



ASSESSMENT OF PROVISION AND MANAGEMENT OF FUNDS FOR INSTRUCTIONAL FACILITIES IN SECONDARY SCHOOLS IN THE SOUTH-WEST ZONE, NIGERIA.

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Abstract

This study examined the “Provision and Management of Funds for Instructional Facilities in Secondary Schools in South-West Zone, Nigeria”. The objective formulated among which is: to assess the provision and management of funds for instructional facilities in secondary schools in the South-West Zone, Nigeria. One hypothesis was formulated and tested. A descriptive survey design was adopted for the investigation and collection of data. The total population for the study was 50,991 with 2677 Principals, 30,650 Teachers, 16,250 PTAs and 1,154 Ministry of Education Officials (supervisors) from the six states in the South-West Zone, Nigeria. Through the proportionate stratified random sampling techniques, the total sample size for this study was drawn. This was made up of 24 principals, 226 teachers, 116 PTAs and 12 Ministry of Education Officials. This makes a total of 378 as recommended by the Research Advisor (2006). The instrument used for this research was a self-constructed Questionnaire titled ‘Provision and Management of Funds for Instructional Facilities in Secondary Schools’ (SPPMFFSS). The pilot test of the study yielded, reliability coefficient of 0.79. The statistical tool used was Analysis of Variance (ANOVA) at a 0.05 significance level. The findings revealed that: provision and management of funds for instructional facilities such as classrooms, textbooks/ teaching aids in most of the secondary schools were not sufficient. The study concluded that the Principals, Teachers, PTAs and Ministry of Education Officials perceived that funds provided for instructional facilities are inadequate and if well managed, they would improve students’ academic performance in most secondary schools in the South-West Zone. It was recommended, among others, that without adequate funds being provided for schools, there would be problems of inadequate instructional facilities. Also, individuals, philanthropists, NGOs, donor bodies, industries and organisations should form a synergy to ensure that enough finance is provided for schools.

Keywords: Provision, Management, Fund, Instructional Facilities.

Introduction

Funding is considered all over the world as the lifeblood that propels the educational sector towards achieving its objectives. Among the resources needed for effective achievement of educational goals is adequate funding, which has been identified as an indispensable instrument. Instructional facilities are the facilities which assist teachers in making their lessons explicit to students. That is, it is used to transmit information, knowledge, ideas and notes to students. They include both visuals and audiovisuals such as pictures, flash cards, posters, charts, tape, recorder, radio, television, and computers. Instructional facilities influence students’ academic performance. It is only the teacher who will guarantee effective and adequate usage of instructional material and thereby facilitate success. Any teacher who takes advantage of these resources and learns to use them correctly will find that they make almost an incalculable contribution to instruction. Every year, when the results of public examinations are released, there has always been mass failure in the most important subjects.

The availability of adequate instructional facilities, equipment supplies, as well as their utilisation, is an important ingredient in public secondary schools in Nigeria. School instructional facilities have been seen as an important factor in qualitative education. The significance of this teaching and learning cannot be overstressed. According to Akande (2012), learning can occur through one’s collaboration with one’s environment. Environment here implies facilities that are open to empower students’ learning outcomes. It consolidates: books, audio-visual, wide media programming, software and hardware of educational technology; size of study rooms, sitting position and game plan, availability of tables, seats, lockers,

chalkboard, and shelves on which instruments of practical are set up (Akorede et al., 2017; Farrant, 2015; Farombi, 2016).

The above instructional facilities assume crucial work in the actualisation of educational goals and objectives, by satisfying the physical and demonstrate needs of students and teachers of the school. Their accessibility, amleness and pertinence impact effective and high efficiency. It has been understood that instructional facilities are essential in the improvement of training in Nigeria. According to Akande (2012), instructional facilities comprised a key factor in hierarchical working. This is so in the light of the way they function to a great degree in the smooth running of any social organisation or structure, including education. Their availability, adequacy and relevance enhance effectiveness and high productivity.

