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Constraints in management of school facilities for the actualization of vision 20:2020 in Ebonyi State, Nigeria

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Abstract

This paper assesses the constraint in management of school facilities for the actualization of vision 20: 2020 in Ebonyi state, Nigeria. In carrying the study three research questions were formulated to guide the study and three hypotheses were tested at alpha level of 0.05. The population was made up of 232 principals in the public secondary schools in the state. There was no sample since the population was not too large. The study employed descriptive survey research and self structured questionnaire was used for data collection. Data collected was analyzed using Mean and Standard Deviation while t-test of difference was used to test the hypotheses that were formulated for the study. The findings of the study revealed that financial constraints, Equipment and Manpower constraints in the management of physical facilities hinder the actualization of vision 20:2020 in Ebonyi state, Nigeria. It was further recommended that government should ensure that enough funds are allotted to school for procurement and maintain facilities; principals should constantly review their school inventories and train manpower in the management of school facilities to enhance the actualization of vision 20: 2020.

Keywords: Constraints, management, school facilities, vision 20: 2020, Ebonyi state and Nigeria.

1. Introduction

The current national feelings in present day Nigeria with the projection of vision 20: 2020 was education for all and for economic growth. Nigeria with her over 167 million ranked seventh (7th) highest population figure in the world and all indication have been pointing Nigeria as a potential giant in many fields. Asiyia (2012) ^[4] disclosed that they are projections that natural resources that if physical facilities in Nigeria are properly managed, Nigeria would be in the league of 20 top economies by the year 2025. Also, with the over dependency in oil which is facing economic drought in the world market today implies that the available physical resources need to be adequately managed for vision 20: 2020 to come true.

It is worthy to note that Nigeria is not alien to setting reforms agenda, develop plans and programmes, which in most cases have been realistic if all the variables played out right. But the historic reality is that such agenda is scarcely been accomplished in terms of proper management of physical resources especially at secondary school level where youths are at the age of developing their skills. Despite this severe and uncomfortable reality, Nigeria continues to set visions and programmes such as the vision 20: 2020 which target to catapult Nigeria into the league of the first global economies by the year 2020. In a normal circumstances there is nothing wrong with this vision but many analysts are asking the obvious question, how realistic this vision with all the present developmental indicators in the country? Just five (5) years to the magic year of ensuring total literacy in the country (Nigeria) yet proper management of secondary school physical facilities is obviously lacking.

One of the primary objectives of administration in any organization is coordination of both human and material resources towards the achievement of the goals of that organization. In secondary school administration, the primary aim is to improve teaching and learning. It then follows that proper management of physical facilities aids instruction in the school system. It is on this ground that Adepoju and Fabiyi (2007) ^[3] and Duflo, Dupas and Kremer (2012) ^[6] observed that school facilities are the physical and spatial enabling in the school system that enhance the performances of different body/bodies in instructions of learning. Casaldi in Peretemode (2001:45) ^[5] concluded that "school facilities are those things of education which enables a skillful administrators and teachers to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided". The implication of this is that the actualization of the objective of any educational related programme depends to a large extent on the effective management of physical facilities. This is supported by the view of Adaralegbe in Abraham (2003:105) ^[1], who affirmed that "the administrative atmosphere required for the actualization of vision 20: 2020 must be geared towards effective management of school physical facilities.

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It was earlier stated that the goals of vision 20: 2020 were outlined in the millennium development goals which include Education for All goals, this invariably led to the introduction of free primary and junior secondary school. The implication is that the rate of transition from primary to junior and senior secondary has increased from 27 million in 2003 to 40 million in 2012. Available research by Onele (2013) reveals low or non availability of school physical facilities to carry the teaming populace in the school system. This calls for caution in the management of available resources in the school system.

Observation has shown that in Ebonyi state there is serious shortfall and inadequacies in education funding which has manifested in overcrowded classroom, lack of facilities and equipment, ill equipped workshops, libraries and laboratories where they exist at all which combined to frustrate the efforts of the school administration in a bid to admit and sustain all that is needed to manage secondary education for the actualization of vision 20: 2020.

Facility management has been of great concern in secondary school in Ebonyi state Government. This is seen by the way some supervisors and inspectors are designate to carry out on-the-spot check and the utilization and management of physical facilities in the school system.

