INFLUENCE OF SCHOOL FACILITIES IN THE TEACHING AND LEARNING OF VTE IN PUBLIC SECONDARY SCHOOLS IN EDO STATE USING EGOR LGA AS A CASE STUDY

BY

Daniel Chibueze OGBANGWOR

EDU1603738

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

UNIVERSITY OF BENIN

BENIN CITY

JULY, 2021

INFLUENCE OF SCHOOL FACILITIES IN THE TEACHING AND LEARNING OF VTE IN PUBLIC SECONDARY SCHOOLS IN EDO STATE USING EGOR LGA AS A CASE STUDY.

BY

Daniel Chibueze OGBANGWOR

EDU1603738

A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE EDUCATION (B.Sc. Ed) DEGREE IN INDUSTRIAL TECHNICAL EDUCATION.

JULY, 2021

APPROVAL PAGE

I hereby approve this project work as adequate in scope and quality for the partial fulfilment of the requirements for the award of Bachelor of Science (B.Sc Ed) Degree in Industrial Technical Education in the Department of Vocational Technical Education, Faculty of Education of University of Benin, Benin City, Nigeria.

_____ _____

MR. L. O OSAIGBOVO **DATE**
Project Supervisor

CERTIFICATION

We the undersigned hereby certify that this project work was carried out by Daniel Chibueze OGBANGWOR, a student of the department of Vocational Technical and Education that it is adequate in scope and quality in partial fulfilment of Bachelor of Science (B.Sc. Ed) Degree of the University of Benin, Benin City.

_____ _____

MR. L. O OSAIGBOVO **DATE**
(Project Supervisor)

_____ _____

MR. S. B. ABUSOMWAN **DATE**
(Departmental Project Coordinator)

_____ _____

PROF. E. O. S. IYAMU **DATE**
(Dean Faculty of Education)

DEDICATION

This project is dedicated to the Almighty God, for giving me the strength and for His Mercy, guidance, protection, provisions, my sustainer and source of knowledge and inspiration.

ACKNOWLEDGEMENTS

The researcher is exceedingly grateful and thankful to the Almighty God for the love He showered on him continually, for financial breakthrough, for divine protection and care, for having spared his life from the ordeal and hiccups from the inception to the completion of this degree program. Indeed, God is faithful. The researchers' sincere thanks goes to his supervisor Mr. L. O. Osaigbovo for his patience and guidance in bringing out the best of him, for the efforts in guiding, directing and ensuring that the project work was perfectly completed. God will continue to shower His mercy, favor and blessings on you and your family. Also, the researchers' sincere appreciation goes to the entire lecturers in the department of Vocational and technical education for impacting adequate knowledge, skill and inculcating good morals and attitudes to fit into the society.

Furthermore, the researchers' deepest appreciation goes to his parents Mr & Mrs. Ogbangwor for their love and care. His deepest appreciation also goes to his wonderful Uncle Joseph Nkem Ogbangwor for training him selflessly during his degree program, for their moral and financial support, may God will reward you, also to his Aunty Caroline Onyeisi Ukwadinachi, Fadilah Ahmed Damilola, his

beloved cousins, John, David, Charles and my friends, Bethel, Valentine, Christian, Benjamin, Henry, for their encouragement and support.

TABLE OF CONTENT

ABSTRACT

The study was to investigate the influence of school facilities in the teaching and learning of vocational and technical education in public secondary schools in Edo State using Egor LGA as a case study. Four (4) research questions were raised to guide the study and literature of other researchers were reviewed.

The study adopted the descriptive survey research design, data was collected through the aid of a questionnaire. The questionnaire was structured according to the research questions and distributed to sample population of 100 respondents.

The findings of the study revealed that poor maintenance, poor handling of school facilities and overcrowding are factors that encourage school facilities depreciation. Poor maintenance culture of school facilities is poor because the facilities are not carefully handled and when damaged are not repaired promptly. It was concluded that administrators and educational planners have confirmed that facilities in schools in Nigerian are inadequate and few available ones are being over utilized due to the astronomical increase in school enrolment. More so, it was discovered that adequate infrastructures are quite essential for conducive and productive learning attitude towards vocational and technical education. It was however recommended that government and educationist are urged to Invest in education as it entails the provision of the necessary infrastructure and facilities that could lead the system to the desired goals and objectives; guidance, counselors and parents should not downgrade the study of history education; and that teachers should to participate in facilities maintenance and evaluating the available facilities.

CHAPTER ONE

INTRODUCTION

Background of the Study

The quality of education delivered by teachers and the academic achievement of pupils of any school is dependent on several factors of which school facilities is paramount. School facilities are materials resources that enhance teaching and learning thereby making the process meaningful and purposeful. School facilities can be defined as the entire school properties, materials, equipment, buildings, furniture, tools, electric power, water supply, and many more which school administrators, teachers and students harness, allocate and utilize for the smooth and efficient management of any educational institution, for the main objective of bringing about effective and purposeful teaching and learning experience.

Chukuwuemeke (2015), defined school facilities as the physical and spatial enablers of teaching and learning which will increase the production of results. School facilities serve as pillars of support for effective teaching and learning. Guern (2019) sees school facilities to include permanent and semi-permanent

structures such as machinery, laboratory equipment, the blackboard, teacher's tools and other equipment as well as consumables. Good quality and standard of school depend largely on the provision, adequacy, unitization and management of educational facilities.

Educational curriculum cannot be sound and well operated with poor and badly managed school facilities. From all indication, school facilities are physical resources that facilitate effective teaching and learning. They include blocks of classrooms, laboratories, workshops, libraries, equipment, consumables, electricity, water, visual and audio-visual aids, tables, desks, chairs, playground, storage space and toilets. Adequate school facilities in schools have a great impact on the academic performance of students while inadequate school facilities in school translate to poor academic performance of the students. Herzberg, (2012), asserted that school buildings should be designed in a way to facilitate learning and those students who were taught in modernized buildings scored consistently higher across a range of standardized tests.

School facilities is responsive to changing programmes of educational delivery and at a minimum should provide a physical environment that is comfortable, safe, secure, accessible, well illuminated, (light), ventilated, and aesthetically pleasing

to students' learning. Karasek, & Theorell (2018) reported that only 26% of secondary schools across the country have school infrastructures in adequate quality and quantity. Such situation hinders effective teaching and learning, making the process rigorous and uninteresting to students and teachers. The availability and maintenance of school facilities will enhance teaching and learning and improve academic performance of students.

Statement of the Problem

In Nigeria most schools, compound are bushy, have dilapidated buildings with leaking roofs, broken chairs and desks, rough floors and windows without louvers. In one of the schools Edo State where the researcher did his teaching practice, the buildings were dirty, no lightning while some classes have blown off roofs. In Nigeria, public school enrolment has continued to increase without a corresponding increase in facilities for effective teaching and learning.

More also, in some schools in Edo State, the roads leading to the sports field in some schools were weedy. It appears adequate management and maintenance is not provided on the available school facilities.

School facilities are supposed to be kept in good condition in near their original state as much as possible by school administrators. But from causal observation

and complaints, it appears that school administrators are neglecting on the role of school facilities management and maintenance. Hence, the study hereby seeks to assess the influence of school facilities in the teaching and learning of vocational and technical education in public secondary schools in Edo State using Egor LGA as a case study.

Purpose of the Study

The main purpose of this study therefore, is to determine the influence of school facilities in the teaching and learning of vocational and technical education in public secondary schools in Edo State using Egor LGA as a case study. Specifically the study seeks to find:

1. The present state of school facilities in public secondary schools in Egor L.G.A of Edo State.

2. The factors leading to school facilities depreciation in schools.

3. How adequate are the maintenance activities provided for school facilities.

4. The roles of school administrators in the management of school facilities.

Research Questions

This study therefore seeks to answer the following research questions:

1. What is the state of school facilities in public secondary schools in Edo state?
2. What are the factors encouraging school facilities depreciation in schools?
3. How adequate are the maintenance activities provided for school facilities?
4. What are the roles of school administrators in the management of school facilities?

Significance of the Study

The findings of this study will be of benefit to vocational Technical Students, Parents, Education Planners and Government.

This study would be of help to vocational Technical Students as it could be as a reference point for further research by vocational Technical Students in the line of this study.

