SECONDARY SCHOOL MAPPING AS CORRELATE OF PHYSICAL RESOURCE MANAGEMENT IN EKITI STATE, NIGERIA

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ABSTRACT

This study was designed to bring out the correlation between Secondary School Mapping and Physical Resource Management in Ekiti State, Nigeria. A sample of 76 out of 171 Schools was made from both urban and rural areas of Ekiti State. A 48-item questionnaire was used to elicit data. All the Schools Principals were purposively used as participants, while 1,140 teachers were selected out of 3,175 using random sampling technique to respond to the research instrument used. Data were analyzed using Pearson product moment correlation statistics method. The findings revealed that the factors of school location had a significant correlation with physical resource management. In the same vein, students posting had a significant correlation with physical resource management. On the strength of this, it was recommended that government should objectively consider locating secondary schools close to schools experiencing over-utilization of physical resources to assuage enrolment challenges, while public-private partnership should be encouraged in the provision of physical resources in secondary schools.

Introduction

Education, which is the conduct pipe of development in any nation was initially left in the hands of the missionaries without control and funding by the colonial government in Nigeria. The primary objective of the missionary was basically to train the people to become interpreters, cooks and catechists. The early education brought to the people was inevitable and circumstantial to allow easy spread of the gospel, while the colonial government was busy in exploration and exploitation of the resources available in Nigeria.

The location of schools was done haphazardly without recourse made to educational information as it affects population, enrolment ratio, number of school-going age and catchments area analysis. This created series of problems for the development of

education in Nigeria as elucidated by Adesina (2005) that three major factors plagued the development of functional education in Nigeria. These include lack of interest by the colonial administration in the education of the native, the slow and general development of government interest and; the agreement between the colonial administration and Muslim rulers of Northern Nigeria.

These factors affected education from the outset and created lopsidedness in the establishment of schools, provision of educational facilities and access to schools. It also affected the posting of students to the schools established as church/religious affiliations were greatly influencing posting of students. The already existing problems were worsened by the politicization of education. Ovwigho (2004) pointed out that there had been the tendency for some leaders in the country to consider education as a weapon that could be used to wield political influence. This was corroborated by Adesina (2005) who asserted that education becomes politicized when the realities of educational objectives and goals are made to conform to the political purpose of decision makers. In the same direction, Ovwigho (2004) said that partly because of reasons of political influence, policies such as the provision of either qualitative or quantitative education were introduced during the second republic between 1979 and 1983. The schools which were established through political propaganda were located haphazardly in the guise of bringing education to the people just to win election without consideration to where best to locate the schools or where there were dire need for such schools. Recourse was not made to the factors of school mapping or school location planning. This resulted in lopsided location of schools. Definitely, the consequence of lopsided location of schools is irregular provision and management of educational resources. While some geographical areas with few school-age children are provided with unnecessarily high number of schools, some are clamouring for establishment of school in their areas.

Resultantly, the resources provided are mis-prioritised and underutilized in some schools while they are over-utilized in others. Ekiti State, indeed being part of Nigeria shared in this educational problem. Precisely, Ekiti State apart from the educational foundation laid by the missionaries also enjoyed the patronage of the Action Group party in 1955 and the Unity Party of Nigeria in 1979. The actions of these parties were partly considered as political propaganda to win the hearts of the electorates, who were poor and could not afford educational expenses of their children in schools. Apart from proliferation of secondary schools and its haphazard location, students were given automatic transition from primary to secondary schools. The period between 1979 and 1983 witnessed an unprecedented establishment of secondary schools in Western Nigeria. Commenting on this, Durosaro (1997) cautioned that the ill-planned expansion and development of the educational system characteristics of the 70s and the early 80s had to be checked. In the same vein, Adesina (2005) remarked that clear cases of politicization could be found in the 'free' education

propaganda, the introduction of free primary education and the establishment of "Unity" schools.

In situations like these, schools are not planned using necessary educational information as it affects school-age population, catchments, availability of facilities and topography consideration. Therefore, high number of students is seen in some schools with few facilities available while few students are enrolled in schools with many facilities resulting to wastages.

