

# **SCHOOL FACILITY AVAILABILITY AND MANAGEMENT: THE ANATOMY AND PHYSIOLOGY OF SUCCESSFUL SCHOOL ADMINISTRATION**

**By**

**JOHNSON AGBONAVBARE OSAIGBOVO, Ph.D**

*Department of Education,  
Benson Idahosa University  
Benin City, Edo State,  
Nigeria*

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**SURPRISE EREMWANARUE OSAIGBOVO**

*Department of Business Management and Marketing,  
Delta State University, Asaba Campus,  
Delta State, Nigeria.*

## **Abstract**

*An effective school facility is responsive to the changing programmes of educational delivery, and at a minimum should provide a physical environment that is comfortable, safe, secure, accessible, well illuminated, well ventilated and esthetically pleasing. The school facility consists of not only the physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security and fire suppression systems. The facilities also includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds, namely, athletic fields, playgrounds, areas of outdoor learning, and vehicular access and parking. Every school administrator is to ensure that every child had access to quality education school facilities that provide an educational setting that will suit teaching and learning. Also, implementing educational policies with result in high quality, high performance, and well designed and maintained schools facilities had a direct and indirect impact on the teaching and learning process. School facilities played a significant role in directing the task of teaching and that of shaping student learning process in and out of school. Consequently, most of the school facilities which are supposed to promote and enhanced teaching, learning and extracurricular activities in Nigeria educational system are absolute and thereby creating serious challenges to the 21<sup>st</sup> century educational needs of the learners. Hence, this paper examined schools facility availability and management as the anatomy (school buildings) and physiology (equipment) of*

*successful school administration. It was recommended that school administrators at all levels of Nigeria educational system should ensured teaching equipment and other educational facilities are available in a more comfortable teaching-learning environment.*

**Keywords:** School facility, infrastructural facilities, school physical environment, school facility management, school administration.

## **Introduction**

Education for any Nation is believed to be veritable machinery for the development of a country. It is obvious that education played important roles because of the roles played in educating people in the development of science, social- economic and political structure to improve the individual, families and making the society a better place to live. In the light of these values, education today must prepare the child to function effective as an adult to be, and these cannot be achieved without adequate school facilities. Education, either formal or traditional exists in every society. However, the history of school facilities could be traced to the era of formal system of education. It equally changes with the system of education, even though, such other facilities like money and human resources are required. Over the years, enrolment into the secondary education has been on the increase, following series of educational programmes being introduced. One of such is the Universal Basic Education (UBE) scheme (FGN, 2004). Also, successive governments have and are still allocating an appreciable percentage of their annual budgets to the provision and maintenance of school facilities meant to improve the sector.

It was reported by Adesina and Ogunsaji (1984) that, education in Nigeria began to expand first gradually, and then dramatically. The consequence is the demand for education in general and school facilities in particular can be enormous. This is supported by the fact that, the quality of education can be greatly affected if schools are deficient in essential facilities in the teaching/learning process. An effective school facility is responsive to the changing programs of educational delivery, and at a minimum should provide a physical environment that is comfortable, safe, secure, accessible, well illuminated, well ventilated, and aesthetically pleasing. The school facility consists of not only the physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security, and fire suppression systems. The facility also includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds, namely, athletic fields, playgrounds, areas for outdoor learning, and vehicular access and parking. The subject of

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school facilities had received great attention from the public as well as educators in recent times.

Effective facilities management therefore contributes to the success of every student in any school. In a study carried out by Broorde (2003) reveals that students in class rooms with large windows, natural lighting and well-designed skylights were found to perform well from 19 to 25% better than their peers in classroom without these features. Not only environmental conditions in schools affect the students but also the staff as observed by (Bullock, 2007) which include the inoperative heating system, inadequate ventilation and poor lighting system. The overall building condition, the age of the building, and the windows as well as the instructional areas were positively related to students achievement in learning (Bullock, 2007).

It is evident in their contributions Bello and Ajayi (2006) that students 'achievement depends upon the physical school facility, its age, the design and the condition of the school. School facilities played a significant role in directing the task of teaching and that of shaping students learning process in and out of school. No doubt, school building as a tool for instituting an effective teaching and learning process constituted sizeable investment of public funds over its development and maintenance by the administrators. Today, most of the school facilities which are supposed to promote and enhanced teaching, learning and extra-curricular activities in Nigeria Secondary Education system are absolute and thereby, creating serious challenges to the 21st century educational needs of the learners.