This study will also be of benefit to parents as it outlines the role of parents in ensuring the adequate provision and maintenance of school facilities and its importance to teaching and learning.

This study would be of help to Education Planners as it would help to spur and instil in them a maintenance culture of the available school facilities as this study would outline the impact of school facilities on the teaching and learning of VTE in secondary schools.

The study will also be of benefit to the government as it presents in the study the importance of school facilities and also its impact on teaching and learning and also the role of the government in ensuring that school facilities provided are maintained.

Scope and Delimitation of the Study

The study seeks to examine the influence of school facilities in the teaching and learning of vocational and technical education in public secondary schools in Edo State using Egor LGA as a case study and it covers some selected public secondary schools in Egor Local Government Area of Edo State. The study is delimited to public secondary school students in Egor Local Government Area of Edo State.

Definition of Terms

Academic Performance: This can be seen as the level of attainment on what the students have been able to achieve in terms of success in examination.

School Facility: This refers to all the school plants, teachings, aids and equipment used in teaching and learning process.

School Building: Refers to tangible structures which serve as shelter for educational activities.

Furniture: These are facilities used in the schools by both teachers and students. They include benches, desks, tables, tackles etc.

CHAPTER TWO

LITERATURE REVIEW

The review of literature will be carried out under the following sub headings:

- Theoretical Framework
- Concept of school facilities
- Components of school facilities;
- Importance of school facilities;
- State of school facilities in public schools in Edo State
- Roles of school administrator in the management of school facilities
- Related Empirical Studies
- Summary of Reviewed literature

Theoretical Framework

The basis of this research work can be traced and related to the system theory. A system is a sum total of parts working interdependently to achieve required results or outcomes based on needs, (Ovwigbo, 2013). This implies that a

collection of people, resources, concepts and procedures intended to perform some identifiable function or to achieve a goal. A system is made up of input, transformation process, and output; meanwhile, these are surrounded by an environment. The environment of the system is made up of several elements that is outside the system. In essence they are not input output processes, but have influence on the goals and thus the operation of the system.

System is often analysed in terms of their effectiveness and efficiency. The system effectiveness refers to the extent to which goals are achieved in the school environment. Therefore, effectiveness is considered to measure the degree of goals attainment of the school of learning. While efficiency refers to how the activities of a school could be conducted to minimize waste of resources for the purpose of attaining the objectives. Efficiency therefore, aims at minimizing cost and measure how well facilities are being utilised for maintenance of available facilities. This is dependent on ratio of output to input. The system theory considers a school as a social system which survival depends on the system`s ability to maintain the relative consistency of its processes and the relationship within and outside the systems. The ability to maintain the relative consistency of its processes and the relationship within and outside the system. The process involves a model of

energetic input-output system with energetic returns. That is to say that the outputs reactivate the system.

The theoretical framework notes that the influence of school facilities on students performances hold a very important position in any school (especially secondary schools), this provides and allows smooth planning, directing, organising, staffing, and controlling within the school. The main aim of school facilities is to ensure that students as well as teachers are comfortable to teach and learn in order to achieve a great performance. Students, academic and non-academic staff operate school facilities in order to produce effective and accurate product to the society at large. In addition, it answers the increasing needs of schools as it allows staff and students to have access to all the relevant school facilities which enables them to take active role within and outside community (Guern, 2019).

Concept of Vocational and Technical Education

Vocational and Technical Education can easily be traceable to the different interpretations attached to them. It is common to find the terms used compositely when they should be used in a restricted sense and vice versa. Sometimes, where the terms are used separately, conjointly or interchangeably, some individual (including intellectuals) interpret 'Vocational' to Mean business subjects or

studies, and ‘Technical’ to Mean Technical subjects or studies, or that which has to do with engine or metals. When used in relation to school, ‘Vocational school’ is t 0.85"aken to Mean where only business subjects are taught, while Technical school is taken to Mean where only Technical subjects are taught. This goes to support the general notion that ‘Vocational’ means that which has to do with business studies, while ‘Technical’ stands for that which has to do with Technical studies.

Vocational and Technical Education used as a twin term is geared towards occupations requiring manipulative and Technical skill application. Vocational Education is the ability to use one’s skills gainfully and displays one’s intellectual and economic horizon well enough to be able to tackle very effectively many of the economics problems confronting individuals and the country as a whole. From the forgoing, Vocational education prepares individuals for the world of work (a very important factor in a man’s life).Technical Education, on the other hand, is more science-oriented with emphasis on the application of scientific and mathematics principle as applied in such fields as engineering, electronics, electrical, mechanical and automobile trades. It is a type of Education that is meant to produce semi-skilled, skilled and Technical manpower necessary to restore, revitalize, energize, operate and sustain the National economy and

substantially reduce unemployment (Federal Government of Nigeria, 2000). Technical Education involves the use of knowledge of science, materials and energy to solve problems and improve daily lives and our environment while Vocational Education may be referred to as that aspect of education which leads to the acquisition of practical and applied skills. Both Vocational and Technical Education aim at production. The National policy on Education NPE (2004) regarded Vocational and Technical Education as an integral part of general education in Nigeria. It therefore defined it in the following way.

Vocational Education is defined as the activities which aim at acquiring the skills, knowledge and attitudes that are required for employment in a particular occupation, cluster of related occupations or a function in a field of economic activity including business, agriculture, hotel, catering, fine and applied arts, tourist industries, private and public services, etc. In a nutshell, Vocational Education is concerned with the skills, understandings, attitudes, knowledge, abilities and competences which a person needs to acquire in order to do or carry out a particular job. It is also a form of education that emphasizes the development of occupational and procedural skills needed as preparation for work.

Akaninwor (2004) defines Vocational Education as a type of education or training designed for preparing the individual learner to earn a living (to be self-reliant).

Osula (2004) opined that any education which is necessary for effective employment in an occupation if Vocational. He further explained that Vocational Education assumes that a choice of occupation has made and that appropriate training is needed to enable an individual enter or advance in his chosen occupation.

According to Okolocha and lie (2005) Vocational Education programs focus on the acquisition of appropriate skills, abilities and competencies as necessary equipment for the individual to live in adapts to the real work situation and contributes to the development of his society. Uko-Aviomoh and Ajuluchi (2008) asserted that Vocational and Technical Education is said to train or develop individual in the fields of vocation and technology so that the country can through the activities of such experts enjoy the good fruit of technology and at the same time contribute her own quota to the overall technological development of the world. Vocational and Technical Education has also been described by Udoye (2005) as the education that prepares students mainly for occupations requiring manipulative skills and is designed to develop skills, abilities, understanding, attitude and work habits needed for useful and productive basis. It therefore means that Vocational and Technical education is that type of education that needs the

inculcation of practical skills into recipients so that they will be able to practice experiences; they acquired in real life situations.

Concept of School Facilities

School facilities are the corner stones of education system. They are essential ingredients in the effort to realize effective teaching and learning outcome. Hinum (2017) asserts that the quality of facilities has impact not only on educational outcomes but on the well-being of students and teachers. Ayodele (2004) have pointed out that the availability of adequate chairs, desks and other facilities are necessary for the accomplishment of any educational goals and objectives. They revealed that effective management of school facilities brings about development of educational programmes and facilitates educational process. It also results to boosting of the morale of teachers and students and enhances the usefulness in the determination of the worth of a school. In the same vain, Hinum (2017) also report that there is a significance relationship between students' achievement and the condition of the built environment. The report of public secondary education in Nigeria by FGN/UNICEF/UNESCO/UNDP (2000) shows that chalkboard and chalk were the only materials reported as being adequately available in the schools. The introduction of Universal Basic Education (UBE) has increased enrolment in primary school from 17.9 million in 1999 to 19.2 million in 2000 and 19.4 million

in 2001, (FME, 2003). This increase translates to demand for more places at secondary schools resulting to overstretching of the existing physical facilities.

Investment in education entails the provision of the necessary infrastructure and facilities that could lead the system to the desired goals and objectives. Adegboyega (2012) observed that little attention is paid to education in terms of funding and this money is spent on recurrent expenditure leading to the deterioration of the existing facilities. The general conditions of infrastructure as well as instructional materials in some public secondary schools are poor, (Oredein, 2000). These prevailing condition would definitely show negative influence on the instructional quality which may translate to poor academic performance. Adequate infrastructures are quite essential for conducive and productive learning. There is an indication that the public secondary school in Edo state cannot function successfully without adequate provision of facilities. This is because students need desks and chairs, teaching staff needs offices and instructional materials if learning must be effective.