There are many problems emanating within the secondary education, such as inadequate instructional facilities, poor academic performance. According to Akorede and Olaleye (2019) and Okoko (2020), moral decadence and other forms of deviant behaviours are of regular occurrence in the institutions. As the problems occur, they constitute impediments to the achievement of the educational objectives of the school.

The study reviewed a number of related empirical studies to guide the work. Onuma (2016) carried out a study on the assessment of Financial Allocation to Facilities in Secondary Education in Nigeria. The study examined financial allocation to education and students' performances in Nigeria. To assess students' performance according to the financial allocation allocated to secondary education and students. Two of the research questions raised are: what is the financial resource allocation from 1988 to 2007 to schools in Nigeria? What are the significant influences of financial allocation to secondary schools on students' performance? Two of the hypotheses raised are: there is no significant difference in the mean score between financial resources and students' performance. There is no significant relationship in the mean score between human resources and students' performance. The study adopted a correlation research design and was conducted in the South-East geo-political zone of Nigeria. The population of the study comprised all public secondary schools, totalling 13,846 schools in Nigeria. A sample of 1000 public secondary schools in the South-East and South-South geo-political zones was used for the study. The proportionate stratified random sampling technique was used to select 1000 secondary schools as the sample. The instrument used for the study was a developed checklist tagged "Federal Government Allocation to Secondary Education (FGRAE) 1988-2007". The data collected were analysed using descriptive statistics of percentage and inferential statistics of the Pearson product-moment correlation coefficient(r) for the study.

The findings indicated that the total budget allocated to educational facilities was too small and it was fluctuated. It also indicated that lack of adequate finance to instructional facilities was the main cause of students' failure in WAEC and NECO examinations, with a p-value of .079, which shows that no significant difference in the opinions of the respondents. It also indicated that a lack of basic school facilities and care for teachers was the cause of students' poor academic performance. Two of the recommendations were that there should be periodic audit reports exposing any government official or school principal found guilty of diverting education funds for non-educational uses. Education at all levels should be given topmost priority if the overall philosophy and goals of the nation are to be achieved, hence the need for adequate funding. The study is similar to the current research work in terms of the variables used, the instrument adapted, statistical tool as well as the findings on funds allocations to public secondary schools in South-East and South- South geo-political zone, the difference is that the current research is on assessment of provision and management of funds for facilities in secondary schools in South-West zone, Nigeria.

Peter (2014) carried out a study on the Provision and Management of School Plant and Health Facilities in Secondary Schools in Kaduna Metropolis. The objectives of the study were to find out the provision of physical facilities in secondary schools in Kaduna Metropolis. To investigate the maintenance of infrastructural facilities in secondary schools. Ten research questions were raised, and ten null hypotheses were formulated. The descriptive survey design was employed. Ten schools were randomly selected, while the respondents included 200 Teachers, 10 Principals and 20 staff of the Kaduna North Zonal Office of the Ministry of Education. Their responses were gathered using the questionnaire for the perception of stakeholders on the provision and maintenance of school plants (QPSPMSP). The instrument was validated by

the research supervisors and experts. 0.69 was realised after the pilot study was conducted. The hypothesis used was analysis of variance (ANOVA).

The results showed that school plants were inadequately provided, and where they were provided or where they are available, they were not maintained, with a p-value of 0.001. Some of the recommendations are that school administrators and the government urgently upgrade school plants to meet with modern demands of secondary education. Digital facilities should be provided in schools, and regular inspection and good maintenance are recommended for the existing school plant.

Hypotheses

H_0 : There is no significant difference in the opinions of principals, teachers, Ministry of Education officials and Parent-Teachers Associations (PTAs) on the provision and management of funds for instructional facilities in secondary schools in the South-West zone of Nigeria.