It is on the strength of this that it is very expedient to investigate the correlation existing between secondary school mapping and physical resource management in Ekiti State, Nigeria.

Purpose of the Study

The purpose of the study is to investigate secondary school mapping as correlate of physical resource management in Ekiti State, Nigeria.

Specifically, the purpose of the study includes:

1. Finding out if there is any relationship between the location of schools and physical resource management in Ekiti State, Nigeria.
2. Whether there is any significant relationship between posting of students and physical resource management in Ekiti State, Nigeria.

Hypotheses

The following hypotheses were formulated and tested in this study:

1. There is no significant relationship between location of schools and physical resource management in Ekiti State, Nigeria.
2. There is no significant relationship between posting of students and physical resource management in Ekiti State, Nigeria.

Methods

This is a descriptive design of the co-relational type conducted ex-post-facto. The research work covered only the 171 public secondary schools spread all over the 16 local government areas of Ekiti State, Nigeria. Proportional stratified random sampling technique was used to select 76 schools out of the total population, making 40%. A breakdown of this figure shows that 38 secondary schools were proportionally selected from both the urban and rural areas of Ekiti State.

The research instrument used was tagged: Secondary School Mapping and Physical Resource Management Questionnaire (SMPRMQ). The Schools principals were used as respondents, while 1,140 classroom teachers were selected out of the 3,175 teachers in the schools using random sampling technique. This figure represented 36% of the teachers in the sampled schools. The secondary school mapping variable was measured using school location and posting of student, while physical resource management was examined through such components of management as planning, organizing, utilizing, maintaining and controlling the available physical resources in the schools. The instrument was validated by experts in educational management in the Faculty of Education, University of Ilorin, Nigeria. Using test re-test method, .75 was found as the reliability index of the instrument (SMPRMQ). Face-to-face hand delivery method was used during the data collection stage. Out of 1,216 copies of Questionnaire given to principals and classroom teachers, 1,090 were retrieved. Out of this number, 126 were wrongly filled and therefore invalidated. At last, 990 copies of the questionnaire were used for this study, giving 81% rate of return of questionnaire.

Operational Definition of Terms

The following are term defined as used operationally in this study.

School Mapping: This is the planning of location of school and posting of students, taking into consideration such factors as: catchments, distance, enrolment, topography, physical resource availability, politics and parental influence.

Physical Resource Management: It is the process of planning, organizing, utilizing, maintaining and controlling the available physical facilities such as land, classrooms, laboratories, libraries, furniture, equipment, vehicle and the likes to achieve school goals.

Location of School: This is the siting of schools at various geographical areas for schooling.

Posting of Students: This is the distribution or placement of successful primary six graduates to Junior Secondary Schools taking into consideration factors of ;proximity, performance in entrance examination, curricular interest, availability of physical resources and parental influence.

Result

Ho_1: There is no significant correlation between school location and physical of resource management in Ekiti State, Nigeria.

This hypothesis was tested using Pearson moment correlation coefficient statistical method

Table 1: Correlation Analysis between School Location and Physical Resource Management.

Variables	N	SD $\overline{X}$	df	Calculated r-value	Critical r-value	Decision
School location	990	28.43 3.46				
			989	.39	.19	H_0 Rejected
Physical resource management	990	51.25 6.96				

* Significant at .05 level, df = 989; Critical r-value .19

Table 1 indicates that the calculated r-value (.39) is greater than the critical r-value (.19) for 989 degrees of freedom at .05 level of significance, thus, the null hypothesis with regards to school location and physical resource management in Ekiti State, Nigeria was rejected.

Ho$_2$: There is no significant correlation between students posting and physical resource management in Ekiti State, Nigeria.

This hypothesis was tested using Pearson product moment correlation coefficient statistical method.

Table 2: Correlation Analysis between Student Posting and Physical Resource Management.

Variables	N	SD $\overline{X}$	df	Calculated r-value	Critical r-value	Decision
Student Posting	990	28.43 4.13				
			989	.58	.19	H_0 Rejected
Physical resource management	990	51.25 6.96				

Significant at .05 level, df = 989, Critical r-value .19

Table 2 indicates that the calculated r-value (.58) is greater than the critical r-value (.19) for 989 degrees of freedom at .05 level of significance, thus the null hypothesis which states that there is no significant correlation between students posting and physical resource management is rejected.