Components of School Facilities

There are three major components. These are;

i. Infrastructural facilities

ii. Instructional facilities

iii. School physical environment.

Infrastructural facilities include buildings such as administrative block, (which comprises the principals` office, vice principal and staff rooms, classroom) laboratory, stores, sick-bay, records office, school shop, library, music room, cafeteria, introductory technology laboratory, security post, staff quarters` and school farm as well as storage house, electricity, water supply, sport field. Instructional facilities are teaching materials and equipment, that comprises laboratory equipment, introductory technology equipment, wall clock, puzzles, television, radio, V.C.D plates and players, piano, flute, chalkboard, cardboards, duster, apparatus for science practical, models, picture charts.

Government policy on school facilities vary, while in some schools, parents buy the textbooks needed for studies, and in some schools, government buys or provides the textbooks and gives them free to students. Library books are bought from public funds (taxes). Whatever the government policies maybe, it is the responsibility of the school head (principal or headmaster as the case may be) to

put the furniture, equipment, buildings and playing grounds in good condition. The constituents of school physical environment include building and scrape parking lot, playground, sport field, agricultural farm, fire extinguisher, school bus, car park and sand bath. Also, school facilities include mechanical material like technological machines, generator, photocopier machines, computer machines, and plumbing materials like water taps, borehole-electrical telecommunication like speakers, radios, network system, security and fire suppression systems (Emmanuel, 2012).

Importance of School Facilities

The character of school facilities determines, to a considerable extent, the types and quality of curricular and co-curricular activities that take place in it. The nature and size of the school building determines the shape and size of the classrooms. The shape and size of the classrooms with their equipment, furniture and the types and variety of educational materials available affect the ways in which learners can be organized for instruction, the possible methods of teaching that can be adopted by teachers and the types of learning activities that the students can be engaged in. If home economics, technical education, music and fine arts, fine arts, for instance, are part of the curriculum, the appropriate rooms

and workshops must be provided with the relevant equipment and materials. Otherwise, the implementation of those aspects of the curriculum will be greatly impaired. Practical lessons cannot be organised for science laboratories, or in schools without science laboratories, or in schools with science laboratories but without the relevant materials and equipment.

The only option for students in such schools who may wish to sit for science subjects in external examinations is the "Alternative to Science" paper, whether or not the school building is adequately planned to accommodate the educational programme, it affects the life and activities that go on within it.

The importance of school facilities has been highlighted by many educational administrators and planners. The importance attached to it as a vehicle for effective teaching and learning cannot be over emphasized. To Johnson (2012), the importance of school plant was quoted thus: A school or a college is a vital and life-giving environment to the extent that it brings into the life of its students an abiding love and appreciation for all that is best and most significant in national and human life. Kocheny (2012) asserts that as school heads and their academic staff plan and think together about the present and future needs of school facilities as vital factor that can contribute to the enrolment of students in

the school. He further observes that through adequate planning of schools facilities, they can determine the type of instructional materials teachers' would need for effective instructions and whether the available classroom are adequate for the anticipated number of students.

Mgbodile, (2010) stressing the need for school facilities, observed that the physical appearance and general condition of the school physical facilities are the striking basis upon which many ,parents and friends of any educational institutions may make their initial judgments about the quality of what goes on in the school. In short, the physical facilities play a major role in determining the type of relationship between the school and the community. This is because parents and pupils make their judgments and take their decisions on whether to associate themselves with a particular school after a careful evaluation and consideration of the facilities in the school. Ani (2007) while supporting the above statement opined that if the quality and quantity of physical facilities attracts the admiration of a parent, the conviction of the parent will be that since the quality and quantity of facilities is of such level, the quality of the staff and school programme will be of high standard. Thus Obi (2010) said that the general landscaping of the school speaks succinctly of the tone of the school and the disposition of the management Therefore, to attract the admiration and

acceptance from the community, there is need for a well-planned school physical facilities and equipment. In the present day Nigeria, schools cannot be divorced from the communities. Therefore, there is need for the planner of the school facilities to bear this observation in mind while structuring and procuring the plant. In most communities that form the neighbourhood of schools, certain activities like club or village meetings, marriage ceremonies, church services or other forms of gathering which require the use of good and appropriate environment take place in the school. It is also obvious that the insufficiency, non-availability and poor maintenance of the plants would hamper the management of educational programmes. As the main focus of this study is on the strategies to improve the management of school facilities, the planning, provision and management of the school facilities will be looked at more closely.

Evolution of Educational Facilities

The development of school facilities has its own history traced to the western countries. This ranges from ancient Greece to Rome and India. In ancient India, the "gurus" imparted education to their pupils' in ideal settings. They used to set up their shramas on the sites known for its scenic beauty. This underscores the importance attached to site location and purpose for which the facilities are meant

for. The Ashramas were situated far away from the towns, in the national surroundings of greenery, rivers, streams, hills, and trees. There was no need for buildings and furniture.

The Ashramas were the embodiments of simple living and high thinking, with very small population of pupils. In the buddist age, “maths” were erected for elementary education, and for higher learning, big building were constructed. The main schooling continued to be imparted in temples and maths. Muslims also housed their “maktabs” in the mosques. The prayer halls of the temples and mosques served as the classrooms. School buildings seldom enjoyed independent and separate existence. Following the wood’s dispatch during the British period, the government undertook the responsibility of opening up schools most especially in the urban areas, and a modest beginning was made in setting up school facilities. In ancient Greece, temples were the seats of learning, while wayside constructions used to serve the purpose of schools in the ancient Rome. Castaldi (2011) observes that during the Hellenistic 500BC-200BC, there were no school buildings as we have today. He noted that instructions were generally conducted in the open air, sometimes in the shadow of the temple or in the enclosure that hardly protect the students from harsh weather. The meeting place was thus incidental to the learning process. Before the introduction of formal

western education in Nigeria, traditional system of education existed in every society in one form or the other. Anywhere the child could stay and learn from thus considered as a classroom and any person capable of passing useful knowledge – be regarded as a teacher, Castaldi (2011:3) affirms that recent advances in the field of educational thinking. He also emphasized that excellent school facilities and dedicated teachers are the basic ingredients of a good educational programme.

Similarly, Nwagu (2010) states that classrooms constitute the most basic facilities that every school must have. He pointed to the Nigerian situation where many school buildings and facilities have been constructed without enough consideration for the comfort of students' and teachers' who use them. Castaldi (2011) states that one of the first forms of teaching aids appeared at the turn of the 20th century in the form of an arch pattern and the next generation of teaching aids marked the beginning of a wide spread of supplementary instructional devices. Cushen (2006) maintains that educational aids have been used for centuries, sand, tray and slates preceded the blackboard specimen to illustrate lessons from the earliest days of schooling. Alcorn says equipment and materials are necessary to efficient learning. Moreover, Ozigi (2013) pointed out that every school needs a wide range of educational equipment such as textbooks, laboratory,

workshop and workshop equipment, audio-visual materials and items of furniture among others to aid the performance of its operation.

State of School Facilities in Public Secondary Schools

Facilities in schools are materials resources that enhance teaching and learning thereby making the process meaningful and purposeful. School facilities serve as pillars of support for effective teaching and learning. Teaching facilities include all of the infrastructure and material resources that are used to support the delivery of quality education. Infrastructure refers to basic physical and organizational structures needed for the successful running of the institution (Bakare, 2009).Other relevant facilities in the school environment include text books, laboratory equipment, computer machines, seating facilities, supply of electricity and other technical and vocational facilities which are all paramount to the provision of qualitative education (Omotayo, 2008). Good quality and standard institution of learning depend largely on the provision, adequacy, utilization and management of educational facilities. Akinsolu (2004) asserted that educational curriculum cannot be sound and well operated with poor and badly managed school facilities. From all indication, facilities in schools are physical resources that facilitate effective teaching and learning. They include blocks of classrooms, laboratories, workshops, libraries, equipment, consumables, electricity, water, visual and audio-visual aids,

tables, desks, chairs, playground, storage space and toilets. .In Nigeria, public school enrolment has continued to increase without a corresponding increase in facilities for effective teaching and learning. As a result of underfunding of education in Nigeria, the government has been encouraging maintenance of available facilities in schools (Asiyai, 2012). Maintenance of facilities in schools entails ensuring that the facilities are kept near their original state as possible. This involves keeping the school sports and football field clean, periodic renovation of the buildings, servicing the school bus and generator sets, repairs etc. for the purpose of restoring the facilities to optimum working condition.

