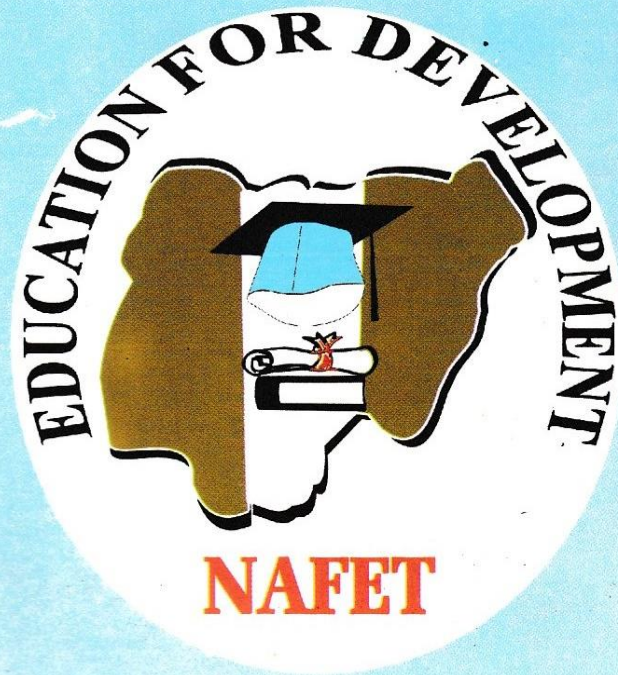


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## **ATTITUDE OF SECONDARY SCHOOL ADMINISTRATORS TOWARDS THE MANAGEMENT OF SCHOOL PLANT: IMPLICATIONS FOR SUSTAINABLE DEVELOPMENT AND BUSINESS STUDIES**

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### **Abstract**

*This study examined the attitude of secondary school administrators towards the management of school plant and its implications for sustainable development and business studies. Three research hypotheses were formulated for the study. Stratified sampling technique was used to select 200 subjects for the study. The instrument called "Administrators' Attitude Questionnaire" (ADAQ) was used for data collection. T-test statistics was used for data analysis. The major findings showed that the number of school administrators who have negative attitude are more than the number with positive attitude towards the management of school plant. Recommendations were made that there should be a system for monitoring the extend to which materials and equipment are being maintained. The technologist should be employed to handle some of the equipment in the laboratories and workshops, and that administrators should be enlightened on the relevance of business studies in the 21<sup>st</sup> century's economy.*

### **Introduction**

In Nigeria, there is emphasis on a meaningful and improved standard of education. This must come through teaching with the availability and use of the needed facilities. Teaching cannot improve educational standard in a vacuum but it does this by exploiting the right equipment and facilities that are available and utilized. Educational administration is essentially a service, activity, or tool through which the fundamental objectives of educational processes be fully and efficiently realized. It is

attainment of goals of teaching on the part of the students and society. It has to do with the interactions of people within a social system.

Attitude towards a thing can be favourable, unfavourable or neutral as a result of number factors such as previous knowledge, misinformation or misconception about a thing (Itu, 1992). Attitude plays important role in human's life; it provides a simplified practical guide for certain behaviour. Blunt and Jones (1992) stated that the principals as leaders must project a visible role model that embodies and conveys desirable actions, attitudes, values and goals for the attainment of the school objectives.

Administration of schools is the duty of the Ministry of Education, Teaching Service Commission, State and Local Education Management Board but the school administrator is assigned to man a particular school. Nwangwu (1998) stated that educational administrators irrespective of the level at which they operate, are concerned with four (4) major issues and functions and this includes procurement, training, maintenance development, evaluation and remuneration of personnel. School facilities are mostly required in Business studies unit where the acquisition of skill is required. It is the responsibility of the school administrator who is the chief executive to manage and properly utilize the school funds within his power to provide his school with material resources within his educational systems in order to achieve the set educational objectives.

School administrator refers to a leader who co-ordinates both human and material resources for effective teaching and learning in educational setting. Akpan (2003) stated that



the school administrator is the immediate manager of the staff and students. A school administrator is therefore, a professional who is in charge of the administration of a school. In the secondary school level the administrator is called the "principal".

The role of the school administrator is to replace the minor facilities which are within the range of the funds in his possession. School plant relates to school curriculum, therefore, to ensure the optimum teaching and learning the school administrator must provide adequate facilities and equipment. In the Business studies class, students cannot be taught keyboarding in this modern era without functional electronic typewriters or computers and other facilities such as sufficient and suitable chairs, tables and enough classroom space. Owens (1982) in Usoro (1996) stated that career paths may change dramatically as a result of office technology, and that over two third of the office jobs are information processing jobs that require basic keyboarding and technological skills. The school curriculum is the basis for the planning of the school plant. In order to provide or maintain these facilities the administrator must have effective management potential. If the attitude of the administrator towards the management and maintenance of school facilities is contrary to the attainment of educational goals, no matter the substantial budget and infrastructures the school may not function effectively.

