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ENHANCING QUALITATIVE SECONDARY EDUCATION THROUGH
EFFECTIVE SCHOOL FACILITIES PROVISION AND MANAGEMENT.

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ABSTRACT

This paper aimed at investigating the extent of provision of school facilities in Government Senior Secondary Schools in Ndokwa West, Ndokwa East and Ukwuani Local Government Areas of Delta State. A descriptive survey research method was used. The population of the study consisted of all the principals of the senior secondary schools in the three local government areas. 35 principals were randomly selected cutting across the three local government areas. A self-made instrument was used for data collection. Simple mean rating was used to analyze the data. From the analysis, it was observed that school facilities were grossly inadequate to support the school programmes. It was recommended that government should make adequate provisions for funding the secondary school system and that the external examination bodies should constantly inspect schools and not allow schools lacking essential school facilities to register candidates for external examination.

INTRODUCTION

Secondary Education is the second level of formal schooling falling between the primary and the higher levels of Education. The Encyclopedia Britannica (1984) describes it as the level of preparation for middle level vocational and technical positions or as intellectual training for admittance to higher education.

The Nigerian national Policy on Education 2004 set the broad goals of secondary as:

Preparation of individuals for useful living within the society; and preparation of individuals for higher education.

The same document outlined the specific aims of Secondary education to include:

- Provide all primary school leavers with the opportunity of education of a higher level irrespective of sex, social status, religious or ethnic background;
- Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- Provide trained manpower in the applied science, technology and commerce at sub-professional grades;
- Inspire students with a desire for self-improvement and achievement of excellence.
- Foster national unity with an emphasis on the common ties that unite us in our diversity;
- Raise a generation of people who can think for themselves, respect the views and feelings of others, respect those values specified under our broad national goals and live as good citizens.

Provide technical-knowledge and vocational skills necessary for agriculture, industrial, commercial and economic development.

For secondary school educational goals to be effectively attained, there is the need for adequacy of both human and material resources.

Qualitative Education

Standards may be regarded as the measure to which members of a group conform and by which the performance of members of such a group is judged. It is the degree or level of excellence required for a particular purposes. (Ogwuazor and Nwaham, 2008).

The qualitative attainments of educational goals are measured by different types of tests administered at the various school levels. Such tests seek to measure the level of attainment of educational goals and consequently the quality of education products. The Oxford Advanced learners Dictionary (2000) refers to the term 'qualitative' as 'how good something is'.

Qualitative education refers to how good the various educational levels are in the school system.

School Facilities

School facilities are the entire scope of physical infrastructural facilities used in the school to educate a child. Olutola (1981) in Whawo (1999) asserted that the environment of a college can... Help or hinder, aspire or inhibit... it can create an atmosphere of decorum, or anticipated adventure and discovery.

Adeola (1989) viewed educational facilities as more than just school buildings. It includes the central school site, playgrounds and other land, classrooms, corridors, lighting, sanitary facilities, recreational facilities, furniture, equipment as well as other consumable and non-consumable supplies required for the achievement of instructional and educational objectives.

Okoro (1991) argued that the skills of secondary school leavers are limited to the available facilities. School facilities therefore must be adequately supplied and in good functioning order to ensure the attainment of educational goals.

Statement of Problems

A learning environment rich in instructional designs serves multidimensional purposes; students learn during and outside classroom activities, thereby widening their scope of knowledge. A child who is opportune to attend a secondary school in a rich environment is privileged and can therefore move on with ease towards the attainment of the general goals of secondary education.

The study is therefore interested in investigating the role of school facilities in the attainment of qualitative education, especially at the West African examination Council (WAEC). The council (1999) states that;

"The council has of recent noted with regret the deplorable conditions under which schools are run and which have tended to affect the standard of teaching and learning processes in the schools..."

Over the years, however many of these schools which had been recognized have nothing to show in terms of good and adequate facilities".

The general problem of this study is to find out the extent of provision of school facilities in government secondary schools.

Purpose of Study

The main purpose of this study was to examine the extent of provision of school facilities in government secondary schools towards qualitative attainment of the levels' educational goals.

Specifically the study, seeks to find out the following

- 1) The extent of provision of school facilities in public senior secondary schools.
- 2) The level of maintenance of available school facilities
- 3) To find out the relationship between the availability/state of school facilities and quality of secondary school products.
- 4) To make appropriate recommendations towards solving the identified problems.

Research Questions

- 1) Are there adequate numbers of school facilities in government Secondary schools to support the school programmes?
- 2) Are the available school facilities adequately maintained to support school programme?
- 3) What is the relationship between availability/adequacy of school facilities and quality of secondary school graduates?

The population of the study comprises all the principals of senior secondary schools in Ndokwa-West (18) Ukwuani (09) and Ndokwa East (16) Local Government. Areas of Delta State, out of the 53 schools. To carry out the study a sample of 35 principals, were randomly selected across, three level government areas of Delta State.

A self made instrument was used for data collection. A four point likert format of strongly Agree, Agree, Disagree and Strongly Disagree was used and numerical values of 4,3,2 and 1 were ascribed.

To establish the face and content validity of the instrument two Lecturers in the School of Education College of education, Agbor went through the instrument and made their inputs.

The reliability of the instrument was tested by administering the instrument on six (6) principals, of the senior secondary schools outside the ones selected for the study. The test-retest reliability method was used. The reliability coefficient of the instrument is 85 which is considered suitable for use in this study.