However, (Asiyai, 2012) states that maintenance in TVE institution is any work that is carried out on any component of the schools facilities with a view to keeping it at good working condition. According to Hinum (2001) the quality and durability of a building largely depend on the type and level of servicing, repairs and the rate at which the needs and requirement change. Management of facilities in schools involves keeping records of the facilities, supervising the facilities, planning for the facilities, motivating students and teachers to participate in facilities maintenance and evaluating the available facilities (Asiyai, 2012). Research reports have revealed that a significant relationship existed between school environment and students 'attitude to schooling (Ikoya&Onoyase, 2008).

Studies have also shown that the condition of facilities in schools have a strong effect on academic performance of students. Chan (Asiyai, 2012) found that students who were taught in modernized buildings scored consistently higher across a range of standardized tests. Adeboyeje (2000) reported that schools with well-coordinated plant planning and maintenance practices recorded better students' performance.

Burkett and Bowers (1987) reported that students in newer and adequate school facilities schools outperformed students in older and inadequate school facilities. Conducive school physical environment could enhance students'school attendance, involvement in academic activities and academic performance positively. `Many scholars, researchers, administrators and educational planners have confirmed that facilities in schools in Nigerian are inadequate and few available ones are being over utilized due to the astronomical increase in school enrolment. Ikoya&Onoyase (2008) reported that only 26% of schools across the country have school infrastructures in adequate quality and quantity .Ajayi (1999) reported that most of the Nigerian schools are dilapidated due to inadequate funding. Such situation hinders effective teaching and learning, making the process rigorous and uninteresting to students and teachers.

Adequacy of Maintenance Activities Provided For School Facilities

The need for effective management of school facilities according to Hargreaves, Earl, Moore & Manning (2011), leads to a shift in the conception of principalship from the managerial and administrative perspective to that of instructional leadership whereby the principal acts as a leader in all aspects of the school curricula, imparting and enforcing on the intellectual and emotional development of the teachers, changing the instructional climate of the school and affecting and transforming the students learning and achievement behavior and attitude.

In Latin America, a study conducted by Willms (2000) showed that children whose schools lacked adequate classroom materials and library services were significantly more likely to show lower test scores and higher grade repetition than those whose schools were well equipped. The American Association of School Administrators (1999) reported that students were more likely to perform better when their environment was conducive to learning; that is, environmentally responsive heating, air conditioning, proper ventilating systems, new or renovated school buildings and halls, adequacy of teaching equipment and other educational facilities in a more comfortable learning environment.

An evaluation by Morgan (2000) showed that the condition, adequacy and effective management of educational facilities had a stronger effect on the overall performance of students than the combined influences of the family background,

socio-economic status, school attendance and behavior. A major need of maintaining an effective management of educational facilities is that the school environment and the activities that take place therein must be considered healthy and productive, otherwise it will expose the untidy, careless and non-challantattitude of the principal, teachers, custodial staff, students and their educational programmes (Agoguke, 2011).

Implication of Ineffective School Facilities Management

Apart from the grossly inadequate facilities in most secondary schools in Nigeria, the classrooms are usually overcrowded with up to sixty or more students in classrooms designed for only thirty or forty students, the chairs and desks are not enough, students therefore engage in sharing chairs, standing up, or sitting on windows or broken desks, a situation that generally stalls the teaching-learning process, disrupts the students mental activity, and militates against the intellectual development of the children (Akomolafe, 2013).

Lyons (2012) documented that learning is a complex activity that supremely tests students motivation, physical conditions, teaching resources, methods and skills of teaching and the school curricula. All these play vital roles in the children's development. He further stated that there was an explicit relationship between the

physical characteristics of school facilities and educational outcomes. While good maintenance, modern systems and flexible designs are clearly required; linkages between different subject areas are growing and teachers continually are enhancing their multi-disciplinary capabilities. The implication is that effective management of school facilities must of necessity take cognizance of the changes in teaching methods, the grounds and school environment, school curricula, designs and systems, ages and numerical strength of the children, personnel and expected outcomes (Fuller & Dellagnelo (1999)).

There are serious negative consequences to students when school facilities are not properly managed. First in the ranking is poor academic performance. There is a nexus between learning and facilities, as availability and good condition will exude academic excellence (Danesty, 2004). Oftentimes, in Nigeria, parents' preference of schools for their wards are informed by the quality of facilities. Schools run the risk of losing students to other well-equipped institutions when their schools lack the required facilities or available facilities are not properly managed (Dike, 2005).

Also, if facilities are poorly maintained, this could lead to health and sanitary condition problems. For instance, if the toilets are broken down and students defecate indiscriminately, epidemics and other contagious diseases may occur to

endanger not only the lives of the students, but also of the staff, the immediate neighbourhood and the nation at large (Oladipo& Oni, 2010).

In all, the general state of affairs of school facilities is a pointer or essential determinant of the versatility of the principal and his team and the attendant academic prowess of the students (Okoroma, 2002). Equally true is that poor performance and non-grasp of practicals in science courses had been attributed to debilitated facilities or near-absence of laboratory infrastructural facilities. According to Onyeike, (2013), in many cases the laboratories do not exist or are in advanced state of disrepair, resulting in the poor performance of students in West African Examinations Council (WAEC) and National Examinations Council (NECO), hence the resultant poor quality output from Nigerian secondary schools, especially the public schools. Okeke (2007) maintained that the quality of educational output to a large extent depends on the scale of equipment and facilities such as laboratory, workshops, libraries, books, teaching aids etcetera and how best they are being put to use, vi-a-vis the resultant outcomes from the students as inputs for tertiary education.

Roles of School Administrators in the Management of School Facilities

This is a phenomenon where planning, organizing, staffing, leading and controlling the processes of supply, utilization, maintenance and improving educational facilities in secondary schools is superintended by the principal to fulfill the set educational objectives. Abdulkareem (2011), maintained that, in order to fulfill educational objectives, educational facilities are required and should be central to the extent that teachers, students and other personnel will enjoy their stay and perform their duties effectively, made possible by the principal's leadership ingenuity and proficiency. The school curriculum would be meaningful and functional if the required facilities are provided in adequate quantities at appropriate times and maintained properly.

The realization of the importance of educational facilities has informed the demand in the choice of secondary schools that parents/guardians send their children/wards to in Nigeria. This commitment is demonstrated by government in the provision and establishment of Universal Basic Education (UBE), to bring all categories of citizens into the school system and ensure retention till graduation (Ukeje, 2000). However, this can only be achieved if the existing facilities are properly managed especially as greater demands would be mounted by the users (Nwadiani, 2001). In a related study, Adeboyeje (2000) stated that the utilization of facilities is of various degrees depending on the extent to which an item has

been put into effective use. This includes non-utilization, underutilization, maximum utilization, optimum utilization and over-utilization. Non-utilization occurs when a facility is not put into use at all; when a facility is not used to its fullest capacity, underutilization occurs. There is over-utilization, when a facility is used more than its capacity. All of these require the ingenuity of the principal to balance the usage and maintenance of available facilities.

Related Empirical Studies

Undie and Anake (2007) carried out a research on the impact of educational facilities on students' academic performance in Abeokuta North Local Government Area of Ogun, Nigeria. To achieve the purpose, two null hypotheses were formulated to direct the study. Literature review was carried out accordingly. Ex-post facto research design was adopted for the study. A sample size of five hundred and fifty secondary schools students were randomly selected, through the simply random sampling techniques. The questionnaire was the main instrument used for data collection. The reliability estimate of the instrument was established through the test-re-test method. Independent t-test analysis was the statistical analysis adopted to test the hypotheses. Each hypothesis was tested at .05 level of significance. The result of the analysis revealed that good classroom buildings and

the use of ICT significantly affect students differently in their academic performance. Based on the findings, it was recommended that adequate well structure classroom buildings and the use of ICT in teaching and learning process should be made available for all school. Also, learners should be encouraged to take active part in the learning process with computers.

