributed, the P-values will be greater than 0.05 and in that case; the Pearson Product Moment Correlation Coefficient test which is a parametric test will be used.

Checking for normality assumption is very important to know the exact test(s) that is/are more suitable for the verification of hypotheses and to avoid faulty generalizations which could lead to committing the type 1 or type 2 hypothesis errors. Furthermore, the ANOVA test was used to predict in terms of percentage the extent to which physical work environment affects administrative effectiveness.

Also, the Chi-square test which is another inferential statistical test used in the study was aimed at comparing how administrative building, office equipment, office furniture and administrative effectiveness differ by location of school (Urban, Semi Urban and Rural). Also, the Chi-square test with the help of a cross tabulation technique was used to compare descriptively how school administrators differ in their administrative effectiveness by school location, administrative building, office furniture and office furniture.

Analysis of Qualitative Data

On the other, the qualitative data derived from open ended questions and semi-structured interview guide were analyzed using the thematic analysis approach with the aid of themes, groundings/frequency and quotations. Themes are umbrella words which capture the main idea of the participants' statements. On the other hand, groundings also call frequency represent the number of time that a particular theme/concept surface from the direct statements of the participants. However, it should be noted that in the context of thematic analysis, a theme with a grounding of one is equally important like a theme with a grounding of more than one.

Finally, findings were presented using frequency distribution tables and thematic tables with all inferential statistics presented at 95% level of confidence interval with alpha set at 0.05 levels, accepting 5% margin of error.

FINDINGS

Finds of this study are presented based on the research question under investigation .

Table 4: School administrators' perception of their school location

Items	Stretched				Collapsed	
	Strongly agree	Agree	Disagree	Strongly disagree	SA/A	D/SD
The location site for my school is conducive for school administrative work, teaching and learning.	130 (41.8%)	68 (21.9%)	101 (32.5%)	12 (3.9%)	198 (63.7%)	113 (36.3%)
Our school is not located in the middle of the city or town.	96 (29.3%)	129 (39.2%)	74 (22.6%)	29 (8.8%)	225 (68.6%)	103 (31.4%)
There are no market centers around our school	103 (31.4%)	113 (34.5%)	76 (23.2%)	36 (11.0%)	216 (65.9%)	112 (34.2%)
Our school is located in the outskirts of the city/town.	87 (26.5%)	94 (28.7%)	87 (2.5%)	60 (18.3%)	181 (55.2%)	147 (44.8%)
Our school is located far away from the village square.	89 (27.6%)	117 (3.2%)	77 (23.8%)	40 (12.4%)	206 (63.8%)	117 (36.2%)
Majority of the school administrative staff stay around the school neighborhood and don't have to walk a very long distance to get to school.	36 (11.0%)	66 (20.1%)	148 (45.1%)	78 (23.8%)	102 (31.1%)	226 (68.9%)
Some of the school administrative staff that stay out of the school neighborhood don't have to drive a very long distance to get to school.	39 (11.9%)	100 (30.5%)	128 (39.0%)	61 (18.6%)	139 (42.4%)	189 (57.6%)
The surrounding environment of my school campus is beautiful and refreshing.	85 (25.9%)	112 (34.1%)	83 (25.3%)	48 (14.6%)	197 (60.1%)	131 (39.9%)
The location of this school is not in any way stressful to me as an administrative staff.	66 (20.1%)	116 (35.4%)	107 (32.6%)	39 (11.9%)	182 (55.5%)	146 (44.5%)
As a member of the school administration, I can attest that we have little or no problem with our immediate or surrounding neighbors.	48 (14.6%)	122 (37.2%)	97 (29.6%)	61 (18.6%)	170 (51.8%)	158 (48.2%)
Multiple response set (MRS)	779 (23.9%)	1037 (31.8%)	978 (30.0%)	464 (14.2%)	1816 (55.7%)	1442 (44.3%)

In aggregate, findings show that 55.7% of the school administrators are satisfied with the location of their school while 44.3% of them are not satisfied with the location of their school. To be more elaborate, findings showed that while 198 (63.7%) and

225 (68.6%) of the school administrators respectively, accepted that the location site of their school is conducive for school administrative work, teaching and learning and that their school is located at the middle of the town, 113 (36.3%) and 103 (31.4%) of them respectively disagreed. Findings also show that while 216 (65.9%) of the school administrators accepted that there is no market center around their school, 112 (34.2%) of them denied.

Findings also showed that while 181 (55.2%) of the school administrators agreed that their school is located at the outskirts of the city/town, 147 (44.8%) of them disagreed. Furthermore, findings show that 206 (63.8%) of the school administrators agreed that their school is located far away from the village square with 117 (36.2%) of them disagreed. Also, it was observed that 226 (68.9%) of the school administrators disagreed that majority of the school administrative staff stay around the school neighborhood and don't have to walk a very long distance to get to school with 189 (57.6%) of them indicated that some of their school administrative staff that stay out of the school neighborhood have to drive a very long distance to get to school. Findings show that while 197 (60.1%) of the school administrators agreed that the surrounding environment of their school campus is beautiful and refreshing, 131 (39.9%) of them disagreed with 146 (44.5%) of the administrators indicated that their school location is very stressful to the administrative staff with 182 (55.5%) of them indicated that their school location is not stressful to their administrative staff. Finally, findings show that while 170 (51.8%) of the school administrators agreed that they have little or no problem with their surroundings neighbours of their school, 158 (48.2%) of them disagreed. The figure below presents the overall administrators' perception of their school location.