Discussion

The research finding as shown on Table 1 revealed that the factor of school location had a significant correlation with physical resource management in secondary schools in Ekiti State. This indicates that the location of schools in advantageous areas is a significant determinant of how the physical resources are managed. Locating the schools close to residential area may increase attendance of school, boost enrolment and expand use-opportunity explored by the community for which 'the school serves. This lends credence to London (1992) who used index of distance traveled between home and school to evaluate the geographic location of eight schools that had been proposed for construction by Trinidad and Tobago, and recommended alternative locations which would be more effective and quickly achieve Government's objective of minimizing home-to-school distance traveled by secondary school students. Oyedeji (2000) also corroborated the finding of this study when he opined that school plant is also for community use such as extra moral class, adult education and home economics centres, meeting place, sport activities and public ceremonies. Advantageous location of school, no doubt, enhances effective and optimal utilization of the physical resources. It also brings about an effective control system of the physical resources, while maintenance of the school buildings is anticipatorily done by both the school and the community which use it.

The research finding as shown on Table 2 indicated that student posting had a significant correlation with physical resource management (.58>.19), thus, the posting of students to secondary schools may predict, to a great extent, the physical resource management. This probably indicates that, as the students are posted appropriately, taking into consideration such factors as availability of physical facilities, number of staff and performance in entrance examination, the proficiency in the management of physical resources also improves so as to cater for the students brought into the school system. In line with this, Durosaro (1998) stated that owing to the current population explosion in the nation and the resultant astronomical increase in school enrolment at all levels, school facilities have been subjected to over-utilization, leading to greater frequency of breakdowns. To checkmate, this, strategic and prudent management of the available resources need to be carried out expeditiously, as declared by Mogbodile (1986) that school administrators are left with the challenges of managing the existing facilities for continual survival of the school system. This connotes keeping the facilities · in good condition and proper utilization which requires adequate maintenance.

Efficient management of the available physical resources in the school remains very important especially in situation where the number of students posted to the schools is more than the carriage capacity.

In such condition, effective organization of school programmes, maintenance strategies and adequate control mechanism become very purposeful for the survival of the school system and the achievement of the school's target.

Conclusion

Location of schools is very significant to the management of physical resources in the secondary schools. Apart from appropriate site choice, the distance of the school to the students' homes and the community determine the use-efficiency of the physical resources. The gains are enormous when the school plant is accessible to both the students and the community, while the number of students posted to the schools also determines the management of the physical resources. The physical resources in the school system demand that the students using the resources are not over or under the number expected. If the number of students using the classroom, for instance, is more than the carriage capacity, definitely, on the long run, the classroom may give way and the facilities destroyed. On the other hand, if the physical resources are underutilized, this may give room for dilapidation and ultimately, a shortened life-span of the resources.

It is therefore a cardinal duty of educational managers to ensure that schools are located advantageously to ascertain accessibility and use-efficiency, while the appropriate number of students is posted to the schools to ensure the longevity of the physical resources.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Government should objectively consider sitting more secondary schools not too far from schools experiencing over-utilization of resources to assuage enrolment challenges.
2. Secondary schools should not entertain more than six arms of 40 students each, making 1,440 total enrolment per school. This would serve as a sizeable class to be controlled effectively and efficiently by the administrators in order to mould students who are useful for societal development and national growth.
3. Posting of students should follow due process devoid of excessive parental influence. That is, the lopsidedness created in the enrolment of students in schools may not be unconnected with unnecessary interference of parents in admission process of their wards. This disallows the handlers from using educational information which should guide objective and purposeful posting of students.

4. A Unit of Geographic Information System (GIS) and Educational Management Information System (EMIS) Unit should be created in educational ministries and parastatals to assist in the planning and decision making on objective location of secondary schools.

5. Adequate provision of physical resources should be made to meet enrolment challenges in secondary schools to engender quality delivery of education. In doing this, public-private sector partnership in the provision of physical resources in secondary schools should be encouraged.

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