Adigeb, Anake and Akomaye (2017) examined the impact of educational facilities on students' academic performance in Abeokuta North Local Government Area of Ogun, Nigeria. To achieve the purpose, two null hypotheses were formulated to direct the study. Literature review was carried out accordingly. Ex-post facto research design was adopted for the study. A sample size of five hundred and fifty secondary schools students were randomly selected, through the simply random sampling techniques. The questionnaire was the main instrument used for data collection. The reliability estimate of the instrument was established through the test-re-test method. Independent t-test analysis was the statistical analysis adopted to test the hypotheses. Each hypothesis was tested at .05 level of significance. The result of the analysis revealed that good classroom buildings and the use of ICT significantly affect students differently in their academic performance. Based on the findings, it was recommended that adequate well structure classroom buildings and the use of ICT in teaching and learning process should be made available for

all school. Also, learners should be encouraged to take active part in the learning process with computers.

Adeleke (2016) examined the Impact of School Facilities on Teaching and Learning in Nigerian Airforce Secondary Schools. The purpose of this study was to find out how electricity, pipe-borne water, classroom and laboratory have impact on teaching and learning in Nigerian Airforce Schools. Four research questions were asked and four null hypotheses formulated and tested using ANOVA at 0.05 level of significant. The research design adopted in the study was descriptive survey. Structured questionnaire was designed by the researcher and administered in Airforce Secondary Schools Kaduna, Jos and Portharcourt. The major findings of this study revealed that hypotheses one and two retained while the third and fourth hypotheses were rejected. Based on the findings, it was recommended that Nigeria Airforce directorate should make effort to supply electricity at all times in schools, provide enough classrooms and other facilities in all the Nigerian Airforce Schools.

Nkong (2016) in his work on the effects of school facilities on the educational quality of pupils in kupe-muanenguba division, south-west region of Cameroon. The quest for every society is to have an admirable educational quality. The quality of school infrastructure relate to other school quality issues, all having an

impact on the critical learning factor of pupils in school. Data was collected through questionnaires and direct observations. Analysis with SPSS was applied, using the regression analysis model. Based on the findings, a significant correlation was observed between school facilities and the educational quality of pupils. Some proposals were made as contribution to boost educational quality

Summary of Reviewed literature

School facilities are the corner stones of education system. They are essential ingredients in the effort to realize effective teaching and learning outcome. Hinum (1999) asserts that the quality of facilities has impact not only on educational outcomes but on the well-being of students and teachers. Adeboyeje (1994) and Ayodele (2004) have pointed out that the availability of adequate chairs, desks and other facilities are necessary for the accomplishment of any educational goals and objectives. The report of public seconda education in Nigeria by FGN/UNICEF/UNESCO/UNDP (2000) shows that chalkboard and chalk were the only materials reported as being adequately available in the schools.

Adegboyega (2002) observed that little attention is paid to education in terms of funding and this money is spent on recurrent expenditure leading to the deterioration of the existing facilities. The general conditions of infrastructure as

well as instructional materials in some public secondary schools are poor, (Oredein, 2000). These prevailing condition would definitely show negative influence on the instructional quality which may translate to poor academic performance. Adequate infrastructures are quite essential for conducive and productive learning. There is an indication that the public secondary school in Edo state cannot function successfully without adequate provision of facilities. This is because students need desks and chairs, teaching staff needs offices and instructional materials if learning must be effective.

Good quality and standard institution of learning depend largely on the provision, adequacy, utilization and management of educational facilities. Akinsolu (2004) asserted that educational curriculum cannot be sound and well operated with poor and badly managed school facilities. From all indication, facilities in schools are physical resources that facilitate effective teaching and learning. They include blocks of classrooms, laboratories, workshops, libraries, equipment, consumables, electricity, water, visual and audio-visual aids, tables, desks, chairs, playground, storage space and toilets. .In Nigeria, public school enrolment has continued to increase without a corresponding increase in facilities for effective teaching and learning. As a result of underfunding of education in Nigeria, the / government has been encouraging maintenance of available facilities in schools (Asiyai, 2012).

Maintenance of facilities in schools entails ensuring that the facilities are kept near their original state as possible. The need for effective management of school facilities according to Hargreaves, Earl, Moore & Manning (2011), leads to a shift in the conception of principalship from the managerial and administrative perspective to that of instructional leadership whereby the principal acts as a leader in all aspects of the school curricula, imparting and enforcing on the intellectual and emotional development of the teachers, changing the instructional climate of the affecting and transforming the students learning and achievement behavior and attitude.

There are serious negative consequences to students when school facilities are not properly managed. First in the ranking is poor academic performance. There is a nexus between learning and facilities, as availability and good condition will exude academic excellence (Danesty, 2004). Oftentimes in Nigeria, parents' preference of schools for their wards is informed by the quality of facilities. Schools run the risk of losing students to other well-equipped institutions when their schools lack the required facilities or available facilities are not properly managed (Dike, 2005). Also, if facilities are poorly maintained, this could lead to health and sanitary condition problems. For instance, if the toilets are broken down and students defecate indiscriminately, epidemics and other contagious diseases

may occur to endanger not only the lives of the students, but also of the staff, the immediate neighborhood and the nation at large (Oladipo& Oni, 2010). In all, the general state of affairs of school facilities is a pointer or essential determinant of the versatility of the principal and his team and the attendant academic prowess of the students (Okoroma, 2002). Equally true is that poor performance and non-grasp of practical in science courses had been attributed to debilitated facilities or near-absence of laboratory infrastructural facilities. Hence, it is important for the government and school authorities to ensure provision of school facilities and their maintenance.

CHAPTER THREE

METHODOLOGY

This chapter presents the procedure that was adopted to achieve the purposes of the study. The procedure was discussed under the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Instrumentation
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis.

Research Design

The research design that was used in the study is a descriptive survey research design. Nwogu (2006); Omorogiuwa (2006) stated that a descriptive survey research design is one in which a group of people or items are studied by

collecting and analyzing data from only a few people or items considered to be representatives of the entire group. This research design was considered suitable for this study because information on the impact of efficient school facilities in the teaching and learning of social studies in public secondary school in Egor Local Government Area, was gathered with the aid of questionnaire from a number of secretaries for generalization.

Population of the Study

The population for the study consisted of all the students in public secondary schools in Egor Local Government Area in Edo State. The total number of student in Egor L.G.A of Edo State is 29,428 (Minister of Education, 2017)

Sample and Sampling Technique

The sample for the study consisted of Five (5) public Senior School from public secondary schools in Egor local government area of Edo State. The random sampling technique was used to randomly select the five (5) secondary schools. 20 questionnaires would be distributed to each of the five Senior public schools making a total of 100 respondents used for the study.

Instrument for Data Collection

The instrument that was used for data collection for the study was a structured questionnaire titled: “influence of school facilities in the teaching and learning of vocational and technical education in public secondary schools in Edo State using Egor LGA as a case study”. The questionnaire is divided into two sections namely A and B: A will focus on the respondents BIO-DATA while the B was used to collect data for answering the research questions. Each item in section B has a-five-point response options of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The section B is further divided into five parts (1-5), according to the research questions and it contains twenty (20) items; four items for each part.

Validation of the Instrument

The instrument was face validated by the project supervisor and two other lecturers in the Faculty of Education, University of Benin. Both experts and lecturers are from the Department of Vocational and Technical Education who will evaluate the items in the questionnaire to establish the instrument validity.

Reliability of the instrument

The reliability of the instrument was established by using the test-retest method. This is to satisfy how reliable is the test instrument when administered to the respondent on two different occasions. The questionnaire was administered to 40 respondents. After an interval of three weeks of the administration, the same sets of instrument was also re-administered to the same group of respondent and the resulting test scores was correlated using Pearson Product Moment Correlation.

Method of Data Collection

The method of data collection was through the aid of a questionnaire. The questionnaire was administered directly by the researcher. The respondents were implored to respond to the item questions freely and objectively as it affect them after a thorough explanation by the researcher on the purpose of the questionnaire. The questions were collected on the spot having been answered by the respondents to be subjected to analysis.

