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SCHOOL PLANT MANAGEMENT AND STUDENTS' SAFETY IN ILORIN METROPOLIS SECONDARY SCHOOLS, KWARA STATE

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Abstract

This is a report of a study on school plant management and students' safety in Ilorin Metropolis secondary schools. The study used the quantitative design for both data collection and analysis. The population for the study comprised all 61 senior secondary school principals within Ilorin metropolis out of which 53 principals were randomly selected. Two research questions and one research hypothesis guided the conduct of the study. The findings of the study revealed that there was a significant relationship between school plant management and students' safety in secondary schools. Based on the findings of the study, it was recommended, among others, that emergency measures should be put in place by school heads with the help of government and other stakeholders to avert unforeseen hazard that may arise. Also, the school should have a good maintenance culture to enable them keep the available resources for a longer time.

Keywords: *School plant, Management, Students' safety, Secondary schools*

Introduction

Education is an organization where men, material and money are needed for the production of output. Management according to Ayeni and Babalola (2009) is the proper coordination of the resources made available to the education sector for the purpose of producing quality output in the system. Material things that facilitate teaching and learning processes in educational settings are referred to as/ School Plant. Managing facilities as an integral function of school cannot be over-emphasized. It is imperative for school management to ensure all contributions of people, materials and other resources are unified and monitored effectively towards the achievement of organizational goals (Amanchuckwu and Ololube, 2015). The logical place to start school plant planning is the development of the educational programme which often influence the design of the buildings to selection and implementation of other plant that aid instructional delivery in school. This was corroborated by Ogunsaju (2006) as stated that, for effective teaching and learning situation, school buildings and education goals should be viewed as being closely interwoven and interdependent.

Oyedeji (2005) postulated that school plant constitutes non-human resources such as the site, building and equipment which are vital input into educational system. He further states that its management will continue to be one of the essential functions of the school administrators. Apart from protecting pupils and teachers from the sun, the rain, the heat and cold; the school building represents a learning environment which has a tremendous positive impact on the comfort, safety and academic performance of the child.

The National Policy on Education (NPE, 2013) Section 9 Subsection 37 (a) affirmed that the objectives of the planning, administrative and supervisory services in education is to provide efficient administrative management control for the maintenance and improvement of the system. The responsibility of co-ordinating activities in the school system falls on the school head, to this note, it is the duty of the principal/head teacher to ensure school facilities are well maintained to be in its nearly original form. However, the management of these facilities in the school reveals to a considerable degree, the quality of learning that takes

place there; it thus plays an important role in the actualization of educational goals and often satisfy both physical and emotional needs of all member of the school (Asiabaka, 2015). Ogbodo (1995) asserted that the management of school facilities is concerned not only with the planning and construction of new buildings or schools but with the maintenance of existing facilities. Unfortunately, most school buildings are set up by the communities to house students without regard to proper planning in terms of what educational purposes the buildings should serve to their place in the delivery of the school programme and need for future maintenance.

Over the years, secondary schools have experienced an unceasing increase in learners' enrolment following the UBE Act of "Education for All" which stipulated that Education should be free, universal and compulsory for all children of school going-age at both primary and junior secondary schools (UNESCO, 2011). The management of educational facilities in the school reveals to a considerable degree, the quality of learning that takes place there. Also, a safe and secure school environment is essential to the learning process and to this effect, management of school facilities should be a genuine concern of all. However, considerable research studies have shown that many schools are troubled with decaying facilities which resulted to threat to the health, safety and learning/teaching opportunities for student and teacher whereby, many have been exposed to various hazards and likewise harsh weather due to ill equipped facilities and structure (Asiabaka, 2015 & Oletoro and Maxwell, 2015). Nigeria schools have not been given security and safety attention despite the hazards students might likely encounter in the school premises, knowing fully well that they spend much of their time in the school. Some schools operate in a difficult and dangerous condition with safety hazards, poor environment, dangerous machinery and substance, equipment and practice which causes a range of ill effects including illness, injury, and fatigue among others. Hazard could also result from building structure and design, classroom ventilation, lighting and fittings; lack of safety culture in the part of the teachers/operators of hazard prone equipment, radiation, heat stress, dehydration (due to sweating), bullying (emotional and verbal abuse from students), sexual harassment, exposure to unhealthy elements, injuries sustained, illness suffered during the course of study. Consequently, there's need for comprehensive assessment of management of facilities available in schools. The question at this juncture is, 'Are Education Managers in Nigeria secondary schools rising up to this challenge'?

Research Objectives

The focus of this investigation is the management of school facilities in Kwara State secondary schools. Specifically, the study will identifies the safety measures being used and ascertain the maintenance culture that is adopted and emergency readiness of school managers in Ilorin public secondary schools.

Research Questions

The following research questions were generated for the study:

1. What are the safety measures predominantly used in Ilorin Public Secondary Schools?
2. What are the types of maintenance adopted in Ilorin Public Secondary Schools.?