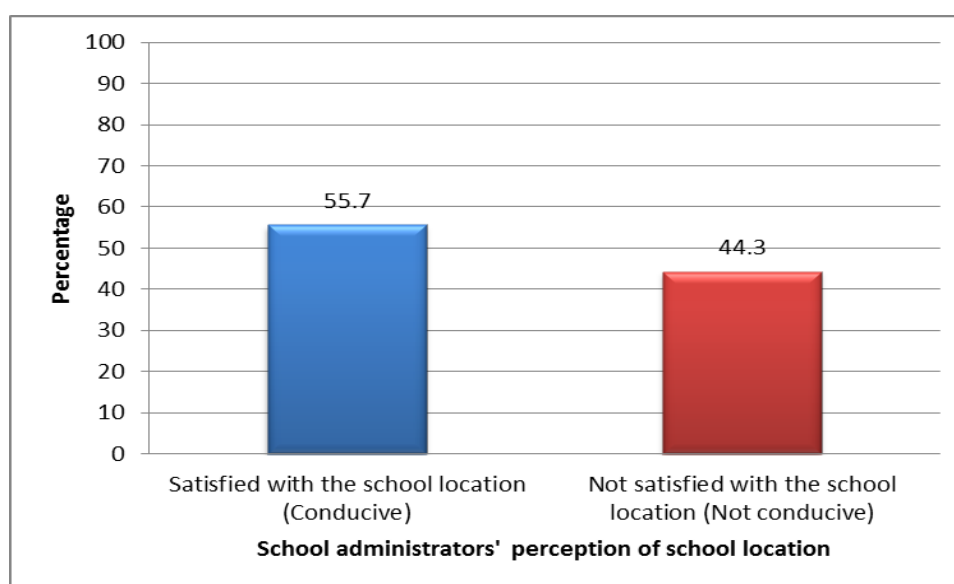


Figure 2: School administrators' perception of school location

Table 5: Administrators opinion on their school location

Categorization	Reasons		
	Themes	Frequency	Quotations
Conductive	Good roads	48	"The location of my school is very conducive". "It is good because traffic flow is average with only one motorable road surrounded with a fence, trees, and farms on almost half of circumference of school surrounding". "Very conducive". "The location is conducive to me as an administrator". "Very conducive since the road leading to the school is tarred".
	Easy accessibility	16	"Accessibility, cleanliness, well-structured campus and health relationship with neighbours". "It is near the high way easily accessible". "The school is accessible given that a tarred road passes just in front of the school". "Easily accessible with a comfortable location". "The school location is easily accessible". "The location of the school is accessible, calm and fence to ensure maximum security".
	Far from noise pollution	1	"Very conducive in all aspect because the school is far from noise and pollution".
	Located at the center of the town	1	"It's conducive because is located at the center of the town".

Not conducive	School located far away from town and bad roads	32	"Its not conducive as I stay far away from the school and have to get up much earlier to meet up". "Not conducive at all". "Not very conducive". "The school is far from the town". "The location is far away from the village and not conducive for me". "The school location is not conducive because of bad roads".
	Close to market and drinking bars	1	"Not very conducive. Directly located opposite the market with noisy drinking bars around".
	Face with of distraction	1	"The location of the school is not the best as it faced with a lot of distraction from the activities around

Furthermore, among the school administrators interviewed, findings show that while some of them said their school location is conducive, others said their school location is not conducive. For those who said their school location is conducive, their justification was that the road leading to their school is good, accessibility is easy, is school is not affected by noise pollution and that the school is located at the center of the town.

On the contrary, for those who said their school location is not conducive, their main reason was that the school is located far away from town and the road leading to the school is bad. Other reasons were that their school is close to the market, drinking bars and faces lot of distraction.

Table 6: Association between location of school and administrators satisfaction

		Statistics	Perception of school location		Total based on MRS
			Conductive	Not conducive	
Location of school	Urban	N	639	307	946
		%	67.5%	32.5%	
	Semi Urban	N	513	259	772
		%	66.5%	33.5%	
	Rural	N	664	876	1540
		%	43.1%	56.9%	
Total		N	1816	1442	3258

Chi-square test=19.71, df=2, P=0.000

Statistically, findings show that a majority of the schools administrators who perceived the location of their school as not conducive were mostly those whose school is located in rural areas making a proportion of 56.9% compared to school administrators whose schools are located in Urban areas making a proportion of 32.5% and Semi Urban areas 33.5%.

Table7: Cross tabulation showing how administrative effectiveness differs by administrators' perception of school location

			Administrative effectiveness		Total
			High	Low	
School location	Conductive	N	95	86	181
		%	52.7%	47.3%	
	Not conducive	N	47	97	144
		%	32.4%	67.6%	
Total		N	142	183	325

Chi-square test=12.84, df=1, P=0.000

Statistically, findings show that a majority of the school administrators 67.6% who perceived their administrative effectiveness as low were those who indicated that the location of their school is not conducive which is significantly higher (Chi-square test=12.84, P=0.000, far <0.05) when compared to the school administrators who perceived their school location as conducive but indicated that their administrative effectiveness is low 47.3%, making a difference in proportion of 20.3% which is high.

Table 8: Administrators opinion on how school location affects administrative effectiveness

Categorization	Reasons		
	Themes	Frequency	Quotations
Conductive school location	Positively affect work effectiveness	20	<p>"The fact that I can arrived the school easily due to accessibility guarantees effective work".</p> <p>"Because the location of my school is conducive, it affects my work effectiveness positively".</p> <p>"Refreshing environment due to the location of the school at the foot of Mt Cameroon, coupled with availability of accommodation close to the school campus affect my work positively".</p> <p>'It influences my work positively because it is conducive and just beside the road".</p>
	Punctuality/ assiduity	14	<p>"Since the school is accessible, going to work is very easy either by taxi or by private car. It encourages me to be punctual".</p> <p>"Accessibility helps me to ne punctual".</p> <p>"The central location of the school in the heart of the city guarantees easy access which encourages presence and assiduity".</p>
	Ease principals' ability to keep students on campus	1	"The location of the school is at the outskirts of the town free from bars and other distraction. It is also a bit far away from the market so it helps to keep the students on campus".
	Facilitates work	1	"It facilitates my work because I can easily get to work".
School location not conducive	Make work difficult/ stressful	14	<p>"It makes the work difficult since we have intruders from the market during working hours".</p> <p>"We are far from the city noise and from pollution".</p> <p>"It is well located, free from market noise".</p> <p>"It is not good at all. The school is first of all on a hill and stressful to get there".</p> <p>"The location of school makes me stress a lot".</p>
	Negatively affects work	14	<p>"It affects me negatively. I have to trek a long distance to get there. Sometimes, I get there late and subsequently other activities of the school that day will also be distorted".</p> <p>"The school is located in an urban area characterized by noise, passerby and hawkers. This makes the plces very noisy thus not conducive for efficient and effective administrative activities".</p>
	Negatively affect concentration to work	6	<p>"Noisy environment makes it difficult to concentrate on work".</p> <p>"The school is located in the wood which cause me not to stay long hours in school".</p> <p>"Much noise from nearby bars that cause work difficult".</p>
	Difficult to discipline student for late coming due to long distance coverage	1	"It is very difficult to discipline the students after seeing them to have cover long distance

From the school administrators interviewed, findings showed that for those who said their school location is conducive, they said it positively affect their work effectiveness, makes them to be punctual at job side, increases their assiduity, facilitates their work and it enable them to keep their students on campus.