Method of Data Analysis

The data to be collected from the respondents was analysed using simple percentage, mean (ẍ), standard deviation (S.D) which was used to answer the research questions. Decision rule was based on any calculated mean equal or

greater than 2.50 was regarded as agreed while any lesser than 2.50 was regarded as disagreed.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION OF FINDINGS

This chapter examined the analysis and interpretation of data collected for this research work. A total of 100 questionnaires were distributed to 5 public junior secondary schools. The Section A of the questionnaire covers the demographic information of respondents, while Section B is made up of questions to elicit information relating to the factor that influence undergraduate student attitude towards history education programme a case study of the University of Benin.

SECTION A: Demographic Information

TABLE 1 Class of Respondents

CLASS	Respondents	Percentage (%)
SS1	35	35
SS 2	45	45
SS 3	20	20
Total	100	100

From table 1, 35% of the respondents agree that are in SS1 while 45% of the respondents agreed that they are in SS11 and 20% of the respondents agreed that they are in SS111.

Table 2 – Gender Distribution

Gender	Respondents	Percentage {%}
Male	48	48
Female	52	52
Total	100	100

Table 2 above shows that of the total number of respondents, 48% are male while 52% of the respondents are female.

Table 3– Age Distribution

Age	Respondents	Percentage {%}
8-11	32	32
12-15	53	53
16 and above	15	15
Total	100	100

As seen in Table 3, 32% of the respondents are between the age 8-11 years; 53% of them are within the age bracket of 12-15, while 15% are 16 and above.

SECTION B:

DATA ANALYSIS AND INTERPRETATION

The research questions were answered using the responses to the various items in the instrument. The gross mean is shown in the tables below:

GROSS MEAN

From the data collected the following analysis was carried out to obtain the gross mean.

Table 4.1

Options	score(x)	frequency(f)	Fx
SA	4	266	1064
A	3	315	945
D	2	150	300
SD	1	58	58
Total		789	2367

Gross Mean = $\frac{\Sigma(fx)}{\Sigma(f)} = \frac{2367}{789} = 3.00$

RESEARCH QUESTION ONE:

What is the state of school facilities in your school?

Table 1

S/N	ITEMS	MEAN SCORE	REMARK
➢	**The state of school facilities in your school?**		
1.	I don't have adequate school facilities in my school?	3.63	AGREED
2.	I don't have standard school laboratory	3.59	AGREED
3.	I do not have standard library	3.43	AGREED
4.	I do not have good spacious class rooms	3.21	AGREED
5	I do not have adequate desk	3.34	AGREED

Items 1, 2, 3, 4 and 5 provide answered to the research question. The analyses are presented in the table below: *Item 1:* I don't have adequate school facilities in your school?

Table 4.2a

Options	**score(x)**	**frequency(f)**	**Fx**
SA	4	82	328
A	3	8	24
D	2	1	2
SD	1	9	9
Total		100	363

Gross mean = $\frac{\Sigma(fx)}{\Sigma(f)}$ = 363/100=3.63

Item 2 I don't have standard school laboratory?

Table 4.2b

Options	**score(x)**	**frequency(f)**	**Fx**
SA	4	67	268
A	3	27	81
D	2	4	8
SD	1	2	2
Total		100	359

Mean = $\frac{\Sigma(fx)}{\Sigma(f)}$ = 359/100 = 3.59

Item 3: I do not have standard library?

Table 4.2c

Options	**score(x)**	**frequency(f)**	**Fx**
SA	4	56	224
A	3	34	102
D	2	7	14
SD	1	3	3
Total		100	343

Mean = $\frac{\Sigma(fx)}{\Sigma(f)}$ = 343/100 = 3.43

Item 4: I do not have good spacious class rooms?.

Table 4.2d

Options	**score(x)**	**frequency(f)**	**Fx**
SA	4	45	180
A	3	41	123
D	2	4	8
SD	1	10	10
Total		100	321

Mean = $\frac{\Sigma(fx)}{\Sigma(f)}$ = 321/100 = 3.21

Item 5: I do not have adequate desk?

. ***Table 4.2e***

Options	score(x)	frequency(f)	Fx
SA	4	55	220
A	3	34	102
D	2	1	2
SD	1	10	10
Total		100	334

Mean = $\frac{\Sigma(fx)}{\Sigma(f)}$ = 334/100= 3.34

With reference to item one of the instrument, a mean score of 3.63 was obtained. This is above the accepted mean score of 2.50. Item two of the instrument gave a mean score of 3.59 which is above the mean score of 2.50 showing a positive response. Item three above a mean score of 3.43 was obtained which is acceptable because it is above 2.50 indicating affirmative response. Item four above a mean score of 3.21 was obtained which is acceptable because it is above 2.50 indicating it is a positive response. Lastly item 5 of the instrument, a mean score of 3.34 was obtained which is above the mean value of decision 2.50. this indicates a positive response.

Research Question two: What are the factors encouraging school facilities depreciation?

Items 6, 7, 8, 9 and 10 elicit responses to provide answers to this question. The tables below show the scores obtained from the responses.

➢	**factors encouraging school facilities depreciation**	**MEAN SCORE**	**REMARK**
6.	Poor maintenance encourages depreciation of school facilities	2.57	AGREE
7.	Poor handling of school facilities encourages depreciation of school facilities	3.36	AGREE
8.	Exposure to rainfall encourages depreciation of school facilities	3.37	AGREE
9.	Overcrowding of students encourages depreciation of school facilities	3.49	AGREE
10	Lack of supervision encourages depreciation of school facilities	3.58	AGREE

tem 6: Poor maintenance encourages depreciation of school facilities.

Table 4.3a

Options	**score(x)**	**frequency(f)**	**Fx**
SA	4	29	116
A	3	20	60
D	2	30	60
SD	1	21	21
Total		100	257

Mean = $\frac{\Sigma(fx)}{\Sigma(f)}$ = 257/100 = 2.57

Item 7: Poor handling of school facilities encourages depreciation of school facilities

Table 4.3b

Options	**score(x)**	**frequency(f)**	**Fx**
SA	4	64	256
A	3	16	48
D	2	12	24
SD	1	8	8
Total		100	336

Mean = $\frac{\Sigma(fx)}{\Sigma(f)}$ = 336/100 = 3.36

Item 8: Exposure to rainfall encourages depreciation of school facilities

.***Table 4.3c***

Options	score(x)	frequency(f)	Fx
SA	4	71	284
A	3	5	15
D	2	14	28
SD	1	10	10
Total		100	337

Mean = $\frac{\Sigma(fx)}{\Sigma(f)}$ = 337/100 = 3.37

Item 9: Overcrowding of students encourages depreciation of school facilities.

Table 4.3d

Options	score(x)	frequency(f)	Fx
SA	4	63	252
A	3	23	69
D	2	14	28
SD	1	-	2
Total		100	349

Mean = $\frac{\Sigma(fx)}{\Sigma(f)}$ = 349/100 = 3.49

Item 10: Lack of supervision encourages depreciation of school facilities.

Options	**score(x)**	**frequency(f)**	**Fx**
SA	4	81	324
A	3	6	18
D	2	3	6
SD	1	10	10
Total		100	358

Mean= $\frac{\Sigma(fx)}{\Sigma(f)}$= 358/100 = 3.58

In item six above a mean score of 2.57 was ascertained. This is below the acceptable mean score of 2.50 indicating a negative response. Item seven indicated a mean score of 3.36 depicting a positive response. Also, a mean score of 3.37 was obtained in item eight. Item nine indicated a mean of 3.49 which is positive. More so, a mean response of 3.58 was obtained which was higher than our mean decision rule of 2.50. indicating a positive response.

➢	**Maintenance activities provided for school facilities**	MEAN SCORE	REMARK
11.	The maintaining culture of school facilities is poor	3.40	AGREE
12.	School facilities are not carefully handled	3.55	AGREE
13.	School facilities are also used as chairs for community function or occasion	3.69	AGREE
14.	School facilities are not regularly cleaned	3.0	AGREE
15	School facilities are not repaired but left to finally depreciate	3.18	AGREE

Research Question three: How adequate are maintenance activities provided for school facilities?

Items 11, 12, 13, 14 and 15 elicit responses to provide answers to this question. The tables below show the scores obtained from the responses.

Item 11: The maintaining culture of school facilities is poor.

