

INFLUENCE OF MANAGEMENT OF SCHOOL PLANT AND SUCCESS OF ENTREPRENEURIAL SUBJECTS IN SECONDARY SCHOOLS IN IKWERRE EDUCATION ZONE IN RIVERS STATE

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ABSTRACT

The purpose of this study was to investigate the influence of management of School Plant and Success of Entrepreneurial Subjects in Secondary Schools in Ikwerre Education Zone in Rivers State. The design of the study was descriptive survey. Two research questions and two hypotheses were formulated to guide the study. The population of the study comprised all 87 principals and vice principals in secondary schools in Ikwerre Education Zone in Rivers State. The sample of the study was 80 respondents which comprised all principals and vice principals of secondary schools in Ikwerre Education Zone. The sample was selected using purposive sampling technique. The instrument used for the study was a 10 - item structured questionnaire titled School Plant Management and the Success of Entrepreneur Subjects Questionnaire (SPMESQ). Subsequently the null hypotheses were tested at 0.05 levels of significance using. Mean, standard deviation and independent t-test were used to analyzed the data obtain from the instrument. Findings were that only few schools can boast of having school plants. The available ones are not even being used because of dearth of teachers of trade subjects. It was recommended that government should get equipment and personnel ready before introducing any innovative curriculum in her schools.

Keywords: Influence, Management, School Plant, Success, Entrepreneurial Subjects, Secondary Schools, Ikwerre Education Zone.

Introduction

Schools are established to initiate and facilitate desirable changes in the behavior of students under the guidance of teachers. For changes in behavior to occur, teachers are expected to expose students to contents and activities using appropriate methods, resources and techniques to attain instructional goals and under some conducive environmental conditions. Osunde (2007) asserted that conducive environmental conditions are found in the school system. Modern formal education takes place in a circumscribed environment with facilities, personnel and curricular packages for achievement of predetermined societal goals.

School is a complex social organization essentially characterized by formal structures and fabric of roles occupied by people. In fact, is a slotting house of all the professions and thus can be rightly viewed as the context of modernization (Okeke 2004:5). In Nigeria, school as agent of modernization has witnessed a number of reforms including the introduction of the

6-3-3-4 education system, the Universal Basic Education (UBE) as well as new curricular packages (FRN 2004, 2013). The new curricular education system include modern mathematics, social studies, integrated science (now called basic science), Basic technology, Civic Education and gamut of 34 new entrepreneurial subjects (FRN2014:34; 2013: 14).

Most of these reforms and curricular packages have not stood firmly in the school system because of poor planning and non-availability of appropriate facilities for their implementation. The problems of the present day Basic Education as in the case of previous Universal Primary Education is the dearth of implementation facilities in the right quantity and quality (Ezeife, 1998).

The school plant is the fundamental infrastructure required for the running of a school, Enaohwo and Eferakeya (1989:153) defined school plants as the entire scope of infrastructural facilities provided in the school for the purpose of educating the child. For Maduagwu and Nwogu (2006) School plant includes school building, grounds, equipment, lawns and paths furniture, fields, laboratory libraries, tools and machines, chalk board etc. Where these facilities are not available in their right form, quantity and quality, the school curriculum suffers the loss of success within its implementation period.

School plants are vital in the learning process in educational institution. It is therefore necessary to have proper maintenance of the facilities to reduce recurrent cost in education which remains a hindrance to effective teachers' job performance and students' acquisition of entrepreneurial skills in schools. According to Ibrahim (2018) school facilities are the totality that makes up a school system. They comprise the physical and material facilities in form of buildings, school site and the environment that embody it (Charis, 2010). This will comprise structures like workshops, libraries, laboratory classrooms and even the education system itself for the benefit of the teacher and learners. According to Adeboye (2010) school plants are the physical and spatial enablers of teaching and learning which increase the production of results and facilitate effective teaching and learning of entrepreneurial skills.