Provisions of adequate facilities are extremely necessary in providing teaching effectiveness on the business studies teachers. It is one of the administrative strategies that school administrators could use to improve teachers productivity and students' skills acquisition for sustainable development. To make sure that teachers discharge their responsibilities with ease through the provision of adequate facilities in the school. Akpan (2003) stated that the principal should provide teachers under him with furniture, equipment, books, and expendable materials to work with. The money given by the government should be judiciously disbursed for the procurement of these materials. Most equipment for technical workshops, laboratories and business studios are provided by Alumni association. A large proportion of the finances of any educational institution are spent on the acquisition and maintenance of facilities.

School plant is essential in the development of any institution just as blood is in the body. It plays tremendous role for the success of a good administration. School plant as stated by Mbipom (2000) refers to environment, facilities, equipment and building used in the process of teaching and learning in schools, while Ogbodo (1998:44) regarded school plant; educational facilities as the 'things of education'. It includes school buildings (classrooms, assembly halls, laboratories and workshops, libraries etc) teaching materials and devices.

School plant is the physical condition and general appearance of the entire school buildings, equipment and surroundings which facilitate the teaching-learning process while at the same time protecting the physical well-being of the students, teachers and other involved in the system. School plant of an institution are those materials, structures, machines, and goods that make it possible for both staff and students of the school to carry out the activities relevant to the attainment of educational goals, which is to make school leavers employable in either technical or business courses in school programme. The school administrator therefore, is the direct person authorized by government to operate and maintain the school facilities and equipment in the school in which he is the administrator.

Oyededeji (1991) and Egwelu (1992) believed that school facilities apart from leading students to practical learning are equally essential for actual occupation jobs for self-reliance. This is one of the goals of secondary education in FGN (2004) to inspire in students a desire for self improvement and achievement of excellence. For this objective to be achieved the school administrator must be prudent in the management of funds. The proper management would help him to be able to procure and maintain at the same time the needed facilities and equipment for effective teaching and learning of business studies in his school. The needed facilities should be the replica of what would be obtained in the labour market.

The administrators' differences in the management of school plants are in the ability of the administrator to differentiate between things which are important to the learning of business studies and it's relevant to the present economy. Udoh (1998) stated that the attitude



of the school administrators towards business studies whether in urban or rural area would determine the maintenance of school facilities for use in school. Lemasters (1997) discovered that the differences in management of school plant and administrative behaviour between administrator in urban and rural are alike, if they have the same philosophy towards business studies. The administrators at urban and rural schools have to provide adequate facilities to the learning of Business studies.

Akpan (2001) stated that since money is very important in the implementation of any educational programme the administrator should ensure that the funds available are effectively used, that the prudent use of money is a key administrative function. Funds have been raised and managed judiciously so that the necessary tools, equipment and materials can be purchased for the daily expenses of the school. If the school equipments are properly maintain by the schools administrators it would elevate the standard of Business studies for sustainable development in the state.

**Statement of the Problem**

The management of school plant is an issue of concern by both teachers and students. Most school environment is dotted with dilapidated buildings, obsolete and defective laboratories. There is therefore, the need to find out whether administrators' attitudes influence the management of school plant and its consequences in Business Studies subjects in the secondary schools.

**Purpose of the Study**

The purpose of this study was to identify the influence on the attitude of school administrator on the management of school plant. The study also had the purpose of identifying the impact of provision of adequate school facilities and

convenient teaching and learning environment.

**Hypotheses**

In order to provide a guide in the study, three null hypotheses were formulated as follows:

**Ho<sub>1</sub>**, Attitude of Secondary School Administrators does not significantly influence the management of school plant and the learning of Business Studies.

**Ho<sub>2</sub>**, Attitude of Secondary School Administrators does not significantly influence the provision of adequate facilities on the learning of Business Studies.

**Ho<sub>3</sub>**, Attitude of Secondary School Administrators in urban or rural area does not significantly influence the management of school plant on the learning of Business Studies.

**Methodology**

The population of the study consisted of all public secondary schools Administrators in Akwa Ibom State. The population consisted of 236 administrators. Stratified sampling technique was used to select 200 subjects for the study. The instrument called "Administrators' Attitude Questionnaire (ADAQ) was designed by the researchers and used for the study. The instrument consisted of fifteen (15) statement items. The responses were divided into a four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). The researchers personally administered the instrument to the sampled respondents in their respective schools. Experts in the Faculty of Education, University of Uyo ascertained the validity of the instrument.