Table 4.4a

Options	**score(x)**	**frequency(f)**	**Fx**
SA	4	68	272
A	3	15	45
D	2	6	12
SD	1	11	11
Total		100	340

Mean = $\frac{\Sigma(fx)}{\Sigma(f)}$ = 340/100 = 3.40

Item 12: School facilities are not carefully handled

. ***Table 4.4b***

Options	**score(x)**	**frequency(f)**	**Fx**
SA	4	76	304
A	3	4	12
D	2	19	38
SD	1	1	1
Total		100	355

Mean = $\frac{\Sigma(fx)}{\Sigma(f)}$ = 355/100 = 3.55

Item 13: School facilities are also used as chairs for community function or occasion

. ***Table 4.4c***

Options	**score(x)**	**frequency(f)**	**Fx**
SA	4	86	344
A	3	1	3
D	2	9	18
SD	1	4	4
Total		100	369

Mean = $\frac{\Sigma(fx)}{\Sigma(f)}$ = 369/100 = 3.69

Item 14: School facilities are not regularly cleaned.

Table 4.4d

Options	**score(x)**	**frequency(f)**	**Fx**
SA	4	40	160
A	3	30	90
D	2	20	40
SD	1	10	10
Total		100	300

Mean = $\frac{\Sigma(fx)}{\Sigma(f)}$ = 300/100= 3.0

Item 14: School facilities are not repaired but left to finally depreciate.

Table 4.4e

Options	score(x)	frequency(f)	Fx
SA	4	29	116
A	3	65	195
D	2	1	2
SD	1	5	5
Total		100	318

Mean = $\frac{\Sigma(fx)}{\Sigma(f)}$ = 318/100= 3.18

In item eleven above, a mean score of 3.40 was obtained. This mean score is above the acceptable mean score of 2.50 of the study signifying an affirmative response. Item twelve shows a mean score of 3.55, suggesting a positive response. Item thirteen a mean of 3.69, it is acceptable because it is above 2.50 and item fourteen had a mean of 3.0; it is acceptable. Also, item fifteen has a mean of 3.18 which indicates a positive response.

Research Question four: What are the roles of school administrators in the management of school facilities?

➢	***Roles of adminstrators***	SCORE MEAN	REMARK
16.	School administrators are to ensure adequate management of school facilities	3.45	AGREED
17.	School administrators are to ensure that school facilities are properly kept	2.62	AGREED
18.	School administrators are to repair spoilt parts of school facilities	1.77	AGREED
19.	School administrators are to supervise the proper care of school facilities	1.69	AGREED
20	School administrators are to ensure adequate provision and replacement of spoilt school facilities	3.45	AGREED

Items 16, 17, 18, 19 and 20 elicit responses to provide answers to this question.

The tables below show the scores obtained from the responses.

Item16: School administrators are to ensure adequate management of school facilities.

Table 4.5a

Options	**score(x)**	**frequency(f)**	**Fx**
SA	4	56	224
A	3	34	102
D	2	9	18
SD	1	1	1
Total		100	345

Mean = $\frac{\Sigma(fx)}{\Sigma(f)}$ = 345/100 = 3.45

Item 17: School administrators are to ensure that school facilities are properly kept.

Table 4.5b

Options	**score(x)**	**frequency(f)**	**Fx**
SA	4	30	120
A	3	20	60
D	2	35	70
SD	1	15	15
Total		100	262

Mean = $\frac{\Sigma(fx)}{\Sigma(f)}$ = 262/100 = 2.62

Item 18: School administrators are to repair spoilt parts of school facilities.

Table 4.5c

Options	**score(x)**	**frequency(f)**	**Fx**
SA	4	20	80
A	3	30	90
D	2	30	60
SD	1	20	20
Total		100	250

Mean = $\frac{\Sigma(fx)}{\Sigma(f)}$ =250/100 = 2.50

Item 19: School administrators are to supervise the proper care of school facilities.

Table 4.5d

Options	**score(x)**	**frequency(f)**	**Fx**
SA	4	23	92
A	3	52	156
D	2	6	12
SD	1	19	19
Total		100	279

Mean = $\frac{\Sigma(fx)}{\Sigma(f)}$ = 279/100 = 2.79

Item 20: School administrators are to ensure adequate provision and replacement of spoilt school facilities.

Table 4.4b

Options	**score(x)**	**frequency(f)**	**Fx**
SA	4	64	256
A	3	22	66
D	2	9	18
SD	1	5	5
Total		100	345

Mean = $\frac{\Sigma(fx)}{\Sigma(f)}$ = 345/100 = 3.45

It is evident that a mean score of 3.45 was obtained in item sixteen above which is more than the acceptable mean score of 2.50, indicating a positive response. While in item seventeen a mean score of 2.62 was obtained, indicating a positive response given that the mean was more than the mean decision score of 2.50. Again, in item eighteen a mean score of 2.50 was obtained. This is equal to the acceptable mean score of 2.50, revealing a positive response. However, a mean score of 2.79 was obtained in item nineteen of the tables above depicting a

negative response. Lastly a mean score of 3.45 was obtained in item twenty indicating a positive response.

Discussion of Findings

This research work identifies the impact of efficient school facilities in the teaching and learning of business studies in public secondary school in Egor Local Government Area The tables presented above are in line with the research questions in chapter one:

- What is the state of school facilities in public secondary schools in Egor Local Government Area ofEdo State?
- What are the factors encouraging school facilities depreciation in schools?
- How adequate are maintenance activities provided for school facilities?
- What are the roles of school administrators in the management of school facilities?

Results of the findings are carefully discussed as follows:

The respondents agree that the of state of the school facilities are very poor as the students stated that don't have standard school laboratory and also they don't have

standard library and spacious classrooms. This in line with Owuamanam (2005) observed that the inadequacy of infrastructural facilities and lack of maintenance of available facilities were major problems facing Nigerian educational system

Also, it was found that the respondents agree that poor maintenance, poor handling of school facilities and overcrowding are factors that encourage school facilities depreciation this is in line with Owoeye (2000) have long identified the importance of school facilities in teaching and learning while the inadequacy,.

Furthermore, it was found that the respondents agree that poor maintenance culture of school facilities is poor because the facilities are not carefully handled and when damaged are not repaired promptly but let to finally depreciate this is line with Isaach & Musibau (2010) asserted that poorly maintained buildings, untidy walls, leaking roofs, over grown compounds may suggest that education within the buildings follow the same pattern. Facilities tend to depreciate, wear and tear as soon as they are put into use. Hence, there is need for maintenance through repairs and servicing of the components and sustaining their working conditions and capacity.

Lastly, it was found that the respondents agree that school administrators are responsible to ensure to ensure adequate proper management of school facilities;

this is in line Abdulkareem (2011), who opined that maintenance and improving educational facilities in secondary schools is superintended by the principal to fulfil the set educational objectives.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The main purpose of this study is to assess the impact of efficient school facilities in the teaching and learning of business studies in public secondary school in Egor Local Government Area, four research questions was raised. The four point rating scale was used for data collection. The instrument was validated and administered to 100 students from some selected public junior schools in Egor Local Government Area of Edo State. Data from the questionnaire were presented in tables and were analysed in simple percentage.

The findings of the study revealed that:

- It was found that the respondents agree that the states of the school facilities are very poor.
- It was found that the respondents agree that poor maintenance, poor handling of school facilities and overcrowding are factors that encourage school facilities depreciation.

- It was found that the respondents agree that poor maintenance culture of school facilities is poor because the facilities are not carefully handled and when damaged are not repaired promptly.
- It was found that the respondents agree that school administrators are responsible to ensure to ensure adequate proper management of school facilities.

Conclusion

The findings of study show that assess the impact of efficient school facilities in the teaching and learning of business studies.

It was discovered that administrators and educational planners have confirmed that facilities in schools in Nigerian are inadequate and few available ones are being over utilized due to the astronomical increase in school enrolment. More so, it was discovered that adequate infrastructures are quite essential for conducive and productive learning attitude towards business education.

Recommendations

Based on the findings of this work, the following recommendations are made to ensure that students attitude towards history education becomes positive.