On the contrary, for the school administrators who said their school location is not conducive, they said it makes their work very stressful, negatively affect their work, negatively affect their concentration at work, and it also makes it difficult for them to discipline students for late coming because of the long distance that the students have to cover by reaching the school.

Testing of hypothesis one (Ho₁): There is no significant impact of school location on the effectiveness of public secondary school administrators in Cameroon.

Table 8: The effect of school location on administrative effectiveness

Test	Statistical parameters	School location	Administrative effectiveness
Spearman's rho	R-value	1.000	.606**
	P-value	.	.000
	N	328	328
**. Correlation is significant at the 0.01 level (2-tailed).			

Finally, findings show that school location significantly, positively and strongly affect administrative effectiveness ($P=0.000$, $\text{far} < 0.05$). The strong and positive sign of the correlation value ($R=0.606^{**}$) implies that the administrative effectiveness of the school administrators is more likely to increase when the location of their school is conducive and more likely to decrease when their school location is not conducive. This hypothetical conclusion is supported descriptively whereby findings show that a majority of the school administrators 67.6% who perceived their administrative effectiveness as low were those who indicated that the location of there is not conducive. Therefore, the null hypothesis was rejected and the alternative hypothesis that states that there is a significant impact of school location on the effectiveness of public secondary school administrators in Cameroon was accepted.

As observed from the findings above, a relative majority of the school administrators were satisfied with the location characteristics of their schools, as compared to those who were not satisfied. This means that a relative majority of public secondary schools in the areas under consideration in English-Speaking regions of Cameroon are properly sited, even though there is still a lot to be done to get a larger majority to be properly sited. To these administrators, good roads, beautiful scenery and topography, adequate security, calm environments, nearness to home, and limited noise and other pollutants are some of the characteristics that make their schools properly located. These views are reflective of those expressed by Tepfer, (2008), Indiana Department of Education, (2014), ESC, (2015) and Deruy (2016) that properly located schools must satisfy issues of accessibility, topography, transportation for staff and students, staff accommodation, pollution, size of school site for physical education activities and outdoor laboratories, amongst others. According to Deruy, the failure of the school to satisfy these location or siting requirements is the beginning of future challenges in terms of future effective management and functioning of the school. That is why is very important to consider policy provisions on school location and review all outstanding issues pertaining to the mapping and siting of schools to ensure that they are sited in accessible, clean, quiet, healthy and a wholesome environment for effective functioning (WBDG, 2017). Even though majority of the administrators were satisfied with the location of their schools, it can also be argued that such location is not wholesome. This probably explain why the majority was not absolute.

Despite the fact that a relative majority of administrators were satisfied with the siting of their schools, school location as revealed by the findings of the study was said to significantly, positively and strongly affect the administrative effectiveness of school administrators. The implication here is that the effectiveness of the school administrators is more likely to increase when the location of the school is conducive or appropriate and more likely to decrease when the location of their school is not conducive or inappropriate. This hypothetical conclusion was supported by majority of the school administrators who perceived that their administrative effectiveness is low or negative due to the poor, inappropriate and in conducive location of their schools. Majority administrators whose school location positively impacted their administrative effectiveness were those of schools sited in urban areas while those whose administrative effectiveness was

negatively impacted were those of semi urban and rural areas. The findings align with the workS ofOwoeye, and Olatunde (2010), Koroye (2016) and Ela and Ita (2017) who established that there is a significant difference in academic performance in terms of school location, as students of urban schools performed better as compared to their counterparts in rural and semi urban areas. Udoka, similarly, Akamagune and Ugbong (2017) on their part found out that long distance schools negatively affect educational output of students when compared with short distance schools.

Furthermore, conducive location of the schools as expressed by the school administrators, positively affect their work effectiveness. According to the administrators, it makes them to be punctual at work, increases their assiduity, facilitates their work and also enables them to keep their students on campus. On the other hand, inappropriate or unconducive location of schools makes not only the work of administrators very stressful but also negatively impact the delivery of lessons by teachers and students' concentration. It negatively affects the administrators' concentration at work, and makes it difficult for them to discipline students for late coming in cases where students have to cover long distances before reaching the school. Some of the characteristics that make school location unconducive as pointed out by administrators during interviews include: inaccessibility of school sites due to poor roads, poor school scenery, absence of social amenities like water and electricity and the presence of noise pollution, which according to Schrader, (2017), do not provide a conducive environment for work and studies.

General Conclusion

The study generally sought to investigate the impact of school location on the effectiveness of public secondary administrators in the English-Speaking Regions of Cameroon. The study was anchored on the justification of continuous administrative ineffectiveness observed within the Cameroon public secondary school sector resulting from acute governance and managerial issues and challenges associated with it. The significance of the physical work environment to organizational productivity and staff performance in non-educational organizations was clearly recognized and there was a need to ascertain this variable in the public secondary education sector of Cameroon, given that previous studies had done justice other determinants of administrative effectiveness such as school culture, school climate, and motivation amongst others. Also, multiple issues raised by education situational analyses and stakeholders

with regards to the work environment in secondary schools and related issues called for special attention on this domain. Consequently, considering the limited scholarly and research attention so far given to the physical work environment as a possible determinant of administrative effectiveness amongst school administrators in Cameroon, the study was therefore conceived to contribute not only to inform policy reforms in the physical work environment and administrative effectiveness in public secondary schools in the country but to also contribute to available research knowledge on this subject in the country. Thus, the study focused on establishing the impact of school site/location on the administrative effectiveness of school administrators.

Recommendations

The findings of the study informed the recommendations that have been put forth on how to better the physical work environment in public secondary schools in Cameroon, in order to improve the administrative effectiveness of school administrators. The recommendations are presented in line with the specific and general objectives of the study.