**Results and Discussion of Findings**

**Table 1: t-test analysis of the influence of the attitude of Administrator on the Management of school plant on the learning of business studies**

Variables	N	$\bar{X}$	SD	t-value
Positive attitude	40	60	4.14	
Negative attitude	160	20	3.25	2.26*

\*Significant at 0.05 level ( $P < .05$ )  $t=1.72$ ;  $df = 198$ .

The result of the influence of the attitude of the school administrator on the management of school plant on the learning of Business

Studies shows on table 1 and t-value of 2.6. This value is higher than the critical value of 1.72 at 0.05 level of significance. That means,



there is a significant influence of the school administrator and the management of school plant on the learning Business Studies.

**Table 2: t-test analysis of the influence of the attitude of school Administrator and the provision of adequate facilities on the learning of business studies**

Variables	N	$\bar{X}$	SD	t-value
Positive attitude	80	75	5.24	
Negative attitude	120	30	4.61	4.15*

\*Significant at 0.05 level ( $P < .05$ )  $t=1.72$ ;  $df = 198$ .

The result of the influence of the attitude of the administrator in the provision of adequate facilities on the learning of business studies shows in table 2 a t-value of 4.15. The value is higher than the critical value of 1.72 at 0.05

level of significance. That is, there is a significant influence of the attitude of the school administrator in the provision of school facilities on the learning of Business Studies. The null hypothesis is therefore upheld.

**Table 3: t-test of the mean difference between administrator from urban and rural schools and their attitudes towards the management of school plant on the learning of business studies**

Variables	N	$\bar{X}$	SD	t-value
Urban area	100	21.68	2.36	
Rural area	100	21.41	2.08	0.35*

\*Significant at 0.05 level ( $P < .05$ )  $t=1.72$ ;  $df = 198$ .

The result of the mean difference between administrators from urban and rural areas in their attitudes towards the management of school-plant as shown in table 3 gave a t-value of 0.35. This value is less than the critical value of 1.72 at 0.05 level of significance. That is there is no significant difference between administrators from urban and rural areas in their attitudes towards the management of school plant.

importance of producing adequate facilities for learning of business studies. Table 3 indicated that there was no significant difference in their attitudes towards the management of school plant. According to Lemaster (1997), the differences are alike in management of school plant between urban and rural administrators since they have the same philosophy towards business studies.

The findings showed that the number of school administrators who have negative attitude is more than the number with positive attitude towards the management of school plant. That is, the majority of the school administrators have negative attitude towards the maintenance, and provision of adequate facilities for learning of business studies in Akwa Ibom State. The result in tables 1-2 showed that there was a significant influence of the attitude of the school administrator in management and provision of facilities for learning of business studies. The result corroborates Olaitan (1996) observations that government, the parents and the students themselves are not conscious of the

According to Osuala (2004), there is a limited resource available for programme expansion or redirection to enable the programme to make the greatest contribution to the economy and training needs of business and industry. He added that, there is difficulty of the educational system to accept vocational education as an integral aspect of the total education system for Nigeria.

**Conclusion**

Based on the findings of the study, it is therefore concluded that school administrators lack positive attitude towards maintenance and provision of adequate facilities for learning of business studies in Akwa Ibom State. The government has emphasized the relevance of vocational education (Business Studies) in the



National Policy on Education, but the few parents who know the relevance of Business Studies in sustainable development of the present economy do not cultivate positive attitudes in their children.

### **Implications for Business Studies**

When there is no equipment and adequate facilities for the learning of Business Studies in the secondary schools, the programme will be distorted at the foundation stage and it cannot meet the middle manpower needs of the Akwa Ibom State and of course, the nation Nigeria. The schools administrators should provide the necessary tools, machines, computers and other technological equipment to enhance the teaching of this programme and producing the needed occupational skills on graduation. Such lack of facilities also results to a situation whereby the students would not be motivated to learn and the teachers in effect cannot impart the needed skills to the students of Business studies.

### **Recommendations**

To justify new changes in education and the huge sums of money being spent on the purchase of equipment for schools, there should be a system for monitoring the extent to which these materials and equipment are being maintained. Seminars and workshops should be organized for the school administrators on maintenance culture to be able to maintain school facilities. The Secondary Education Board should set a monitoring committee to inspect school plant from time to time. Technologists should be employed to handle some of the tools and equipment in the laboratories and workshops. They should work hand in hand with the teachers especially at the area that require expert knowledge. Finally, administrators should be enlightened on the relevance of Business studies in sustainable development of the present economy.

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