



# **Factors Affecting Availability of Instructional Facilities in Public Senior Secondary Schools in Port Harcourt, Rivers State**

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## **ABSTRACT**

This study focused on the analysis of availability and utilization of instructional facilities in Public secondary schools in Port Harcourt Metropolis. The study adopted the descriptive survey design with a total of thirty five (35) senior secondary schools which comprises of 35 administrators (principals) and one thousand nine hundred and fifty four (1,954) teachers, which six hundred and two (602) are male and one thousand, three hundred and fifty two (1,352) are female. A sample size of twenty (20) schools and 420 respondents were drawn from the population using simple random sampling technique. The instrument used to collect data for the study was a self constructed questionnaire tagged “Availability and Utilization of Instructional Facilities Questionnaire”. The instrument was administered to both administrators and teachers after validation was done by the Supervisor and two experts in the Department of Educational Management, Rivers State University, Port Harcourt; while the reliability was determined using Cronbach Alpha method that yield the reliability index of 0.62 and 0.60 for each participant respectively. Data were analyzed using Mean and Standard Deviation to answer the research questions while independent sample t-test was used to test the null hypotheses. The findings revealed that there is no significant difference between the administrators and the teachers among the variables in the study; availability of instructional facilities  $t\text{-cal} = -2.036$ , at  $0.055 > 0.05$ , utilization of instructional facilities  $t\text{-cal} = -.542$  at  $0.594 > 0.05$ , factors affecting the availability of instructional facilities  $t\text{-cal} = -1.340$  at  $0.690 > 0.05$  and factors affecting utilization of instructional facilities  $t\text{-cal} = .622$  at  $0.541 > 0.05$ . Amongst others, it was recommended that the government should endeavour to provide instructional facilities in these schools to improve teaching learning process, due to the significance of these instructional facilities in the educational system; the government should organize seminars/workshops so that the teachers will be computer compliant as to effectively adapt to innovative teaching methods using digital instructional facilities and school administrators should endeavour to assist in pressuring the government in the provision of instructional facilities, due to its significance in the teaching and learning process.

**Keywords:** Availability, Instructional Facilities, Administrators and Teachers.

## **INTRODUCTION**

The availability of adequate Instructional facilities, equipment and supplies as well as their utilization are important ingredients in Public Secondary Schools in Nigeria. School instructional facilities have been seen as an intense factor to qualitative education. The significance to teaching and learning and the provision of adequate infrastructural and instructional facilities for educating cannot be over-emphasized. The proclamation that "educating is indistinguishable from taking in however taking in is distinguishable

from educating" is that instructors do the educating to influence the students to adapt, yet students can learn without the educators.

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 outcome. It consolidates books, audio-visual, wide media, programming, software and hardware of educational technology; also, size of study rooms, sitting position and game-plan, availability of tables, seats, composing slates, shelves on which instruments for practical are set up (Farrant, 2015; Farombi, 2016).

The above instructional facilities assume crucial work in the actualization of educational goals and objectives by satisfying the physical and demonstrative needs of students and teachers of the school. Their accessibility, ampleness and pertinence impact effectiveness and high efficiency. It has dependably been understood that instructional facilities are essential in the improvement of training in Nigeria. According to Oni (2014), Instructional facilities comprise a key factor in hierarchical working. This is so in light of the way that they function to an extensive degree the smooth running of any social organization or structure including education. He further communicated that their availability, adequacy and relevance enhance effectiveness and high productivity.

In his words, Farombi (2014) opined that the wealth of a nation or society could define the idea of quality education in that society; emphasizing that a nation that is wealthy will set up extraordinary schools with quality educators, learning structures that with such, students may adapt easily as such acknowledging incredible academic achievement. Making at work out of workplaces in teaching, Balogun (2013) exhibited that no incredible science preparing framework can exist without equipment for instructing. This is in light of the fact that facilities engage the students to make basic reasoning capacities and logical demeanor.

In their dedication, Ajayi and Yusuf (2014) rehashed that when facilities are provided to address relative issues of a school system, students will not simply approach the reference materials referenced by the educator, but particular students will moreover learn at their own paces. The total outcome of this is increased academic performance of the whole students.