The findings revealed that a relative majority of the school administrators were satisfied with the location characteristics of their schools, as compared to those who were not satisfied. This means that a relative majority of public secondary schools in the English-Speaking regions of Cameroon are properly sited, even though there is still a lot to be done to get a larger majority to be properly sited. However, despite the fact that a relative majority of administrators were satisfied with the siting of their schools, school location as revealed by the findings of the study was said to significantly, positively and strongly affect the administrative effectiveness of school administrators. The implication here is that the effectiveness of the school administrators is more likely to increase when the location of the school is conducive or appropriate and more likely to decrease when the location of their school is not conducive or inappropriate. Based on the above finding, the following recommendations are earmarked for consideration.

- The siting of schools in the country should be made a matter of strict policy. That is, educational stakeholders must be bound by a legality on where to and where not to site or locate a school. This is to ensure that all schools are properly sited in conducive environments or topographies in order to make not only the job of administrative convenient but also that of the teachers and thus easy learning for students. Where such policies are already available, policy implementers must ensure strict compliance by school management boards and other stakeholders involved in the siting of schools particularly in the English-Speaking Regions of Cameroon. Even though a relative majority of administrators appeared satisfied with the location of their schools, a reasonable percentage of administrators were not satisfied, implying that their schools are poorly sited and negatively affect their effectiveness on the job. Policy initiation or reform on school siting or location therefore has a role to play.
- While waiting for policy initiation or reform on school location which could be a long-term innovation, there is need for education stakeholders especially local communities to take into consideration the location characteristics of a school when providing land to the government for the siting of schools. Local stakeholders

and communities must avoid siting schools in poor topographies, noisy and crowded environments like Markets and bars, insecure areas and isolated environments void of human settlement. During the interview with administrators, they made the researcher to understand that the location of schools around noisy and crowded environments creates a lot of distraction not only to them in the execution of their duties but also to the students and teachers who cannot effectively teach and learn under such atmospheres; while others complained of their schools located in isolated and insecure environments where they cannot effectively work without harassment from men of the underworld.

- There is also need for local authorities to provide schools with good access roads to enable administrators, teachers and students to safely move to their campuses without stress. This is because many schools were proven to be appropriately located but their access roads were in very poor states thereby making it stressful for administrators, teachers and students to get to school. The implication is that it doesn't only make them late and tired by the time they get to school, but it reduces their daily output in terms of work and consequently limiting their effectiveness.
- It is very necessary that provisions are made for the construction of an administrative staff quarters in any government owned secondary school in the country. School administration is in charge of the day to day management of the school and so, their proximity to the school campus is very important and necessary for the smooth management of the material, human and financial resources of the school. In situations where resources are inadequate, provision must be made for at least a principal's house on campus to ensure that the principal is always around the school to attend to any emergencies that may arise.

REFERENCES

- [1] Abdolreza, G. (2016). The Impact of Educational Furniture of Schools on Learning and Academic Achievement of Students at Elementary Level. *International Journal of Medical Research & Health Sciences*, 5(7S):343-348
- [2] Abdul, R. A. B. (2012). A Theoretical Framework and Analytical Discussion on Uncongenial Physical Workplace Environment and Job Performance among Workers in Industrial Sectors. *Procedia - Social and Behavioral Sciences* 42 (2012) 486 – 495
- [3] Abdul, R. and Raheela, M. (2015). Impact of Working Environment on Job Satisfaction. *Procedia Economics and Finance* 23, 717 – 725
- [4] Adegboyega, A. A. (2002). Trends in Public Financing of Federal Universities in Nigeria: A Case Study of University of Ibadan in Adedeji, S. O. (ed) *African Journal of Educational Planning and Policy Studies* 3, No. 1 pp 95-108.
- [5] Adegun, O. A. (2002) Communication and Administrative effectiveness of secondary school Principals in South West Nigerian. Unpublished Ph.D Thesis University Of Ado-Ekiti, Nigeria.