Consequently, the existing physical facilities in secondary schools of Ebonyi state leave much to be desired. Most of the secondary school in the state still wear ugly sight which ranges from de-roofed building, lack of office spaces, leaking roofs, cracked walls, vehicle broken down without repair or replacement, broken down type writers, chairs, tables, doors and windows, walls, duplicating machines and photocopier machines (if any) without replacement etc. These leave much to tell on the principals who are in position to see that these facilities are well managed. Edho (2009) ^[7] decries that most principals are constraints with financial related factors and their best in school management can hardly be achieved. Adeboye (2009) ^[2], observed that school facilities are in disrepair able state as a result of inconsistency in financial management skills employed by school heads. In the same vein, Igbuzor (2006) observed that school managers most often attribute little or no knowledge of facility management and always leave it in the hands of their workers who assume no man's business stands on it.

It is saddening to note that many secondary school aged children are seen hawking along the streets. Many end up in primary and cannot transit to junior secondary while most drop out after registration or after junior secondary school level. This mirage situation may have much to do with the problem of school physical facilities management so as to accommodate all in the school system. It is against this backdrop that the paper assessed the constraints in the management of school facilities in the secondary schools system for the actualization of vision 20: 2020 in Ebonyi state.

Statement of the Problem

There have been persistent problems in the management of physical facilities in Ebonyi State Secondary School System. These problems serve as destabilizing agents to the realization of most educational programme, vision or policy. This becomes clear where one look at the rate of transition of students from primary to secondary school as well as their sustenance rate. Also looking at the way school administrators communicate with staff and students, and the way they exhibit their professional knowledge regarding the overall job of improving managerial activities, all these affects their administrative abilities and make it impossible for the

principals to create a conducive atmosphere for improved performance for the actualization of vision 20: 2020.

The incidence of administrative lapses in school administrative management could be attributed to deficiency in the management of fund by the principals. These lapses have been reflected on the increase in students' drop-out rate. More so, students' general truancy syndrome and dwindling rate of academic achievement among secondary school students has been attributed to the school principals' poor managerial abilities in school facility management.

These situations coupled with the increased number of school age children that are involved in hawking during school hour tend to generate doubts on whether the principals actually perform adequately their administrative functions in order to ensure that everyone in the state becomes literate. This could be linked to problems in the management of physical facilities in school system. Against this background therefore, what are the constraints in the management of school physical facilities for the actualization of vision 20: 2020 in Ebonyi State Secondary School.

Purpose of the study

The purpose of this study is to determine how the constraints in management of secondary school facilities hinder the actualization of vision 20: 2020. Specifically, the study tends to find out how;

1. Financial constraints in the management of school management hinder the attainment of vision 20: 2020.
2. Equipment constraints in management of secondary school facilities hinder the actualization of vision 20: 2020.
3. Availability trained manpower constraints in the management of school physical facilities hinder the actualization of vision 20: 2020.

Research Questions

The following research questions guided the study:

1. To what extent do financial constraints in the management of school physical facilities hinder the actualization of vision 20: 2020.
2. To what extent do equipment constraints in the school physical facilities impede the realization of vision 20: 2020
3. To what extent do manpower constraints in management of secondary school physical facilities obstruct attainment of vision 20: 2020

Hypotheses

Two hypotheses were tested at 0.05 level of significance.

1. There is no significance difference between the mean rating of male and female principals on the extent to which financial constraints in the management of physical facilities hinders the actualization of vision 20: 2020
2. There is no significance between the rating of urban and rural principals on the extent to which equipment constraints in the management of physical facilities hinders the attainment of vision 20: 2020
3. There is no significant difference on the manpower constraints in the management of physical facilities as a hindrance to the actualization of vision 20: 2020 based on years of experience.

Research Methodology

The study adopted descriptive survey research design. The population of the study comprised of 232 principals in the

public secondary schools in the state. There was no sample for the study since the entire population was used. Therefore the sample size was 232 research respondents. The study was guided by three research questions and fifteen questionnaire items to elicit information on the following: financial constraints, equipment constraints, and trained manpower constraints as they hinder the actualization of vision 20: 2020. Also, as these variables relate to gender, location and job experience.

Initially all the items in the questionnaire were based on the testable assumption postulated in the research question, although content validity was assigned to educational administration lecturers/practitioners in Ebonyi state University, Nigeria. Suggestion provided by these experts were incorporated into the final draft of the questionnaire; each questionnaire item required an answer of very great extent (VGE), great extent (GE), little extent (LE) and very little extent (VLE) from the respondents. Very great extent and great extent are regarded as positive while little extent and very little extent represent negative responses.