Research Hypothesis

There is no significant relationship between School Plant Management and Students' safety in Nigeria Public Secondary Schools.

Methodology

This study used the quantitative design for both data collection and analysis. Quantitative research involve the study whose findings are mainly the product of statistical summary and analysis. Quantitative study of the survey type provide a numeric description of portion of the population. Principals were purposely selected based on the focus of the study. The population for the study comprised all 61 senior secondary school principals within Ilorin metropolis out of which 53 principals were randomly selected using Yamane (1967) sample size formula:

$$n = \frac{N}{1 + N (e)^2}$$

Where:

N refers to the sample size

N is the population size

e refers to the level of precision.

Applying this formula to this study will give the equation below:

$$n = \frac{61}{1 + 61 (.05)^2} = 52.92$$

This will allow the researcher to obtain information from a group of sample drawn from the population to know their opinion towards a phenomenon through a structured questionnaire administration. This followed the researcher designed questionnaire which was used in obtaining necessary information from the respondents on the management of school facilities in Kwara State secondary schools. The instruments were subjected to expert perusal to determine its face and content validity by panel of experts from educational measurement and evaluation followed by an initial investigation carried out to assess the reliability of the instruments. An alpha value ranging from .76 to .87 was obtained. Data was collected from a sample of the population and analyzed to answer the research questions and also confirm or disprove the hypothesis formulated in this study.

Data Presentation and Interpretation

Demographic Data

Table 1: Distribution of Principals by Gender

	Gender	Frequency	Percent	Valid Percent
Valid	MALE	18	34.0	34.0
	FEMALE	35	66.0	66.0
	Total	53	100.0	100.0

From the above distribution table, a total of 53 principals participated in the study, out of which 18 (34%) are male and 35 (66%) are female, totalling 53 principals within Ilorin Metropolis secondary schools.

Research Question 1: What are the safety measures predominantly used in Kwara State Public Secondary Schools?

Table 2: Safety measures predominantly used in schools.

S/N	Safety Measures in schools	Agree (%)	Disagree (%)
i.	There is Perimeter fencing in my school	67.9%	32.1%
ii.	There are security personnel in my school	45.3%	54.7%
iii.	The school maintains an accurate and up to date record	87.0%	13.0%
iv.	CCTV is installed in the school	00%	100%
v.	Bush is regularly cleared	50.9%	49.1%
vi.	The school have a first aid box	61.5%	38.5%
vii.	The school have a standby vehicle	33.4%	66.6%
viii.	There is a sick bay in my school	19.6%	80.4%
ix.	There are health personnel in my school	19.1%	80.9%
x.	Students are always given training on health Education	56.6%	43.4%
TOTAL		44.14%	55.86%

Table 2 shows that, although many schools have taken several safety measures, a large number of the schools (81%) have no health personnel and sick bay (80%) on ground in a case of emergency and none of the schools have CCTV installed. There are limited vehicles available to few schools as well as security personnel. Most schools have perimeter fencing, with a regular bush clearing and a first aid box. They engage the students in health education and also keep an accurate record. Generally, 44% of the principals agreed that all measures suggested in this study are predominantly available and used in the school, while 56% disagreed.

Research Question 2: What are the types of maintenance adopted in Public Secondary Schools?

Table 3: Types of maintenance in school

Type of Maintenance	Frequency	%
Emergency Maintenance	3	6.6%
Replacement Maintenance	23	43.4%
Periodic Maintenance	15	29.6%
Preventive Maintenance	12	20.4%
Total	53	100%

The above table indicates that most principals (43%) use replacement as a measure of maintaining school plants in secondary schools, while many (29% and 12%) use the periodic and preventive maintenance respectively. Very few of the principals use an emergency

measure of maintaining school plant.

Hypothesis: There is no significant relationship between School Plant Management and Students' safety in Nigeria Public Secondary Schools.

Table 4: School Plant Management and Student safety

S/N	Variables	N	Mean (x)	Std.Deviation
1	School Plant Management	53	2.58	908 r-value 0.473
2	Student Safety	53	2.77	1.031 p-value 0.000

Significant at $p < 0.05$

As shown in the table above, there is a significant relationship between school plant management and student safety in Ilorin Metropolis secondary schools, Kwara State. The r-value is 0.473, and p-value is 0.000, which shows a positive correlation between school plant management and student safety, thus, the hypothesis stated is rejected. As indicated in the result, therefore, a significant relationship exists between school plant management and student safety in secondary schools in Ilorin metropolis, Kwara State.

Conclusion and Recommendations

This study reveals that school plant management has a significant relationship with students' safety in secondary schools. It is important to note that, school facilities are critical to the operation of the school and, therefore, school principals should ensure that the available ones are maximally utilised and also imbibed a good maintenance measure towards safety of individual members of the school. This study recommends that emergency measures should be put in place by school heads with the help of government and other stakeholders to avert unforeseen hazard that may arise. Also, the school should have a good maintenance culture to enable it keep the available resources for a longer time and finally, government should provide schools with adequate security and safety to prevent any hazard.

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