- [6] Adeola, F. (2009). Education for what purpose? 49th Founders' day lecture, University of Nigeria, Nsukka, 7th October.
- [7] Adeyemi, T. O., Ademilua, S. O. (2012). Conflict management strategies and administrative effectiveness in Nigerian Universities. *Journal of Emerging Trends in Educational Research and Policy Studies* 3(3):368-375.
- [8] Ajayi, I. A., Awosusi, O. O., Arogundade, B. B., Ekundayo, & Haastrup T (2011) Work environment as correlate of academic staff job performance in South West Nigerian Universities. *European Journal of Educational Studies*, 3(1)
- [9] Akhtar, N., Ali, S., Rehman A. U. & Ijaz, A. (2014) Interior Design and its Impact on Employees' Productivity in Telecom Sector, Pakistan. *Journal of Asian Business Strategy*, 4(6)2014: 74-82
- [10] *ustrial and organization psychology*. 2nd ed. Boston: McGraw Hill.
- [11] Briner, R. B. (2000) Relationships between work environments, psychological environments and psychological well-being: in-depth review. *Occup. Med.* 50 (5), 299-303. Retrieved from <http://occmed.oxfordjournals.org/content/50/5/299.full.pdf>
- [12] Burchett, K. E. (2002). "Color harmony". *Color Research and Application*, 27 (1), pp. 28-31.
- [13] Buseni, J. (2013), Effects of Information and Communication Technology on Secretaries' Performance in Contemporary Organisations in Bayelsa State, Nigeria. *Information and Knowledge Management* Vol.3, No.5, 87 - 93
- [14] Butler, D.L. & Biner, P.M. (1989). 'Effects of setting on window preferences and factors associated with those preferences', *Environment and Behaviours*, Vol. 21, 1989, pp. 17-32.
- [15] Cameron, K. (2015). Organizational Effectiveness, In *Wiley Encyclopedia of Management*: John Wiley & Sons, Ltd.
- [16] Cameroon Today (2015). The English Cameroon Education System. Available at: <https://www.cameroon-today.com/cameroon-education.html>
- [17] Cammock, P., Nilakant, V., Dakin, S. (1995). Developing a lay model of administrative effectiveness: A social constructionist perspective. *Journal of Administration Studies*. 1995; 32(4):443-473.
- [18] Castillo, J. X., & Cano, J. (2004). Factors Explaining Job Satisfaction among Faculty. *Journal of Agricultural Education*, 45(3), 65-74.
- [19] Chaddha, V., Ravi P. G. & Noida, G. (2011) Analysis of factors influencing employees' productivity in relation to workplace environment. *International Journal of Research in Commerce and Management* 2 (5) Retrieved from <http://ijrcm.org.in/uploaddata/11304738350.pdf>
- [20] Chandrasekar, K. (2011) Workplace environment and its impact on organizational performance in public sector organizations. *International Journal of Enterprise Computing and Business Systems* 1(1) Retrieved from
- [21] Duijts, S.F.A., Kant, I., Swaen, G.M.H, van den Brandt, P.A., & Zeegers, M.P.A. (2007) 'A meta-analysis of observational studies identifies predictors of sickness absence', *Journal of Clinical Epidemiology*, Vol. 60, No. 11, 2007, pp. 1105-1115.
- [22] Ebinum, U. S., Akamagune, N. E. and Ugbong, B. I. (2017). The Relationship Between School Distance And Academic Achievement Of Primary School Pupils In Ovia North-East Lga, Edo State, Nigeria, *International Journal of Advanced Research and Publications* Volume 1 Issue 5, 427 - 435
- [23] Edo, B. L. & Nwosu, I. C. (2018). Working Environment and Teachers' Productivity in Secondary Schools in Port-Harcourt Metropolis. *International Journal of Innovative Psychology & Social Development* 6(4):39-49,
- [24] Ellah, K. E. and Ita, P.M. (2017). Correlational Relationship between School Location and Students' Academic Performance in English Language in Nigerian Secondary Schools, *International Journal of Scientific and Research Publications*, Volume 7, Issue 9, 381 - 384
- [25] Environmental Siting Criteria (ESC) (2015). School Siting Guidelines. Available online at: https://www.epa.gov/sites/production/files/2015-06/documents/environmental_siting_criteria_considerations.pdf
- [26] Evans, G. & McCoy, J. (1998), 'When buildings don't work: The role of architecture in human health', *Journal of Environmental Psychology*, Vol 18, 1998, pp. 85-94.
- [27] Gyekye, S. A. (2006). Safety Management: Perceptions of Workplace Safety. *The International Journal of Aging and Human Development* Issue: Volume 68, Number 2. pp. 23-27
- [28] Huwiler, A. Martens. (2005). Development and testing of school furniture suitable for disabled pupils. Available at: <https://www.iea.cc/ECEE/pdfs/art0229.pdf>
- [29] Haynes, B. P. (2008). An Evaluation of the Impact of the Office Environment on Productivity. *Journal of Facilities*, 26 (5/6), pp. 178-19.
- [30] Herring, B., Sziget, F., & Vischer, J.C. (1977). Programming and environmental analysis for environmental fit. In P. Suedfeld, & J. Russell (Eds), the behavioural basis of design: *Proceedings of EDRA 7* (pp. 397-399). Boston: Dowden Hutchinson and Ross.
- [31] Hollon, S. D., Kendall, P. C., Norsted, S., & Watson, D. (1980). 'Psychological responses earth sheltered multilevel and above ground structures with and without windows', *Underground Spaces*, Vol. 5, 1980, pp. 171-178
- [32] Hongbiao, Y., Shenghua, H. and Wenlan, W. (2016) Work Environment Characteristics and Teacher Well-Being: The Mediation of Emotion Regulation Strategies. *International Journal of Environmental Research and Public Health* <http://dx.doi.org/10.1002/smi.1134>
- [33] Igwe, S.O. (1990). Professional Handbook for teachers. Owerri. *New African Publishing Company Limited*.