Methodology

The population of this study consists of fifty thousand, nine hundred and ninety-one (50,991). This includes two thousand six hundred and seventy-seven (2,677) principals, one thousand four hundred and fourteen (1,414) Ministry of Education Officials, sixteen thousand two hundred and fifty (16,250) Parents-Teachers Association and thirty thousand six hundred and fifty (30,650) Teachers in the South-West zone, Nigeria. The states include: Ekiti, Lagos, Ogun, Ondo, Osun and Oyo States. A total of twenty-four (24) public secondary schools were selected from the four states in the South-West zone for the study. In each selected school, copies of the questionnaire were distributed to the Principals, Teachers, Ministry of Education officials and PTAs. In all, twenty-four (24) principals, two hundred and twenty-six (226) teachers, twenty (12) Ministry of Education officials and one hundred and sixteen (116) PTAs were involved in the study, given copies of the questionnaire to fill. The total sample for this study was three hundred and seventy-eight (378) respondents.

The Likert Scale was used in constructing the questionnaire for this study, adopted from Yusuf (2013). The Likert scale rates the degree of agreement or disagreement on a 1-5 point response scale. The questions were informed by a statement which enabled the respondents to only select his/ her position regarding issues raised. The items in the questionnaire were structured as follows, as adopted from Yusuf (2013).

The data collected were analysed using relevant descriptive and inferential statistics. Descriptive statistics such as frequency and percentage were used to analyse demographic data of the respondents as well as research questions. Also, inferential statistics such as Analysis of Variance (ANOVA) statistical technique were used to test all hypotheses formulated at a 0.05 level of significance, and this was to determine the differences in the opinions of respondents on the influence of supervision on the management of resources. The Statistical Package for Social Sciences (SPSS) version 20 was used to facilitate the data analysis. Other statistical measurements used to present the data included Scheffe's post hoc test, frequency distribution, computation and percentages.

Presentation of Results

The hypotheses were tested by the use of Scheffe's One-Way Analysis of Variance (ANOVA) at a 0.05 level of significance. Post-hoc test was employed to ascertain the extent of the significant differences in the opinions of principals, teachers, PTAs and Officials of the Ministry of Education (MOE) in relation to issues raised in the questionnaire.

Hypothesis 1: There is no significant difference in the Opinions of Principals, Teachers, Officials of Ministries of Education and PTAs on the Provision and Management of Funds for Instructional Facilities in Secondary Schools in the South-West Zone, Nigeria.

By this, the hypotheses were rejected when the probability value was less than the level of significance, but when the probability value was higher than the level of significance, the hypothesis was retained. However, where the hypothesis was rejected, Scheffe's test was employed to determine the items responsible for the differences in the respondents' opinions. Table 1 shows the mean score of the opinion of principals, teachers,

officials of ministries of education and PTAs on the provision and management of funds for instructional facilities in secondary schools in the South-West Zone, Nigeria. It shows no significant difference.

Table 1: Summary of Analysis of Variance (ANOVA) in the Opinions of Principals, Teachers, Officials of Ministries of Education and PTAs on Provision and Management of funds for Instructional Facilities in Secondary Schools in South-West Zone, Nigeria

Source of Variation	Sum of Squares	Df	Mean of Square	F-cal	F-critical	P-value	Decision
Between Groups	93.321	2	46.660		3.122	2.06	0.00
Within Groups	354.298	375	0.945				H ₀₁ Rejected
Total	447.619	377					Ho is rejected if the p-value < 0.05

Source: Fieldwork, 2020

Table 1 shows, the P-value is less than the level of significance, the hypothesis is rejected, but if otherwise, it is retained. The calculated F-value (3.122) is greater than the critical value (2.06), while the P-value (0.00) was less than the significant level of 0.05 which indicates that there was a significant difference in the opinions of principals, teachers, officials of ministries of education and PTAs on the provision and management of funds instructional facilities in secondary schools in South-West Zone, Nigeria. The P-value (0.00) was less than the significant level of 0.05, which indicates that the Null hypothesis (**H₀₁**) is hereby rejected. The above result corresponds with the results of the research question one, in which the majority of the respondents disagreed with the item stated in the research question.