1. It is recommended that guidance, counselors and parents should not downgrade the study of history education.

2. The government and educationist are urged to Invest in education as it entails the provision of the necessary infrastructure and facilities that could lead the system to the desired goals and objectives

3. It is also recommended that teachers should to participate in facilities maintenance and evaluating the available facilities

Contribution to Knowledge

This research work has greatly contributed to knowledge, as it reviewed related literature to assess the impact of efficient school facilities in the teaching and learning of business studies in public secondary school in Egor Local Government Area**.** The findings during the course of the analysis are properly documented hence the study serves as a reference point for further researches and add to the body of literature review.

REFERENCES

Abraham, C.L. (2013). *Job satisfaction as a reflection of disposition: A multiple-source causal analysis.* Organizational Behaviour and human Decision Processes, 56, 388-421.

Adegboyega, O. I. (2012). Solid and faecal Waste Disposal . Urba Development planning framework, the Nigerian Experience. Thumb printing Int'l Company NIgeria

Ani, H. (2007). Motivation – Hygiene Profiles, p. 20.

Asiyai, E.A. (2012). *Nature and causes of job satisfaction*: In M.D. Dunnette (Ed.) Handbook of Industrial and Organisational Psychology. Chicago: Rand NcNally, pp. 1297-1349.

Castaldi, C. (2011). The dispositional causes of Job satisfaction: A Core Evaluations Approach, Research in Organizational Behaviour, 19, p. 151.

Chukuwuemeke, H.E. (2015). Influence of work environment on job satisfaction of business studies teachers in tertiary institutions in Edo State.

Eisenger, J., (2002). *The optimal office*. Assoc. Manage., 54(10): 56-62.

Ejikeme, A.O. (2008). Positive workplace environment and job performance of married Confidential Secretaries in government organizations in Osun State of Nigeria.

Emmanuel, M.A. (2012). The Influence of Workplace Environment on Workers' Welfare, Performance and Productivity. *An online Journal of the African educational Research Network* 12(1) 141 – 149.

Evans, G.W., & Johnson, D. (2012). Stress and open-office noise. *Journal of Applied Psychology*, 85(5), 779 – 783.

Global Development Indicator (2000): Journal on Economic Growth and Development.

Guern, C. L. (2019). When the Mermaids cry: the great plastic tide. *Journal of academic research* 8 (1), 54 – 76

Herzberg, F., (2012). Work and The nature of Man. Cleveland, World Publishing Company.

Hinum, T.T. (2017). Environmental; pollution in Nigeria: the need for awareness creation for sustainable development. *Journal of research in forestry, wildlife and Environment*, 4 (2), 2 – 4s

Kocheny, G.R. (2012). Development of the job diagnostic survey. *Journal of Applied Psychology*, 60: pp. 159 – 170.

Locke, E.A. (1976). The nature and causes of Job satisfaction in Dunnette, M.P. (Ed.) Hand book of Industrial and Organisational Psychology, Chicago: Rand McNally, pp. 1297 – 1350.

Lu, H. Barriball, K, L. Zhang, X & While, A.E. (2012). Job Satisfaction among hospital nurses revisited: *A Systematic Review, International Journal of Nursing Studies*, 49, pp. 10 – 17.

Maslow, A. (1956). The Psychology of Science. Harper and Row. New York: Meltz, N.M., 1989. *Methods, Journal of Applied Psychology*, 71, 219 – 231.

Maslow, A. (1995. *Motivation and Personality*, New York: Harper,

Mgbodile, G.R. (2010). Motivation through the design of work: Test of a theory. *Organizational Behaviour and Human Performance*, 16: pp. 250 – 279.

Nwagu T. (2010). *Health work: Stress, productivity and the reconstruction of working life*. New York: Basic Books.

Obi , K. (2011). Human resource management and environmental effects on communication. Retrieved April 10, 2010

fromhttp://www.bizcovering.com/business/human-resource-management-andenvironmental-effect-on-communicatino.

Obi, T.A. (2010). Job Attitudes. In W.C. Borman, D.R. Ligen, & R.J. Klimoski (Eds.) Handbook of Psychology: *Industrial and Organizational Psychology.*

Onwurah, M. (2004). Quantifying occupant comfort: Are combined indices of the indoor environment practiceable? *Building Research and Information*, 33(4), 317 – 325.

Oreyomi, M.K. (2005). Ecological sanitation of water and environmental conservation Technology Option: the case of Slum in Oyo State, Nigeria. *Journal for African Environmental Issues*, 3, 12 – 15

Ovwigbo, V. (2013). Environmental law in Nigeria: theory and practice, Benin City, Edo State: Ambik Press Pp 34 - 45

Owenvbiugie, R. (2007). *Job satisfaction among business studies teachers in junior secondary schools in Edo State.* Unpublished M.Ed project, Department of Vocational and Technical Education, University of Benin, Benin City.

Ozigi, E. (2013). Plants in the workplace: The effect of plant density on productivity, attitude and perceptions. *Environment and Behaviours*, 30(3), 261 – 281.

Ritchie, H. & Roser, M. (2019). Plastic Pollution. Our world in Data. *Journal of Agricultural research,* 1(2), 54 – 78

Taber, T.D. & Alliger, GM. (1995). 'A task-level assessment of job satisfaction" Journal of behaviour, 16, 2, p. 101

United Nations Development Programme (2001). Nigeria common country assessment. United System in Nigeria. Pp. 75 - 89

Veitch, J.A. & Gifford, R. (1996). Choice, perceived control and performance decrement in the physical environment. *Journal of Environmental Psychology*, 16, 269-276.

Veitch, J.A., Charles, K.E., Newsham, G.R., Marquardt, C.J.G., & Greerts, J. (2004). Workstation characteristics and environmental satisfaction in open-plan offices. COPE Field Findings (NRCC-47629) Ottawa, Canada: National Research Council.

Work Environment Survey (2008). Public Service Secretariat, Human Resource Policy and Planning Division, New Foundland, Labrador.

APPENDIX 1

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY

INFLUENCE OF SCHOOL FACILITIES IN THE TEACHING AND LEARNING OF VOCATIONAL AND TECHNICAL EDUCATION IN PUBLIC SECONDARY SCHOOLS IN EDO STATE USING EGOR LGA AS A CASE STUDY

Dear sir/ madam

I humbly request your assistance to complete the attached questionnaire in order to complete my research study.

I am a final year student of the department and institution named above. The questionnaire is strictly for academic purposes and it is designed to carryout out a study on the "**influence of school facilities in the teaching and learning of vocational and technical education in public secondary schools in Edo State using Egor LGA as a case study**." Please fill the questionnaire appropriately and give accurate information as required. Here is no right or wrong answer to the questions, what matters is your honest response. All information is required strict for the research purposes and will be treated with strict confidentiality.

Than you

SECTION A

1. Type of School: Public ( ) Private ( )
2. Class: SSS1 ( ) SSS2 ( ) SSS3 ( )
3. Gender: male ( ) female ( )
4. Age: 8- 11 ( ) 12-15 ( ) 16 years and above ( )

SECTION B

Please read the statement below carefully and tick ( ) in the appropriate column

S/N	STATEMENTS	SA	A	D	SD
What is the state of school facilities in your school?					
1.	I don't have adequate school facilities in your school?				
2.	I don't have standard school laboratory				
3.	I do not have standard library				
4.	I do not have good spacious class rooms				
5.	I do not have adequate desk				
What are the factors encouraging school facilities depreciation?					
6.	Poor maintenance encourages depreciation of school facilities				
7.	Poor handling of school facilities encourages depreciation of school facilities				
8.	Exposure to rainfall encourages depreciation of school facilities				
9.	Overcrowding of students encourages depreciation of school facilities				

10.	Lack of supervision encourages depreciation of school facilities				
How adequate are maintenance activities provided for school facilities?					
11.	The maintaining culture of school facilities is poor				
12	School facilities are not carefully handled				
13	School facilities are also used as chairs for community function or occasion				
14.	School facilities are not regularly cleaned				
15.	School facilities are not repaired but left to finally depreciate				
What are the roles of school administrators in the management of school facilities?					
16.	School administrators are to ensure adequate management of school facilities				
17.	School administrators are to ensure that school facilities are properly kept				
18	School administrators are to repair spoilt parts of school facilities				
19.	School administrators are to supervise the proper care of school facilities				
20.	School administrators are to ensure adequate provision and replacement of spoilt school facilities				