School plants entail the practice of coordination of the physical workplace with the people and the work of the organization. It involves the application of scientific methods in the planning, organizing, decision making, coordination and controlling of the school facilities or the school physical environment for learning for the organization of the educational goals and objectives (Kopp, 2015). The ultimate goal of school plants is to ensure proper construction, utilization and maintenance of facilities to ensure that educational goals and objective are achieved. According to Ibrahim (2018), the role of school plants involves collective decision making in relation to design and construction of new school plants including grounds, renovation and modernization of old plants, provision of equipment for academic and non-academic activities, maintenance of all facilities and renewing of management practices and processes.

According to Obigboye (2013), school plants involve the strategies in monitoring, planning and evaluation of the maintenance of the physical school facilities by the school principals for proper utilization and minimization of financial losses. It is the activity that involves planning, formulation of policies on maintenance of physical facilities through personal inspection to achieve educational objectives (Ogunsaju, 2010). The actualization of the goals

and objectives of education require the provision, maximum utilization and appropriate maintenance of the school facilities which is associated with effective school plants (Ihuoma, 2010).

Fenker (2014) stated that school plant is a process that ensures that buildings and other technical system support the operations of an organization. The International Management Association (2012) describes school plants as the practice of coordination of physical work place with the people and the work of the organization which integrates the principle of business administration, architecture, behavioural and engineering sciences. School plants are the material resources provided for staff and students to optimize their productivity in the teaching and learning process. According to Knezerich (2017) effective maintenance of school plants play a pivotal role in the actualization of educational goal, objectives by satisfying the physical and emotional needs of the staff and students of the schools.

Nigeria, since independence has lagged far behind in the world technological development. It has made several unsuccessful attempts to queue up in the line of technologically developing nations like India, Korea and lately Ghana. For instance in the early days of independence, she established technical schools and colleges, in the 1990s in each of the 36 state of Nigeria and the federal capital territory. In the late 1990 and early 2000, she established technical colleges of education, polytechnics and monotechnics as well as universities of technology like the Federal Universities of Technology, Port Harcourt, Owerri, and Umuahia. As these were not enough, Nigeria Education Policy Planners have gone down to the secondary school level to introduce a whopping number of 34 trade or entrepreneurial subjects.

What borders this researcher is the state of the plans in the school for the implementation of these trade subjects. One is not sure of which plants are readily available in the secondary schools, their usability, conditions, which ones have been provided by government since the introduction of the trade and entrepreneurial subjects and which ones need to be provided to meet the tutorial demands of the secondary schools and to help achieve the objectives of entrepreneurship education in Ikwerre Education Zone in Rivers State. It is to provide answers to these questions that prompted this researcher to embark on this research,

Statement of the Problem

Nigeria education policy planners have taken a bold step to introduce trade and entrepreneurial subjects in the secondary schools to make Nigerian youths self employable on graduation from the secondary schools. As laudable as attempts and efforts are, one still remains in doubt as to the readiness of the government to truly implement these trades curricular.

The school plants required for effective implementation of these curricular are either not in good state of use or not available at all. In Rivers state most schools do not have science laboratories. Many do not have introductory technology workshops or any workshop at all. Some schools do not have sufficient ground space to set up these workshops.

Each of these trade and entrepreneurial subjects requires its own peculiar equipment for successful teaching. A cursory visit and a look at the secondary schools show will show that

absolutely nothing in the form of equipment is on ground for teaching these subjects. The Schools that had introductory technology equipment given to them in 1980s have had all of them vandalized. In fact, since the introduction of the trade and entrepreneurial subjects in the National Policy on Education (2004 edition) and its being made compulsory by the 2013 edition, no provision in terms of any form of plant has been made available in schools for their implementation. The problem of this research put in question form Is "Can the available school plants suffice for the implementation of the trade and entrepreneurial subjects in Ikwerre Education Zone in Rivers State?" It is on the basis of the above that this research was motivated.