- [34] Inceoglu, I., Segers, J., & Bartram, D (2012). Age-related differences in work Available online at: <https://nkafu.org/2019/05/29/governance-in-the-pre-tertiary-education-sector-in-cameroon/>
- [35] Johnson, B. R, Onwuegbuzie, A. J, Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of Mixed Methods Research*. (1), 112–133. doi: 10.1177/1558689806298224
- [36] Jones, Gareth R.; George, Jennifer M. (2008). *Contemporary Management*.
- [37] Kamarulzaman, N., Saleh, A. A., Hashim, S. Z., Hashim, H & Abdul-Ghani, A. A. (2011) An Overview of the Influence of Physical Office Environment towards Employees. *Procedia Engineering* (20) 2011 pp.262 – 268
- [38] Kaplan, R. 'The role of nature in the context of the workplace', *Landscape and Urban Planning*, Vol. 26, 1993, pp. 193-201.
- [39] Kwallek, N. (2011). "Color in Office Environments." Implications: A Newsletter by Informe Design 5.1 (2005): 1-5. informedesign.org. The University of Minnesota. Web. 6 Dec. 2011.
- [40] Leblebici, D. (2012): Impact of workplace quality on employee's productivity: case study of a bank in Turkey, Turkey, *Journal of Business, Economics and Finance*, Vol. 1, Iss. 1 pp. 3840
- [41] Lee, S.Y, & Brand, J.L. (2005). 'Effects of control over office workspace on perceptions of the work environment and work outcomes', *Journal of Environmental Psychology*, Vol. 25, 2005, pp. 232-333.
- [42] Lee, S.Y, & Brand, J.L. (2005). 'Effects of control over office workspace on perceptions of the work environment and work outcomes', *Journal of Environmental Psychology*, Vol. 25, 2005, pp. 232-333.
- [43] Leithwood, K., Louis, K.S., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning*. New York: The Wallace Foundation. Available at: www.wallacefoundation.org/knowledge-center/schoolleadership/key-research/Pages/HowLeadership-InfluencesStudent-Learning.
- [44] Leka, S., & Jain, A. (2010) 'Health impact of psychosocial hazards at work: an overview', *World Health Organization*, Geneva.
- [45] Mendels, P. (2012). *The Effective Principal*. The Wallace Foundation. Available online at: www.learningforward.org
- [46] Moore, E. O. (1982), 'A prison environment's effects on health care service demands', *Journal of Environmental Systems*, Vol. 11, 1982, pp. 17-34.
- [47] Moore, E. O. (1982). 'A prison environment's effects on health care service demands', *Journal of Environmental Systems*, Vol. 11, 1982, pp. 17-34.
- [48] Nancy, K., Kokyung, S. and Carol, M. L. (2007). Work week productivity, visual complexity, and individual environmental sensitivity in three offices of different color interiors, *Color Research & Application* 32(2):130 – 143, DOI: 10.1002/col.20298
- [49] Nkafu Policy Institute (2019). *School: Governance in the pre-tertiary education sector in Cameroon*.
- [50] North, F. M., Syme, S. L., Feeney, A., Shipley, M., & Marmot, M. (1996). Psychosocial work-environment and sickness absence among British civil servants: The Whitehall II study. *American Journal of Public Health*, 86, 332–340.
- [51] Obi, E. (2004). *Law and education management*. Enugu. Empathy international.
- [52] O'Connor, Z. (2010). "Color harmony revisited". *Color Research and Application*, 35 (4), pp. 267–273.
- [53] Onele, A. A. (2014) Human Resource Management in Secondary Schools as a Strategic Tool for Job Creation in Ebonyi State, Nigeria. *International Journal of Scientific & Engineering Research*, Volume 5, Issue 6, pp. 1125 – 1132
- [54] Onuka, A.O.U (2004): The Investment Implication of Creating Friendly Environment for the Nigerian Child.
- [55] Open Workspace Design (2016). How to use color schemes to boost office productivity. Available at: <http://www.openworkspacedesign.co.uk/2016/04/12/how-to-use-colour-in-office-design/>
- [56] Peter, F. D. (2006). *The Effective Executive: The Definitive Guide to Getting the Right Things Done*. New York: Collins.
- [57] Phyllis, A. O. and Peter, A. S. (2016). The Impact of Modern Office Technology on the Secretary's Performance in Some Selected Business Organizations in the Takoradi Metropolis. *Adri Journal of Arts and Social Sciences*, VOL. 13, No. 12 (2),
- [58] Roelofsen, P. (2002): "The impact of office environments on employee performance: The design of the workplace as a strategy for productivity enhancement", *Journal of Facilities Management*, Vol. 1 Iss: 3, pp.78-86
- [59] Sandra, W. N. (2010). *The Principal's Roles in Creating and Maintaining Working Conditions in Schools in Georgia*. Ph.D. Dissertation, Georgia Southern University
- [60] Schrader, G. J. (2017). *School Site Selection*. Available online at: <https://www.planning.org/pas/reports/report175.htm>
- [61] Shandrow, L. K. (2015). *How the Color of Your Office Impacts Productivity (Infographic)*. Available at: <https://www.entrepreneur.com/article/243749>
- [62] Shin, W. S. (2007). 'The influence of forest view through a window on job satisfaction and job stress', *Scandinavian Journal of Forest Research*, Vol. 22, No. 3, 2007, pp. 248-253.
- [63] Singh, K. Y. (2006). *Fundamentals of Research Methodology and Statistics*. New Age International Limited: New Delhi
- [64] Sparks, K. & Cooper, C.L. (1999). 'Occupational differences in work-strain relationship: Towards the use of situation –specific models', *Journal of Occupational and Organizational Psychology*, Vol. 72, 1999, pp. 219-229.

- [65] Stanley, B. (2003). Middle level manpower development, skill acquisition and utilization in industries. *Journal of Organizational Behaviour*, 8(2), 47-53.
- [66] Sundstrom, E. (1986). *Workplaces: The psychology of the physical environment in offices and factories*, Cambridge University Press., New York, 1986
- [67] Sundstrom, E., Town, J. P., Rice, R.W., Osborn, D. P. and Brill, M. (1994). 'Office noise, satisfaction, and performance', *Environment and Behaviour*, Vol. 26, No. 2, 1994, pp. 195-222
- [68] Takougang, J. and Amin, J. A. (2018). *Post-Colonial Cameroon: Politics, Economics, and Society*. New York: Lexington Books. pp. 78-80.
- [69] Tepfer, F. (2008). *School Planning and Design: An Introduction*. Available online at: <https://pages.uoregon.edu/ftepfer/SchlFacilities/SchoolPlanning&Design.html>
- [70] Ugwulashi, C. S. (2012). Effective Integration of Administrative Processes in School Administration. *Academic Research Journal*, 2(2), 315-320
- [71] Ukeje, B.O. Akabogu, G.V. and Ndu, A. (1992). *Educational administration*. Enugu: Fourth Dimension Publishing Co., Ltd.
- [72] UKessays. (2018). Literature Review on the Workplace Environment. [online]. Available from: <https://www.ukessays.com/dissertation/literature-review/employment/literature-review-on-the-workplace-environment.php?vref=1> [Accessed 11 March 2019].
- [73] Uko, E.S., Umosen, A.O. & Caleb, E.E. (2015). Administrators' resource management practices and teachers job performance in secondary schools in Eket Education Zone of Akwa Ibom State, Nigeria. *International Journal of Innovative Education Research*, 3(2), 13-20.
- [74] UNESCO (2011). *International Standard Classification of Education 2011*. Retrieved in July, 2019 from: <http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-iscd-2011-en.pdf>
- [75] Vischer, J. (1996). *Workspace strategies: environment as a tool for work*, Chapman & Hall, New York, 1996.
- [76] Vischer, J. C. (2007). The effects of the physical environment on job performance: Towards a theoretical model of workspace stress. *Stress and Health: Journal of the International Society for the Investigation of Stress*, 23(3), 175-184.
- [77] WBDG (2017a) *Occupant Safety and Health*. <https://www.wbdg.org/design-objectives/secure-safe/occupant-safety-health>
- [78] Whole Building Design Guide (WBDG) (2017). *Security for Building Occupants and Assets* Available online at: <https://www.wbdg.org/design-objectives/secure-safe/security-building-occupants-assets>
- [79] Wyone, D., & Nilsson, I. (1980). 'Human experience of windowless environments in factories offices, shops and colleges in Sweden'. In J. Krochmann (Ed.), *Proceedings of the Symposium on Daylight: Physical, psychological, and architectural aspects*, 1980, pp. 216-225.
- [80] Yusuf, N. & Metiboba, S. (2012) Work environment and job attitude among employees in a Nigerian work organization. *Journal of Sustainable Society*, 1(2), 36-43
- [81] Ziesel, J. (2005). *Enquiry by Design*. New York: W. Norton.