Mean rating was used to analyze the data collected. Decision was taken at 2.5 which is Likert Mean.

$$\text{Mean} = \frac{\sum N}{N}$$

Strongly agree	=	4
Agree	=	3
Disagree	=	2

$$\text{Strongly disagree} = 1$$

$$\Sigma N = 4 + 3 + 2 + 1 = \frac{10}{4}$$

= 2.5 decision rule

Mean rating = each Likert responses x numerical values

eg .

$$\text{Responses on strongly agree } 5 \times 4 = 20$$

$$\text{Responses on agree } 5 \times 3 = 15$$

$$\text{Responses disagree } 15 \times 2 = 30$$

$$\text{Responses on strongly disagree } 10 \times 1 = \frac{10}{75}$$

$$= \frac{75}{35}$$

sample subjects

$$2.14$$

Presentation of Results

Research question 1: Are there adequate number of school facilities in government Secondary Schools to support school programmes?

Table 1: Simple mean rating for adequacy of School facilities.

Item no	Item description	Item mean rating	Decision rule	Remarks
1	Adequacy of classrooms	2.00	Inadequate	Not adequate
2	Laboratories for Practical Works are available and adequate.	2.10	Inadequate	No adequately available
3	The school library is adequately furnished with current books	2.35	Inadequate	No adequately furnished
4	The teachers offices are adequate	2.10	Inadequate	Not adequate
5	Neded instructional materials are adequate	2.40	Inadequate	Not adequately provided
6	The spaces and facilities for extra-curricular activities are adequate	2.45	Inadequate	Not adequate
7	The size of the school compound adequately meets required standards.	3.50	Inadequate	Adequately meets required standard

The table above shows that classrooms (2.00), laboratories for practical works (2.10), the school library (2.35). The teachers offices (2.10) Instructional Materials (2.40), facilities for extra curricular activities (2.45) were all considered to be inadequate by the respondents. This suggests a state of neglect of some essential requirements of the school system in Government Secondary Schools. The size of the

school compound (3.50) adequately meets required standard. This is probably because virtually all the government secondary schools are located on lands donated by local communities.

Research Question 11:

Are the available school facilities adequately maintained to support school programmes.

Table 2: Simple mean rating for maintenance of school facilities to support school programmes.

Item no	Item description	Item mean rating	Decision rule	Remarks
1	Available school facilities are in good state functioning to support school programmes	2.45	Not in good state	Not adequate
2	Facilities in the school are constantly checked for repairs and planned maintenance	2.40	Not checked	Not constantly checked
3	There is a school facilities maintenance committee	2.10	No standing committee	Not available
4	The money made available for facilities, maintenance is sufficient	2.34	Not sufficient	Not sufficient

Table 11 showed that the available school facilities (2.45) are not all functioning well to support school programmes, neither are the facilities in the schools constantly checked (2.40) for constant repairs. There is also no adequate facilities maintenance committee (2.10) and the money made available for facilities maintenance (2.34) is not adequate.

Research question 111

What is the relationship between availability/Adequacy of school facilities and quality of secondary school graduates and quality of secondary school graduates?

Table 111: Simple mean rating for relationship between school facilities and quality of school graduates.

Item no	Item description	Item mean rating	Decision rule	Remarks
1	The students here perform significantly well because of the presence of adequate school facilities	2.35	Disagree	Disagree
2	The students in this school are adequately groomed all way round	2.30	Disagree	Disagree
3	The students would do better if more/adequate school facilities are provided	3.50	Agree	Agree
4	Adequacy of school facilities will	3.55	Agree	Agree

	make the teaching learning process more rewarding			
5	The teachers here do a lot of improvisation in the teaching learning process.	3.50	Agree	Agreed

Table 111 showed that the respondents do not agree that there are adequate facilities (2.35) to influence high academic performance of learners. The all round grooming of the students (2.30) is also not possible because of lack of facilities. The respondents agree (3.50) that the students would do better if adequate facilities are provided. The adequacy of facilities will make the teaching/learning process more rewarding (3.55), teachers in the school also do a lot of improvisation (3.50) in the process of teaching.

Discussion of the Findings

The responses of the principals to research question one as seen on table 1 revealed gross inadequacy of school facilities in the Delta State public Secondary School System. School classrooms are not adequate neither are there adequate laboratories for practical works. The school libraries are not adequately stocked with current books neither are the teachers offices adequately furnished. Needed instructional materials are also not adequately available. The finding lends support to Adebayo's (2009) comment that educational facilities at all the levels of the Nigerian school system are in a terrible shape.

Research question two (table 11) also highlights inadequate provision or care and maintenance of available school facilities. This is in line with Jega (1997) that summarized the crisis in the Nigerian educational system to include:

- i) Gross and chronic under funding of education and
- ii) General inadequacy of infrastructures and facilities and actual decay of existing ones.

Table three, research question three, indicates that the respondents are in agreement that adequacy of school facilities would positively lead to high quality of Secondary School graduands. This is in line with Okoro (1991) that noted that the skills of secondary school leavers are limited to the available facilities.

Conclusion

The secondary level of education is basically responsible for preparing the youths for useful living within the society as well as for higher education.

The problems of inadequacy of school facilities may however, mar the effective attainment of desired educational goals and consequently negatively affect attainment of Nigerian national goals.

Recommendations

Based on the outcome of the study, the following recommendations are made:

1. The state government should provide adequate instructional facilities in the state owned schools to support educational programmes.
2. School facilities maintenance committees should be established in schools and fund should be made available by the government through the school Heads for facilities maintenance.

3. External examination bodies such as West African Examination Councils, (WAEC) and National Examination Council (NECO) should adequately monitor the secondary school and any school that does not meet up with recommended facilities provision should not be allowed to register their candidates for such external examinations.

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