Purpose of the Study

The primary purpose of this study was to investigate the influence of management of school plants for the successful implementation of trade and entrepreneurial subjects in secondary schools in Ikwerre Education Zone in Rivers State. Specifically the study tried to:

1. To determine the difference between mean rating scores of rural and urban secondary school principals and vice principals on the school plants available for teaching entrepreneurial subject
2. To determine the difference between mean rating scores of rural and urban secondary school principal and vice principals plants available for teaching entrepreneurial subject.

Research Questions

The following research questions were formulated to guide this study:

1. What is the difference between mean rating scores of rural and urban secondary school principals and vice principals on the school plants available for teaching entrepreneurial subjects?
2. What is the difference between mean rating scores of rural and urban secondary school principal and vice principals plants available for teaching entrepreneurial subjects?

Research Hypotheses

The following hypotheses were tested at 0.05 level of significance.

H₀₁: There is no significant difference between the mean rating scores of rural and urban secondary school principals and vice principals on the school plants available for teaching the trade subjects

H₀₂: There is no significant difference between the mean rating scores of rural and urban secondary school plant that are actually used for teaching and learning of entrepreneurial subjects.

Research Design

The design of this study was a descriptive survey. This design was adopted because it looks at and describes the attributes of interest of a phenomenon as they are. The population was made up of the 27 principals and 65 vice principals in all the secondary schools in Ikwerre Education Zone of Rivers State (Source, Rivers State Secondary Education Board, Ikwerre Statistics unit 2020). The sample for the study was 80 respondents. This was made up of all the 20 principals and 60 vice principal about 100 percent of the total population. The purposive sampling technique was adopted for the study. The instrument used for data

collection was a 24-item structured questionnaire titled "School Plant and Entrepreneurial Subjects Questionnaire" (SPESQ). The instrument is divided into two parts: A and B. Part A is the personal data section while Part B is the core items selection. The core item section is divided into 3 clusters. The response options used on the instrument in cluster one are strongly agreed. (SA) Agreed (A) strongly disagreed (SD) disagreed (D). The data collection instrument was validated by the researcher's supervisor and two other lecturers, one in Measurement and Evaluation and the other in Management and Planning. Copies of the instrument and the research questions and hypothesis were given to them to read and make corrections in terms of the formatting and relationship of the items to the research questions. The reliability of the instrument was 0.83. A set of 30 copies was administered on the respondents once. After coding and collating, the Cronbach's Alpha reliability method was used to calculate the coefficient which gave the value of 0.83. The data of the study was collected by personal hand delivery of the instrument to the respondents. Research assistants were trained and used for the data collection. The data collected were analyzed using mean and the t-test. Mean to answer the research questions while independent t-test was used to test the work of roads, toilets and lavatories and perimeter fence. Eight schools have computers. Seventy six schools have laboratory equipment for senses; forty-six have power supply, five have introductory technology equipments, three have ICT equipment, while two have motor vehicles.

RESULTS

1. Research Question one

What is the difference between mean rating scores of secondary school principals and vice principals on the school plants available for teaching entrepreneurial subject?

Table 1: Results of Data Analyzed on the use of Available school plant for teaching entrepreneurial subjects.

Variables	N	Mean	SD	Gain scores
Principals	20	17.51	4.37	1.82
Vice-principals	60	15.68	2.74	

The result presented in Table 1 that the mean scores of principals and vice principals on available school plant for teaching of entrepreneurial subjects in secondary schools in Ikwerre local government area were 17.51 and 15.68 with the standard deviation of 4.37 and 2.74 respectively with the gain scores of 1.82 indicating that no enough school plants are available for teaching entrepreneurial subjects.

Research Question 2:

What is the difference between mean rating scores of rural and urban secondary school principal and vice principal on school plants available for teaching entrepreneurial subjects?

Table 2: Results of Data Analyzed on the use of Available school plant for teaching entrepreneurial subjects.