Method of Data Collection

The researcher made use of personal contact with some of the male and female principals who consented to participate in the study. Considering that many of the schools were loosely scattered in what one might consider densely remote/bush areas of the local government. The researcher was fortunate to

attended MDG workshop organized for principals in Ebonyi state. Those who could not be reached at workshop centre were later reached at their places of work. Interview was another helpful means that used to gather data, especially in order to get clarity with regard to responses to some items in the questionnaire; for instance, the researcher wanted to know the average number of damaged seats in each class and how this impacted on the students attendance as well as principals responsibility.

Method of Data Analysis

Data analysis was done using mean and standard deviation for answering research questions that guided the study while t – test of difference was used to test the hypotheses at the alpha level of 0.05. This is a form of descriptive research, which Babbie (2012) argues that it has the capability of putting into perspective, the context in which a problem exists. Illustration of the findings was done using Microsoft excel application.

Data Presentation and Analysis

The result of the study were analyzed and presented in tables based on three research questions and three hypotheses that guided the study.

Research question 1

To what extent do financial constraints in the management of physical facilities hinder the actualization of vision 20: 2020?

Table 1: Mean Score of the Respondents on the Extent to which Financial Constraints in the Management of Physical Facilities Hinder the Goals of Vision 20: 2020

S/N	Items on financial constraints in physical facility management as they inhibit the actualization of vision 20: 2020	Respondents (Gender)					
		Male			Female		
		X	SD	DEC	X	SD	DEC
1	Enrolment of students decreased as a result of inadequate funding for the provision of seats/desk in the classroom	3.81	0.42	Accept	3.83	0.42	Accept
2	Some students drop out as a result of inadequate financial management skills for the provision of instructional material	3.19	0.77	Accept	3.40	0.72	Accept
3	Poor maintenance culture as a result of unfocused budget tend to reduce student interest	3.41	0.65	Accept	3.28	0.84	Accept
4	Students most often leave their classes for hawking as a result of poor auditing on the usage of fund meant for procurement of equipment.	3.06	0.84	Accept	3.06	0.88	Accept
5	Inadequate funding makes it impossible for secondary school administrators to provide for transport facilities thereby making students to play trauancy.	3.60	0.68	Accept	3.64	0.67	Accept

The data on table 1 revealed that the financial constraints in the management of physical facilities as they inhibit the actualization of vision 20: 2020 are to a great extent. The Mean score ranged from 3.06 – 3.83, the implication is that each Mean was above criterion Mean Of 2.50. This means that all the financial constraints in the physical facility management actually frustrate the goals of vision 20: 2020 or EFA target, the financial constraints had their Standard

Deviation (SD) ranged from 0.42 – 0.88, this shows that the respondents did not deviate much in their opinion's or responses to the items of research question one.

Research Question 2

To what extent do equipment constraints in the management of physical facilities inhibit the realization of vision 20: 2020?

Table 2: Mean Score on Equipment Constraints in the Management of Physical Facilities as they Inhibit the Realization of Vision 20: 2020

S/N	Items on Equipment constraints in the management of physical facility as they hinder the achievement of vision 20: 2020	Respondents (Gender)					
		Male			Female		
		X	SD	DEC	X	SD	DEC
6	Lack of provision of enough conducive classroom prevent most children of school age to feel relax and receive education thereby affect the realization of vision 20: 2020	3.23	0.87	Accept	3.20	0.89	Accept
7	Poor supervision of laboratory equipments hinders the attainment of vision 20: 2020.	3.23	0.87	Accept	3.20	0.89	Accept
8	Poor coordination of library equipment obstruct the attainment of vision 20: 2020	3.08	0.78	Accept	3.37	0.76	Accept
9	Poor planning for the provision of classroom equipment affect the realization of vision 20: 2020	3.21	0.72	Accept	3.11	0.77	Accept
10	Inaccurate decision on how to procure spacious classroom hampers the actualization of vision 20: 2020	3.25	0.70	Accept	3.01	0.80	Accept

Note: X = Mean, SD = Standard Deviation.

The data on table 2 revealed that the equipment constraints in the management of physical facilities are hindering the realization of vision 20: 2020. This is evidenced on the fact that the Mean scores for all the items in table 2 ranged from 2.84 – 3.25. That is, each Mean was above 2.50. This also mean that all the five equipment constraints in the management of school facilities obstruct the realization of vision 20: 2020 to a great extent. The SD on equipment constraints in the management of physical facilities ranged

from 0.70 – 0.92. This indicated that the respondents were close to one another in their opinion and were also not too far from the Mean.