APPENDICES

APPENDIX 1: School Administrators Questionnaire (SAQ) UNIVERSITY OF BUEA FACULTY OF EDUCATION School Administrators' Questionnaire (SAQ)

SECTION A: Introduction & Demographic Information

Dear Sir/Madam,

I am MbanwiPascalineEnjoh, a PhD. Research student from the Department of Educational Foundations and Administration, Faculty of Education of the University of Buea, Cameroon. I am carrying out a research on the topic: *The Impact of the Physical Work Environment on the Effectiveness of Secondary School Administrators in the English-Speaking Regions of Cameroon*. The purpose of this questionnaire is to solicit opinions from secondary school administrators like you that will be processed as data and analyzed to inform policy and decision making on issues relating to the subject under investigation. I therefore plead for objectivity and sincerity in your responses. Your confidentiality is greatly assured with whatever information you provide. Thanks for your kind collaboration

Demographic Information (Instructions)

- Gender: Male ☐ Female ☐
- Age: ☐ 35-40 ☐ 40-45 ☐ 45-50 ☐ 50-55 ☐ 55-60 ☐
- Location of School: Urban ☐ Semi Urban ☐ Rural ☐
- Position in School:
- Administrative Experience: (Years)

SECTION B: Question/opinions on the physical work environment and Administrative effectiveness Instructions

Please, indicate by placing a tick (✓) beside the response option that best describes your opinion on the extent to which you agree/disagree with the following statements/questions relating to the physical work environment and administrative

effectiveness in your school. Note that the physical work environment here refers to the location of your school, the school office/administrative building, office furniture and office equipment/stationery.

Part I	Statements/questions relating to the physical work environment and administrative effectiveness				
	School Location	Strongly Agree	Agree	Disagree	Strongly Disagree
1	The location site for my school is conducive for school administrative work, teaching and learning				
2	Our school is not located in the middle of the city or town				
3	There are no market centers around our school				
4	Our school is located in the outskirt of the city/town				
5	Our school is located far away from the village square				
6	Majority of the school administrative staff stay around the school neighborhood and don't have to walk a very long distance to get to school				
7	Some of the school administrative staff that stay out of the school neighborhood don't have to drive a very long distance to get to school				
8	The scenery or surrounding environment of my school campus is beautiful and refreshing				
9	The location of this school is not in any way stressful to me as an administrative staff				
10	As a member of the school administration, I can attest that we have little or no problem with our immediate or surrounding neighbors				
Part II	School Office/Administrative building				
		Strongly Agree	Agree	Disagree	Strongly Disagree
11	The structure of the school administrative building is well designed and properly constructed				
12	The layout of the offices and workspaces here are good and conducive				
13	There is adequate and comfortable office workspace and staff room for all school administrators and teachers				
14	Offices in the school administrative building are clean and properly ventilated				
15	The building and offices are painted with attractive and appealing office colors and designs				
16	The lightening system in the office building is good enough				
17	There is a good renovation and maintenance culture for the office structure				
18	The school office structure has a good air-conditioning system and acoustics				
19	The administrative building has a waiting room or hall for external visitors or visiting school stakeholders				
20	The administrative building has sufficient safety measures in case there is a fire emergency				
Part III	Office Furniture				
		Strongly Agree	Agree	Disagree	Strongly Disagree
21	Administrative offices have comfortable working office tables and office chairs for occupants				
22	The principal's and vice principal(s)' offices have comfortable adjustable office tables and chairs to ease their work.				
23	There are adequate cupboards in all the administrative offices for storage of important school files/property				
24	The waiting lounge in the administrative block is well furnished for visitors and stakeholders to sit and wait for whoever they may have come to see in the school				
25	The staff room is well furnished with appropriate working tables for the teachers.				
26	The staff room is well furnished with adequate comfortable table chairs for the teachers.				
27	There are adequate shelves in the administrative offices and staff room for storage of students' files				
28	The office furniture in my school here is beautiful and attractive				
29	The office furniture of my school here is durable				

Part IV	Office Equipment	Strongly Agree	Agree	Disagree	Strongly Disagree
30	Our offices here have adequate desk supplies, e.g. pens, pencils, erasers, rulers, scissors, cellophane tape and tape dispensers, in-and-out baskets, clipboards and foolscap paper				
31	There are office computers available in the offices				
32	Our offices have adequate office materials like paper labels, gum catalogue cards, label maker and tapes, and paper pamphlet files for administrative use				
33	The school administrative building has a first -aid kit to offer first aid to staff or students when the need arises				
34	The administrative block has a storeroom for shipping and packing of materials, like cleaning supplies, mops, brooms, soap, toilet paper, and other items used by the cleaning staff for maintaining the office premises.				
35	We have adequate office Stationery customized like paper supplies bearing the school logo that are meant to be used for official purposes, such as letterhead typing and computer papers, envelopes, and hasty-notepaper				
36	There are adequate office equipment supplies. That items needed to use and maintain non-expendable equipment, such as printers, ink, computers, paper and discs, USB sticks etc.				
37	The administrative block has a canteen for the sale of beverages and food for administrative and teaching staff				
38	There is an office coffee maker to serve the coffee needs of members of the administration				
39	There are comfortable toilet installations in the school administrative block for staff convenience.				
Part V	Administrative Effectiveness (Dependent Variable)	Strongly Agree	Agree	Disagree	Strongly Disagree
40	I can say that the physical work environment of this school has boosted work performance among my colleagues of the school administrative staff				
41	The administrative staff of my school is very much committed in serving the school and the state				
42	Members of the school administration are always happy doing their job of service to the school and the public in the present physical work environment				
43	The physical work environment in this school has promoted hard work amongst the administrative staff				
44	The motivational level of the school administrative staff is high thanks to the physical work environment				
45	With the present physical work environment, the rate of absenteeism amongst administrative staff is very low				
46	School administrators often prefer staying back in the office after school to catchup when there is much work				
47	The physical work environment of my school is stress free				
48	Majority of the school administrators are always in good health and a high morale due to the physical work environment				
49	The work environment gives me much satisfaction in the discharge of my duties as a member of the school administration				

Thank you very much for your cooperation
MbanwiPascalineEnjoh

APPENDIX 2: Interview Guide for Secondary School Administrators
UNIVERSITY OF BUEA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL FOUNDATIONS & ADMINISTRATION

Interview Guide for Secondary School Administrators

SECTION A: Introduction

Dear Sir/Madam,

I am MbanwiPascalineEnjoh, a PhD. Research student from the Department of Educational Foundations and Administration, Faculty of Education of the University of Buea, Cameroon. I am carrying out a research on the topic: *The Impact of the Physical Work Environment on the Effectiveness of Secondary School Administrators in English-Speaking Cameroon*. The purpose of this

interview, is to solicit opinions from secondary school administrators like you, that will be processed as data and analyzed to inform policy decisions on issues relating to the subject under investigation. I therefore plead for objectivity and sincerity in your responses. Your confidentiality is greatly assured with whatever information you provide during this interview exercise. Thanks for your kind collaboration

SECTION B: Guiding Questions

1(a). How conducive is the location of this school especially to you as a school administrator?