Others are dilapidated and not suitable to motivate secondary students to learn. School/Educational facilities are otherwise referred to as school facilities. The school facilities are the physical facilities provided for in the school, such as the school site, the buildings and equipment. These facilities are likened to capital in any industrial settings. In understanding the national goal of developing the educational system so as to provide a satisfactory flow of men and women, capable of acquiring the skills necessary to exploit to the fullest, the natural resources of the country makes it imperative for facilities to be abundantly available in schools. Buildings are needed to shelter staff and students, sports/games facilities are needed to develop the mental, social and physical aspects of the students.

School facilities are made up of the school land all the physical structure on it. It refers to the school building, the play grounds, the equipment and other material resources provided in the school for effective teaching and learning operations, (Onuorah,2004).The school facilities is the space interpretation of the school curriculum. (Mgbodile, 2000). Similarly, it was

defined according to Ani (2007), that School facilities include the fixed and mobile structure and materials in the school such as the classroom buildings, laboratory equipment, the furniture, the chalkboard, audio and visual aids. School facilities mean all facilities and equipment within the school, which are used by the members of the school community (Abraham, 2003).

It was asserted that no matter the strength of manpower resources in the system, educational processes must require conducive physical accommodation, libraries, furniture's and playground (Nwaogu, 2013). When these instructional facilities are lacking, it can affect negatively the productivity of the teachers. Learning takes place better and faster in a school environment with high level of buildings, accommodations, furniture's, and equipment, than in an environment where all these items are lacking. Adesina and Ogunsanji (1984) in their recognition of the need for a well-equipped school noted that for effective teaching and learning situations, physical facilities and educational goals should be viewed as being closely interwoven and inter-dependent. Apart from protecting students from sun, rain, heat and cold, the school building represents a learning environment which has a tremendous impact on the learners. Therefore, in order to facilitate this high level of teaching and learning process, there is need for well-planned and organized school facilities.

A conducive teaching and learning environment is important to the quality of teachers engaged in the inculcation of desired attributes to the students. Stressing further, the impact of environment on teaching and learning to be effective, the school building and its surroundings must be free from threats, hostility and frustration. He suggested the following materials should be made available for teacher's use to enhance learning which are, textbook, programmed materials and devices, newspaper and magazines, and other library material, pictures, slides, film strips ,maps, globes ,charts, motion pictures, radio, television, chalkboards and chinks, specimens to concretize the ideas and stimulates imagination. Undoubtedly, if the physical facilities and equipment are not adequate or in good state in secondary schools, the planning of the programmes would be hampered. In Giwa and Zaria secondary schools, the problems of available structures, physical facilities and teaching equipment is acute. Most secondary school buildings today were built during the colonial era; many of them are so old that they are dilapidated and unsafe for human occupation. While those that are relatively good are congested by students. These buildings should be re-placed, reinforced or replaced so as to avoid catastrophic loss of lives of the occupants. These have led to the poor performance of students, attributed to poor learning environment and lack of facilities among others.

Unachukwu (2000) opined that learning environment in secondary schools is poor and non-motivating. This according to them starts from classroom environment citing of schools as in urban areas infrastructural facilities. This explains the physical condition under which learners learn and therefore the need to improve on it. During the 1975 Universal Primary Education (UPE) scheme in Nigeria, there was phenomenal population explosion in the primary schools, which heat the secondary and tertiary institutions after some years. The school planned to take 500 pupils and had over 2000 pupils. This resulted in mango trees, melena trees and make shift buildings becoming classrooms (Bosah, 1996). One of the objectives of the UPE was to produce people who could read and write; due to inadequate school facilities and maintenance one wonders the degree of achievement of the set objectives, as the main focus of this paper was on school facility availability and management as the anatomy (school buildings) and physiology (equipment) of successful school administration.

### **Concept of School Facilities**

The term school facilities refers to the school site, the buildings, the playgrounds, the equipment and other material resources provided in the school for effective teaching and learning operations. School facilities can be defined as comprising of location, weather, lighting, ventilation, floor, space per pupil, health, and safety conditions, play areas, cafeteria and library. Also, Ogbodo (2004) considers school facilities as synonymous with educational facilities which includes buildings such as classrooms, assembly halls, libraries, laboratories, workshop and instructional, materials.