Table 2: Summary of Scheffe's multiple comparison test on the Principals, Teachers, Officials of Ministries of Education and PTAs on Provision and Management of funds for Instructional Facilities in Secondary Schools in South-West Zone, Nigeria

Respondents	N	Mean
Principal	24	33.572
Teachers	226	23.721
Officials of MOE	12	33.980
PTA Officials	116	24.612

As indicated in Table 2, the mean score of principals, 33.572, was found to be closer to that of MOE 33.980, implying that the difference between the two respondents was not significant. However, the mean score of teachers, 23.721, was found to be closer to that of PTA officials, 24.612, but lower than that of principals and MOE officials. This implies that the teachers and PTA officials differ significantly in their opinions on the provision and management of funds for instructional facilities in secondary schools in the South-West Zone, Nigeria.

Table 2 shows the summary of the hypotheses tested. Out of the eight hypotheses tested, five were retained, and three were rejected. The three rejected hypotheses were subjected to Scheffe's post-hoc test to ascertain the extent of significant differences in the opinions of the respondents.

Observation from the mean scores of the respondents; Principals, Teachers, Ministry of Education officials and Parent-Teachers Association (PTAs) on provision and management of funds for facilities in secondary schools in South-West Zone of Nigeria showed that there was significant relationship between the respondents on provision and management of funds for facilities in secondary schools in South-West Zone of Nigeria which were not significant enough to counter the no significant difference. These are:

The test of the hypothesis showed that there was a significant difference in the opinion of the respondents on the provision and management of funds for instructional facilities in secondary schools in the South-West Zone of Nigeria. The hypothesis is hereby rejected.

1. Funds provided for instructional facilities such as classrooms, textbooks/ teaching aids, computer/internet/ ICT, library, as well as workshops, could not enable technical students to carry out their practical works in most of the secondary schools in the South-West Zone, Nigeria. This shows the disagreement among the respondents as evident in the P-value (P-value = 0.00).

2. The available funds provided for instructional facilities in most of the secondary schools in the South-West Zone, Nigeria, were properly managed, as evident in the level of agreement among the respondents in the P-value (P-value = 0.071).

Discussion of the Findings

In response to item 1 in the research question one, which sought to know if instructional facilities were provided and managed in secondary schools in the South-West Zone, Nigeria. Going by the majority of the respondents' opinions on item 1, where no respondent had less than 55% in respect of disagreement, it is evident that there was a negative perception from the respondents towards the provision and management of funds for instructional facilities in secondary schools in the South-West Zone, Nigeria. It was believed that funds allocated for furniture (chairs/tables), computer/internet/ ICT facilities, workshop to enable technical students carry out their practical works and library facilities in the secondary schools in the South-West Zone, Nigeria were not sufficient. This was supported by Oboegbulem (2006) that instructional materials enhance the quality of instruction and provide sensory experience of seeing, touching, hearing and smelling, which was a necessary ingredient for understanding learning. Where instructional materials are not properly maintained, funded, and managed, teaching and learning would be disrupted. Students will only understand when appropriate funds are allocated to school facilities. Instructional materials like: television, films, pictures, maps, charts and pictorials make learning and understanding more effective, save time and power when the government allocate enough money to schools.

Conclusions

Based on the findings of the study, the general overview of the perceived opinions of the principals, teachers, PTAs and ministry of education officials on provision and management of funds for facilities in secondary schools in the South-West Zone of Nigeria was that;

The fund provided for instructional facilities was not sufficient to meet or improve students' academic performance in most secondary schools in the South-West Zone of Nigeria.

Recommendations

Based on the findings of this study, the following recommendations were made.

1. The government should provide adequate funds for the procurement of instructional facilities to enhance the effective and efficient teaching and learning process in secondary schools.
2. The government should provide adequate funds for the purchase of instructional facilities and for the maintenance of the facilities; it should not be left in the hands of the school's head and staff alone to maintain them. Even this could be extended to the community in general, organisations and individual philanthropists in the society since everybody benefits directly or indirectly from the school's infrastructural facilities.
3. Frequent assessment of fund management practices in secondary schools should be a priority.
4. The school's managers should maintain and manage the laboratories and the limited resources that are available to them.

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