Furthermore, availability refers to services/resources that can be obtained in the discharge of certain functions. Longman (2003) asserts that availability refers to resources ready to be used, able to be used or that can easily be found and used. Onyejiemezie (2002) noted that availability is a state of making provision for a satisfactory standard requirement in terms of teaching resource to enhance effective instructional activity in a particular subject.

Likewise Hornby in Adeyemi and Adu (2010) explained utilization as to make use of available services at the individual's disposal. These resources include the facilities, equipment and experienced personnel. Adeyemi and Adu (2010) opined that the way toward overseeing and sorting out assets is asset utilization. They included that in a school, the available assets ought to be used so that it empowers the students to acquire desirable learning competencies. Utilization of assets in teaching achieves productive learning since it stimulates student's senses and motivates them.

Asiabaka (2008) maintains that, an aspect of school management that is generally over looked is the availability and proper utility of instructional facilities. She argues that, when facilities are provided to public secondary schools and taken over by the right experts, for all intents and purposes, no consideration is paid to the upkeep of such facilities. A few school instructional facilities that are more than multi years old have never experienced substitution despite the adjustments in the educational system. It is appropriate to take note that, use of instructional facilities is an issue that worries all dimensions of educational system. A portion of these facilities according to Etuk (2007) are structurally out of date and thus cannot add to useful training and keeping up the new instructional facilities and modernizing the old ones require impressive mastery and duty of human and material assets which the secondary school administrators cannot adapt because of poor financing of schools by the government.

Ukeje cited in Agbonye (2006) asserts that, the responsibilities of Secondary Education Management Boards include direct control and management of post primary schools on all matters of policy, theories and practice of education. The fore going shows that, the administrative staffs of Secondary Education Management Boards as stakeholders in school direct the principals of secondary schools towards

effective management of school instructional facilities. The question is how knowledgeable are administrative staff of Secondary Education Management Board on facilities maintenance planning so as to properly direct the principals? This question is answered by Ogonor and Sanni (2001) who reported that, some supervisors and educators who continually use school offices need learning of offices upkeep arranging as this support is haphazardly addressed in our secondary schools. Repairs take place in most cases only when problems arise due to total breakdown of existing facilities. The facility maintenance plan as listed by Asiabaka (2008) – preventive, routine, emergency repairs and predictive maintenance have been adopted by some school administrators for several years, yet school instructional facilities decay has been on the increase and no effective practices have been generally adopted in the management of instructional facilities in secondary schools. This therefore underscores the need to analyze state of the availability of instructional facilities in Public secondary schools in Port Harcourt Metropolis of Rivers State.

### **Statement of the Problem**

The availability and proper utilization of Instructional facilities constitutes important resources for the implementation of any educational programme in Nigeria. Its place in the teaching process cannot be overemphasized. For instance, classroom constitutes a common ground for sharing learning experiences and for trying out research findings. Play grounds are places for recreation and sports while instructional materials such as teaching aids generally, are facilitators of the teaching learning process.

Despite the above importance of these instructional facilities, evidence abound which seems to suggest that they are not properly utilized in public secondary schools particularly in Port Harcourt Metropolis of Rivers State. Even when they are available the school administrators appear to pay less attention to its proper utilization thus this leads to the poor usage of instructional facilities like books, broad media, programming and equipment of instructive innovation with levity.

In his study on instructional facilities in secondary schools, Adesina (2013) identified poor and inadequate instructional facilities as a barrier to effective learning.

Ojoawo (2014), in any case, observed that particular schools are bolstered in the assignment of instructional workplaces to the inconvenience of others. Making on poor execution out of understudies in open examinations, London (2014) expressed that in many creating countries certain instructional offices are none existent, and that those occasions where instructional offices are accessible many are of inadequate quality. What is much additionally disturbing is the connection, which these spectators guarantee to exist between nature of instructional offices and scholarly execution, and regretted on the sparkling deficiencies of school offices in our instructive industry. However a critical analysis of these literatures shows that there is no enough study done on the availability and utilization of instructional facilities in public senior secondary schools. Therefore, the need of this research is to fill the identified gap in order to tackle the research problem.