Location	N	Mean	SD	Gain scores
Urban- principal	12	17.78	2.50	
Rural principal	8	16.60	2.72	1.18
Urban vice Principals	35	17.20	2.00	1.70
Rural vice Principals	25	15.50	2.10	

The result presented in Table 2 that the mean scores of urban and rural principals on available school plant for teaching of entrepreneurial subjects in secondary schools in Ikwerre local government area were 17.78 and 16.60 with the standard deviation of 2.50 and 2.72 while the mean scores of urban and rural vice principals on available school plant for teaching of entrepreneurial subjects in secondary schools in Ikwerre local government area were 17.20 and 15.50 with the standard deviation of 2.00 and 2.100 respectively with the gain scores of 1.82 and 2.72 indicating that no enough school plants are available for teaching entrepreneurial subject.

Research Hypothesis 2: There is no significant difference between the mean rating scores of rural and urban secondary school principals on the school plants available for teaching entrepreneurial subjects

Table 4: t-test of Analyzed on the use of Available school plant for teaching entrepreneurial subjects

Variables	N	Mean	SD	Df	t-cal	t-crit	Decision
Principals	20	17.51	4.37	98	0.62	1.96	Accept
Vice principals	60	15.68	2.74				Ho

*N=80 *Significant at 0.05 alpha level*

The result presented in Table 4 shows that the calculated t-value of 0.62 is less than the critical t-value of 1.96 at 118 degrees of freedom and 0.05 alpha levels. Therefore, the null hypothesis is accepted, hence, there is no significant difference between the mean rating scores of rural and urban secondary school principals on the school plants available for teaching entrepreneurial subjects.

Research Hypothesis 2: There is no significant difference between the mean rating scores of rural and urban secondary school principals and vice principal on the available school plant that are actually used for teaching and learning of entrepreneurial subjects

Table 4: t-test of Analyzed on the use of Available school plant actually used for the teaching entrepreneurial subjects

Instructional materials	N	Mean	SD	Df	t-cal	t-crit	Decision
Principals	20	17.51	4.37	118	0.62	1.96	Accept
Vice principals	60	14.68	2.74				Ho

*N=80 *Significant at 0.05 alpha level*

The result presented in Table 4 shows that the calculated t-value of 0.62 is less than the critical t-value of 1.96 at 118 degrees of freedom and 0.05 alpha level. Therefore, the null hypothesis is accepted, hence, there is no significant difference between the mean rating scores of rural and urban secondary school principals and vice principal on the available school plant that are actually used for teaching and learning of entrepreneurial subjects.

Discussion of Findings

The result presented in Table 1-4 showed that there is no significant difference between the mean rating scores of rural and urban secondary school principals and vice principal on the available school plant that are actually used for teaching and learning of entrepreneurial subjects. This implies that school in Ikwerre local government of Rivers State lack necessary school plants to facilitate effective teaching of and learning of entrepreneurial subjects. It also implies that students in Ikwerre education zone lack effective entrepreneurial skills.

Conclusion

Based on this study, the following conclusion was drawn. There are a number of infrastructures and facilities that exist in our secondary schools today.

They were gradually put in place at the inception of formal education in Nigeria. These school plants as they are called were put in place bearing in mind the nature of the curriculum they were to be implemented with. In consequence, all the early school plants were modeled towards the implantation of art subjects, humanities and the pure sciences. It was only at the introduction of the introductory technology subjects in the 1970s that some technical equipment were introduced because the equipments were left without adequate security, they were quickly vandalized as soon as they were installed. The result is that with the total introduction of entrepreneurial subjects, standby equipment for teaching and learning of these subjects were kept in place. From the finding of this study, even the grammar schools' equipments were not complete in most of the schools. From the report of the principals of the secondary schools few of the available ones are suitable for the teaching of entrepreneurial subject. This is a unanimous opinion from the result of the hypothesis conducted.

Recommendations

Recommendations given below were based on the results gotten from the different variables in the study. They are:

1. Three results from the finding show that insecurity is one of the major problems what school plants are being vandalized therefore the principals should employ security to guide the school plant effectively.
2. School plants should be supplied in great numbers by the government in order to establish entrepreneurial subjects in our schools.

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