(b). Can you please explain how the siting or location of this school influences your work as an administrator?

2. How does the absence of an office structure or the present state of the administrative building which houses your office influence your work as a school administrator?

3. How does the presence or absence of these necessary office furniture affect your work as a school administrator?

4. Does the presence or absence of these office equipment influence your work in anyway as an administrator? Please Explain

5. What is your level of experience as a school administrator? And what are some of the things that may have and continue to influence your effectiveness as a school administrator?

6. What suggestions can you put forth on how the physical environment in school in terms of the location, administrative building, furniture and office equipment can be improved to ease the work of school administrators?

Thank You very much for your time and responses
MbanwiPascalineEnjoh

APPENDIX 3: Univariate statistics showing missing response analysis

Items	N	Mean	Std. Dev	Missing count
The location site for my school is conducive for school administrative work, teaching and learning	311	1.98	.949	17
Our school is not located in the middle of the city or town	328	2.11	.929	0
There are no market centers around our school	328	2.14	.984	0
Our school is located in the outskirt of the city/town	328	2.37	1.064	0
Our school is located far away from the village square	323	2.21	.984	5
Majority of the school administrative staff stay around the school neighborhood and don't have to walk a very long distance to get to school	328	2.82	.920	0
Some of the school administrative staff that stay out of the school neighborhood don't have to drive a very long distance to get to school	328	2.64	.917	0
The scenery or surrounding environment of my school campus is beautiful and refreshing	328	2.29	1.009	0
The location of this school is not in any way stressful to me as an administrative staff	328	2.36	.935	0

As a member of the school administration, I can attest that we have little or no problem with our immediate or surrounding neighbors	328	2.52	.958	0
The structure of the school administrative building is well designed and properly constructed	328	2.45	.883	0
The layout of the offices and workspaces here are good and conducive	328	2.60	.807	0
There is adequate and comfortable office workspace and staff room for all school administrators and teachers	328	2.68	.778	0
Offices in the school administrative building are clean and properly ventilated	325	2.57	.909	3
The building and offices are painted with attractive and appealing office colors and designs	326	2.67	.835	2
The lightening system in the office building is good enough	313	2.47	.923	15
There is a good renovation and maintenance culture for the office structure	325	2.90	.773	3
The school office structure has a good air-conditioning system and acoustics	310	3.06	.678	18
The administrative building has a waiting room or hall for external visitors and visiting school stakeholders	328	2.85	.803	0
The administrative building has sufficient safety measures in case there is a fire emergency	325	3.04	.856	3
Administrative offices have comfortable working office tables and office chairs for occupants	328	2.46	.733	0
The principal's and vice principal(s)' offices have comfortable adjustable office tables and chairs to ease their work.	328	2.50	.798	0
There are adequate cupboards in all the administrative offices for storage of important school files/property	322	2.56	.892	6
The waiting lounge in the administrative block is well furnished for visitors and stakeholders to sit and wait for whoever they may have come to see in the school	328	2.94	.871	0
The staff room is well furnished with appropriate working tables for the teachers.	328	2.66	.927	0
The staff room is well furnished with adequate comfortable table chairs for the teachers.	328	2.78	.967	0
There are adequate shelves in the administrative offices and staff room for storage of students' files	328	2.72	.695	0
The office furniture in my school here is beautiful and attractive	328	2.77	.683	0
The office furniture of my school here is durable	328	2.76	.712	0
Our offices here have adequate desk supplies, e.g. pens, pencils, erasers, rulers, scissors, cellophane tape and tape dispensers, in-and-out baskets, clipboards and foolscap paper	328	2.55	.826	0
There are office computers available in the offices	316	2.65	.862	12
Our offices have adequate office materials for administrative use	325	2.42	.727	3
The school administrative building has a first -aid kit to offer first aid to staff or students when the need arises	322	2.38	.735	6
The administrative block has a storeroom for shipping and packing of materials,.	326	2.34	.811	2
We have adequate office stationery customized.	325	2.67	.903	3
There are adequate office equipment supplies.	328	2.60	.927	0
The administrative block has a canteen for the sale of beverages and food for administrative and teaching staff	325	2.52	.873	3
There is an office coffee maker to serve the coffee needs of members of the administration	328	3.20	.778	0
There are comfortable toilet installations in the school administrative block for staff convenience.	328	2.57	.879	0
I can say that the physical work environment of this school has boosted work performance among my colleagues of the school administrative staff	328	2.52	.758	0
The administrative staff of my school is very much committed in serving the school and the state	325	2.07	.815	3

Members of the school administration are always happy doing their job of service to the school and the public in the present physical work environment	328	2.43	.751	0
The physical work environment in this school has promoted hard work amongst the administrative staff	325	2.66	.783	3
The motivational level of the school administrative staff is high thanks to the physical work environment	328	2.79	.767	0
With the present physical work environment, the rate of absenteeism amongst administrative staff is very low	328	2.52	.857	0
School administrators often prefer staying back in the office after school to catch-up when there is much work	328	2.77	.914	0
The physical work environment of my school is stress free	328	2.70	.765	0
Majority of the school administrators are always in good health and a high morale thanks to the physical work environment	328	2.68	.808	0
The work environment here gives me much satisfaction in the discharge of my duties as a member of the school administration	325	2.65	.825	3

APPENDIX 4: Letter of Authorization to Carryout Research