### **Purpose of the Study**

The purpose of this study was to identify factors affecting availability of instructional facilities in public senior secondary schools in Port Harcourt, Rivers State. The specific objectives are as follows:

1. To determine the available instructional facilities in public secondary schools in Port Harcourt, Rivers State.
2. To identify factors affecting the availability of instructional facilities in public secondary schools in Port Harcourt, Rivers State.

### **Research Questions**

The following research questions guided the study:

1. What are the available instructional facilities in public secondary schools in Port Harcourt, Rivers State.?
2. What are the factors affecting the availability of instructional facilities in public secondary schools in Port Harcourt, Rivers State?

**Hypotheses**

The research hypotheses were tested at 0.5 level of significance is as follows:

- Ho<sub>1</sub>** There is no significant difference between the responses of teachers and school administrators in the availability of instructional facilities in public secondary schools in Port Harcourt, Rivers State.
- Ho<sub>2</sub>** There is no significant difference between the responses of teachers and school administrators in the factors affecting the availability of instructional facilities in public secondary schools in Port Harcourt, Rivers State.

**METHODOLOGY**

The research design adopted for this study was the descriptive survey design. The study was completed in all public secondary schools in Port Harcourt, Rivers State. The population of the study was all the public senior secondary schools administrators and teachers in Port Harcourt, Rivers State of 2017/2018 session which gave a total population of one thousand nine hundred and eighty nine (1,989) respondents. A simple random sampling technique was adopted to draw a sample of 20 administrators and 400 teachers from the population of 1,989 respondents, for the study. The instrument used for data collection was a self-structured questionnaire developed by the research titled “Availability and Utilization of Instructional Facilities Questionnaire (AUIFQ)”.

**RESULT AND DISCUSSION OF FINDINGS**

**Research Question 1:** *What are the available instructional facilities in public secondary schools in Port Harcourt, Rivers State?*

**Table 4.1: Percentage Computation on the Availability of Instructional Facilities**

s/n	Instructional Facilities	Administrators (n = 20) Total Response (%)	RMKS	Teachers (n = 390) Total Response (%)	RMKS
1	Students’ Text books	20 (100)	A	390 (100)	A
2	Teacher’s Guides	20 (100)	A	390 (100)	A
3	Maps, globes, charts, photographs, pictures, drawings	20 (100)	A	299 (77)	A
4	Modules and manuals	20 (100)	A	390 (100)	A
5	News papers	15 (75)	A	251 (64)	A
6	Prototypes /samples	17 (85)	A	382 (98)	A
7	Library furniture and equipment	- (0)	NA	- (0)	NA
8	Laboratory equipment and materials	- (0)	NA	- (0)	NA
9	ICT resources (computers, internet connectivity, photocopying machines, printers and scanners)	- (0)	NA	- (0)	NA
10	Sporting equipments and materials	5 (25)	NA	- (0)	NA
	<b>Total Percentage</b>	<b>585</b>		<b>539</b>	
	<b>Percentage Mean</b>	<b>59</b>		<b>54</b>	

**Source:** Field Survey 2018

The values of some of the mean are above the criterion mean and the positive standard deviation respectively in table 1 above, indicated that, both the administrators and teachers are of the view of the availability of some of instructional facilities in their schools, such as; Students’ Text books; Teacher’s Guides; Maps, globes, charts, photographs, pictures, drawings; Modules and manuals; Newspapers; Prototypes /samples. While the other mean values which are below the criterion mean indicated a

negative response also from both the administrators and teachers on the availability of such instructional facilities in their schools.

**Research Question 2:** *What is the extent of utilization of instructional facilities in public secondary schools in Port Harcourt, Rivers State?*

**Table 4.3: Administrators and Teachers Response of Factors Affecting the Availability of Instructional Facilities**

s/n	Items	Administrators = 20		Teachers = 390		Result
		Mean	S.D.	Mean	S.D.	
15	Insufficient fund received from government	3.25	.45	3.27	.45	Agree
16	Deficient government concerns/policies	3.19	.75	3.56	.51	Agree
17	Lack of awareness of necessary modern instructional facilities	3.50	.52	3.36	.54	Agree
18	Lack of trained manpower to use facilities	3.19	.66	3.20	.73	Agree
19	Poor salary of teachers that weakens drives to purchase personal facility or engage in skill improvement	3.38	.50	3.40	.51	Agree
20	Vandalism and poor maintenance culture	3.31	.60	3.41	.51	Agree
21	Over population of students above availability of facilities	3.38	.62	3.57	.50	Agree
	Grand Mean	3.31	0.59	3.40	0.54	