Research Question 3

To what extent do manpower constraints in the management of physical facilities obstruct the attainment of vision 20: 2020?

Table 3: Mean Score on Manpower Constraints in the Management of Physical Facilities as they Obstruct the Realization of Vision 20: 2020

S/N	Items on Manpower constraints in the management of physical facility as they obstruct the actualization of vision 20: 2020	Respondents (Gender)					
		0 -10 years			10 years and above		
		X	SD	DEC	X	SD	DEC
11	Available manpower in school lacks the adequate knowledge to operate and manage the available machineries in the school.	3.50	0.75	Accept	3.74	0.55	Accept
12	Recruitment of unskilled manpower affect the maintenance of laboratory facilities thereby hinder the actualization of vision 20: 2020	3.29	0.71	Accept	2.92	0.79	Accept
13	Poor training of manpower in classroom organization and for effective management of facilities hinder the actualization of 20: 2020	3.34	0.85	Accept	3.16	0.80	Accept
14	Inadequate number of experts in reconstruction of damaged instruments impede the actualization of vision 20: 2020	3.57	0.67	Accept	3.67	0.59	Accept
15	Poor development of maintenance culture on the available equipment hampers the attainment of vision 20: 2020	3.19	0.74	Accept	3.40	0.65	Accept

Note: X= Mean, SD= Standard Deviation, Dec = Decision rule

The data on table 3 revealed that the manpower constraints in the management of physical facilities are obstructing the realization of vision 20: 2020. This is seen on the Mean score for all the items in table 3 which ranged from 2.92 – 3.74. This means that all the items indicated that manpower constraints in the management of physical facilities hinder the actualization of vision 20: 2020 to a great extent. The Standard Deviation on the manpower constraints in the management of physical facilities ranged 0.55 – 0.85. This implies that the respondents were close to one another in their views and were not too far from the Mean score.

H0₁: There is no significance difference between the Mean rating of male and female principals on the extent to which financial management constraints in the management of physical facilities hinders the actualization of vision 20: 2020.

Table 4: t – test analysis of male and female respondents on financial constraints in the management of school facilities as they hinder the actualization of vision 20: 2020

Sources of Variation	N	X	SD	DF	t-cal	t-crit	P> 0.05
Male	126	3.65	0.35	230	- 3.32	1.96	Not sig.
Female	106	3.8	0.47				

Key: N =number of respondents, X = Mean score, SD = Standard Deviation, DF= Degree of Freedom, t – cal = t – Calculation value, t – crit = t – table value of test.

Table 4 showed that the items on financial constraints in the management of physical facilities had its t – calculated value lower than the table value of 1.96. This indicated that there was no significant difference between the mean responses of the two groups on the financial constraints in the management of physical facilities as they inhibit the realization of vision 20: 2020. Therefore, the hypothesis of no significant difference was accepted as can be seen in the t – test summary.

H0₂: There is no significant difference between the Mean rating of urban and rural principals on the extent to which

equipment constraints in the management of physical facilities hinders the attainment of vision 20: 2020.

Table 5: t – test analysis of responses for urban and rural principals on equipment constraints in the management of physical facilities as it hinders vision 20: 2020 targets.

Sources of Variation	N	X	SD	DF	t-cal	t-crit	P> 0.05
Urban	92	3.61	0.60	230	- 5.20	1.96	Not sig.
Rural	140	3.51	0.67				

Key: N =number of respondents, X = Mean score, SD = Standard Deviation, DF= Degree of Freedom, t – cal = t – Calculation value, t – crit = t – table value of test.

Table 5 revealed that each of the group had its calculated value lower than the table value that t-cal of -5.20 is lower than the table value of 1.96. This indicated that there is no significant difference between the Mean responses of the two groups of respondents on equipment constraints in the management of physical facilities for the actualization of vision 20: 2020. Therefore the hypotheses of no significance difference in the Mean rating of two groups were not rejected. H0₃: There is no significant difference in the Mean scores of the respondents on manpower constraints in the management of physical facilities as they hinder vision 20: 2020 based on job experience.

Table 6: t – test analysis of experience and inexperience principals on manpower constraints in the management of physical facilities as it hinders vision 20: 2020 target.