Similarly, Ehiemetalor (2001) defines school facilities to include the site, the building and other infrastructures. They went further to say that school facility embraces permanent and semi-permanent structures which includes items such as machines, laboratory equipment, the chalk board and office assistances tools such as brooms and cleaning materials. According to Abraham (2003), school facilities mean all physical facilities and equipment within the school, which are used by members of the school community. All the physical structures in the school fall within this category. Facilities are plants (buildings) equipment, materials (Ehiemetalor, 2001). Whereas, school buildings according to Broorde (2003) include classroom, dormitories, libraries and laboratory buildings, staff rooms, teachers' quarters, examination halls and administrative buildings; educational equipment include such items as machines, audio-visual materials, chalkboards, cleaner's tools and workshop equipment.

Broorde (2003), provides a much more comprehensive list of educational facilities and grouped them into two viz:

- 1) **School Building(Anatomy):** These are tangible structures, which serves as shelter for educational activities. They include among others, classrooms, laboratories, workshops, teachers' common rooms/offices, toilets, rest rooms, reading rooms, dispensaries, libraries, hostels/dormitories, dining halls, assembly hall, staff quarters.
- 2) **Equipment (Physiology):** School equipment refers to facilities or outputs such as machine and tools, which ease the operation of academic activities. Various equipment's are required in:
  - a) Classrooms: For example, desks, chairs, blackboards, cupboards, shelves, dusting dusters, wash hand basins, napkins, teaching aids.
  - b) Laboratories: For example, physics, chemistry, biology, agricultural science, languages, geography.
  - c) Workshop: For example, woodwork, metal works machineries, electronics/electrical, business studies.
  - d) Sports/games: For example, football, table tennis, volley ball, net ball, hockey, tourniquet, Short put, high jump stands/crossbars, javelin, hurdles, trophies, jersey, bells, notice boards, electric generator, typewriters, photosetting machines, computers

School facilities have been defined by Ani (2007) as the location of the school buildings, the equipment in the school and other material resources provided in the school for the purpose of enhancing teaching and learning processes. To him school facilities include the fixed and mobile structures and materials in the school such as the classroom buildings, laboratories and laboratory equipment, the school furniture, the chalkboards, tools and machines, the chalk, audio and visual aids .

School facilities can also be taken to mean the site where the school programmes and activities take place or the environment where the school curriculum is implemented. Thus Obi &Ezegbe (2002) defined school facilities as the space interpretation of the school curriculum. In other words, school facilities can be said to be physical expression of the school programmes and activities. It is a consciously designed and controlled environment with the sole aim of promoting teaching and learning activities within the school. It is putting together of facilities to protect the physical well-being of the individuals associated with the school. School facilities are the operational inputs of every instructional programme. The school is like a manufacturing organization where plants and equipment must be in a top operational shape to produce result. Efficiency in the production function depends on the quantity and

quality of the facilities. Since the facilities are used in one way or the other in the day-to-day business of the school, there is need for its proper management. Teachers and students are affected and impact by their environments.

### **Evolution of School Facilities**

The development of school facilities has its own history traced to the western countries. This ranges from ancient Greece to Rome and India. In ancient India, the gurus imparted education to their pupils in ideal settings. They used to set up their shramas on the sites known for its scenic beauty. This underscores the importance attached to site location and purpose for which the facilities are meant for. The Ashramas were situated far away from the towns, in the national surroundings of greenery, rivers, streams, hills, and trees. There was no need for buildings and furniture.

The Ashramas were the embodiments of simple living and high thinking, with every small population of pupils. In the Buddhist age, math were erected for elementary education, and for higher learning, big buildings were constructed. The main schooling continued to be imparted in temples and maths. Muslims also housed their maktabas in the mosques. The prayer halls of the temples and mosques served as the classrooms. School buildings seldom enjoyed independent and separate existence. Following the Wood's dispatch during the British period, the government undertook the responsibility of opening up schools most especially in the urban areas, and a modest beginning was made in setting up school facilities. In ancient Greece, temples were the seats of learning, while wayside constructions used to serve the purpose of schools in the ancient Rome. Castaldi (2011) observes that during the Hellenistic 500BC-200BC, there were no school buildings as we have today. He noted that instructions were generally conducted in the open air, sometimes in the shadow of the temple or in an enclosure that hardly protect the students from harsh weather. The meeting place was thus incidental to the learning process. Before the introduction of formal western education in Nigeria, traditional system of education existed in every society in one form or the other. Anywhere the child could stay and learn from thus considered as a classroom and any person capable of passing useful knowledge – be regarded as a teacher, Castaldi (2011) affirms that recent advances in the field of educational psychology and electronic programming have stimulated the development of wide variety of effective teaching aids which had and still have profound effect on modern educational thinking. He also emphasized that excellent school facilities and dedicated teachers are the basic ingredients of a good educational programme.