**Source: Field Survey 2018**

**Criterion Mean = 2.5**

In Table 2 above the values of the entire mean are above the criterion mean and the positive standard deviation respectively, this indicated the respondents' responses from both the administrators and teachers view on the factors affecting the availability of instructional facilities in their schools.

**Hypotheses**

H<sub>01</sub> There is no significant difference between the responses of teachers and school administrators in the availability of instructional facilities in public senior secondary schools in Port Harcourt, Rivers State.

**Table 4.5: Independent Samples Test for difference between the Responses of Administrators and Teachers on the availability of instructional facilities**

Participant	N	Mean	S.D	df	t- value	Sig(2-tailed)
Administrators	20	2.28	0.68	408	-2.04	.055
Teachers	390	2.31	0.62			

Alpha level = 0.05 at significance

In table 3 above, the t- calculated value of -2.04 and the significant value (p-value) of 0.055 at a significant level of 0.05 is 0.055 > 0.05. From the outcome, the p-value is greater than the significant level; this implies that the hypotheses is not rejected. Consequently, there is no significant difference between the administrators and the teachers in the availability of instructional facilities in public senior secondary schools in Port Harcourt, Rivers State.

**Hypothesis 2**

There is no significant difference between the responses of teachers and school administrators in the factors affecting the availability of instructional facilities in public secondary schools in Port Harcourt, Rivers State.

**Table 4.7: Independent Samples Test for difference between the Responses of Administrators and Teachers on the factors affecting the availability of instructional facilities**

Participant	N	Mean	S.D	df	t- value	Sig(2-tailed)
Administrators	20	3.31	0.59	408	-1.34	.690
Teachers	390	3.40	0.54			

Alpha level = 0.05 at significance

Again in Table 4 above, the t- calculated value of -1.34 and the significant value (p-value) of 0.690 at a significance level or at a chosen alpha value of 0.05 is  $0.690 > 0.05$ . From the result *p*-value is greater than the significance level; this means the hypothesis is retained. Therefore, there is no significant difference between the administrators and the teachers on the factors affecting the availability of instructional facilities in Port Harcourt, Rivers State.

### DISCUSSION OF FINDINGS

In research question one, both the administrators and the teachers indicated positive responses on the availability of some instructional facilities as well as negative responses on other instructional facilities.

The positive response on some of the instructional facilities is as a result of the one available in their schools. While the negative responses result from the instructional facilities that are not available in their schools. For research question two, responses from both the administrators and teachers subscribed to the factors affecting the availability of instructional facilities in their schools.

In the test of hypotheses, the entire hypotheses were not rejected, revealed that there is no significant difference between the administrators and the teachers response among the variables in the study area in terms of availability of instructional facilities. The findings in-line with Osuji (2016) whose findings reveals that there is no significant difference in the opinions of teachers and principals on the impact of teaching facilities on students' academic performance in the public secondary schools in Port Harcourt, Rivers State.

### CONCLUSION

The study has examined the availability of instructional facilities in public secondary schools in Port Harcourt, Rivers State. From the study both the administrators and the teachers are aware of the availability of some of the instructional facilities and the factors affecting the availability of instructional facilities in their schools. From the study, it was observed that, most of the vital instructional facilities are not available in the schools and even the little that are available, are not properly utilized.

### RECOMMENDATIONS

1. Based on the findings of this study, the study made the following recommendations; it has been observed that most of the schools do not have instructional facilities despite the significance of these instructional facilities in the educational system. Therefore, the government should endeavour to provide instructional facilities in these schools to improve teaching learning process.
2. The government should organize seminars/workshops so that the teachers will be computer complaint as to effectively adapt to innovative teaching methods using digital instructional facilities.
3. School administrators should endeavour to assist in pressuring the government in the provision of instructional facilities, due to its significance in the teaching and learning process.

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