Sources of Variation	N	X	SD	DF	t-cal	t-crit	P> 0.05
Urban	103	3.81	0.39	230	- 3.45	1.96	Not sig.
Rural	129	3.41	0.80				

Key: N =number of respondents, X = Mean score, SD = Standard Deviation, DF= Degree of Freedom, t – cal = t – Calculation value, t – crit = t – table value of test.

Table 6 revealed that each of the equipments had its calculated t -value lower than the table value of 1.96. This shows that there is no significant difference between the Mean responses of the experience and inexperienced principals on manpower constraints in the physical facility management as it hinders vision 20: 2020 target. Therefore, the hypothesis of no significant difference in the Mean ratings based on job experience was not rejected.

Result Discussion

The result obtained from data analysis is presented in tables. Table 1 indicates that problems of financial management of school physical facilities are in a poor state, thereby waging war against vision 20: 2020 target. It was discovered that budget, inadequate funding, inaccurate financial report, unfocused budget, inappropriate accounting, poor auditing system have their Means (X) ranged from 3.06 – 3.83 making it impossible to achieve education for all children in secondary school level. All these are making the realization of vision 20: 2020 a nightmare in Ebonyi State of Nigeria. This is supported by Adebayo (2009) [2] who asserts that school facilities are in bad shape as a result of the inability of school heads to manage and utilize the available fund adequately for the procurement and proper maintenance of facilities in school system.

Data on tables 2 and 3 revealed that equipment and manpower constraints in physical facility management constitute problems as they relate to the realization of vision 20: 2020.

According to the two tables their Means (X) are above the criterion Mean of 2.50. This implies that inadequate provision of classroom, poor supervision of laboratory equipment, poor condition of library etc. hinder the attainment of education for all initiative at secondary school level. More so, that poor knowledge, overstaffing of unskilled manpower and inadequate number of experts in special skill hamper the actualization of vision 20: 2020. These were supported by Edho (2012) who asserts that school facilities were poorly managed as a result of inadequate knowledge of school administrators facility management, availability of school equipment are in shortfall as a result of inadequate funding. Also that available facility is facing the challenges of inadequate number of experts in special skills and these are threatening the actualization of vision 20: 2020

Table 4, 5 and 6 shows the t -test analysis of male and female principals; Urban and Rural as well as Experience and Inexperienced principals respectively. Among these groups the null hypothesis was upheld. This is because the t -calculated value of each group is lower than the t -critical value. This implies that the entire group agreed that fund, equipment and manpower are major constraints in the management of physical facilities which invariably hampers the actualization of vision 20: 2020 at secondary school level. This is in line with the observation of Igbuzor (2006) who disclosed that facility management problems encountered in the schools headed by male and female; urban and rural school and experienced and inexperienced Head teachers need not to be taken for granted.

Conclusion

The management of school physical facilities is of essence if the dream of Millennium Development Goals which culminate into vision 20: 2020 will be achieved in a country like Nigeria. While paying special attention to Ebonyi State in Nigeria, the study sought to ascertain if the actualization of

vision 20: 2020 is being hindered by some constraints in the management of secondary school physical facilities.

Utilizing a self-administered questionnaire, the study found among others that inadequate funding constantly constraints the principals in their management of physical facilities. This study discovers that most classroom and laboratories (if any) are ill-equipped thereby hampers the principals effort to ensure that of education for all initiative at secondary school level is attained. Manpower problem were also seen as a threat in the management of physical facilities at secondary school level. This is because secondary school system is marred with understaffing, inadequate manpower, unskilled manpower, poor training, limited number of experts and poor maintenance culture. These to a large extent obstruct the actualization of vision 20: 2020. A study of this kind present some benefit in that it indicates some operational and strategic issues in the management of school physical facilities that is hijacking the actualization of vision 20: 2020 in Nigeria.

Recommendation

Based on the findings of this study, the study came up with the following recommendation:

1. Government should ensure that enough funds are allotted to schools. These enable the head-teachers to effectively maintain or sought for the procurement and maintain facilities needed in the school, in order to meet up with vision 20: 2020.
2. The principals should constantly review their school inventories to know the equipments they suppose to have in their classroom or laboratories that are not yet available and as well inform the government accurately.
3. Both federal and state government should pay more interest in the training of principals/teachers to make up their pre-knowledge in area of maintenance of available facilities to ensure that the goals of education are achieved.

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