Similarly, Nwagu (2010) states that classrooms constitute the most basic facilities that every school must have. He pointed to the Nigerian situation where many school buildings and facilities have been constructed without enough consideration for the comfort of students and teachers who use them. Castaldi (2011) states that one of the first forms of teaching aids appeared at the turn of the 20th century in the form of an arch pattern and the next generation of teaching aids marked the beginning of a wide spread use of supplementary instructional devices. Cushen (2006) maintains that educational aids have been used for centuries, sand, tray and slates preceded the black board specimen to illustrate lessons from the earliest days of schooling. Alcorn says equipment and materials are necessary to efficient learning. Moreover, Ozigi(1977) pointed out that every school needs a wide range of educational equipment such as textbooks, laboratory, workshop and workshop equipment, audiovisual materials and items of furniture among others to aid the performance of its operation.

### **Teaching Facilities**

Ozigi(1977), teaching can be defined as an attempt to bring out desirable changes in human learning, activities and behaviour. The aim of teaching therefore, is to impact learners to make those desirable changes in their behaviour that contribute to better living. These changes are:

1. It can increase and store useful information and the understanding of basic principles in the subject matter.
2. Acquisition of skills abilities and habits for instance, psychomotor skills, the physical competence required to perform certain activities efficiently.
3. Possession of desirable attitude and ideas, such as developing satisfaction about learning outcomes or achievements obtained through the process of sharing meaning.

Saylor (1999) define teaching as a process whereby one person mediates between another and the substance of this world to facilitate learning. This is deceitful of teaching since everybody is accorded the status of a teacher. Besides, helping one to learn something does not make one a teacher. Teaching facilities involves some complex activities on part of both teachers and learners in the school such as classroom, chalk board, laboratory, chairs, tables, public address system, flip charts, models, specimens and workshops. According to Bello and Ajayi (2006) teaching involves activity in which the learners participate so that they can understand the process and learn. Instructional materials of facilities are easily identified with direct teaching functions. They serve essentially as centers for learning and teaching in the school set up.

Ehiamentalor (2001) defined instructional facilities as a systematic way of designing, carrying out and evaluating the total process of learning and teaching in terms of specific, objective to bring about more effective learning‘‘.

### **Learning Facilities**

Learning may be defined as a change in behaviour which is more or less permanent in nature that results from activity, training or observation. Max (2008) defines learning as —a relatively enduring change in behaviour which is the function of prior behaviour (usually called practice). The idea of prior behaviour connotes some formal experiences. In other words, learning may be defines as a process whereby, as a result of experience, some change in patterns of adjustment occur. psychological definition of learning is change, or modification of behaviour or responses as a result of some forms of experiences.

To understand the concept of learning from the point of view of the psychologist one needs to examine key words, that is change, which implies that learning is a change of behaviour as a different person from one which he was before he went into it, this changes is the intellectual and emotional functioning which is important meaning that the learner now begins to reason in a different ways he sees a problem from a different perspective becomes increasing aware of the complexity of a particular problem and interacts in a more socially acceptable way with other people in his environment (Abraham, 2003).

Learning facilities according to Afolabi (1998) refers to the site, building, furniture and equipment that contribute to a positive learning environment and quality of education for all students. The learning facilities available within an educational institution have positive relationship with the quality of teaching and learning activities which in turn leads to the attainment of goals set. The learning facilities of the school building and furniture will determine how long such will last while comfortable classroom.

### **Health Facilities**

Health facilities are those facilities that are provided to protect and promote the health of staff and students in an educational institution. Preventive and emergency school based health facilities are provided in accordance with local school health facilities which is jointly developed by the country’s health department, school district and school health advisory committee. School based health facilities are important component of the school health system.

### **Sport Facilities**

Sports has been identified by Coakley (2001) as an institutional competitive activity that involves vigorous physical exertion and use of relative complex physical skills by individuals whose participation is motivated by a combination of the intrinsic satisfaction associated with the activity itself and external rewards earned through participation. Moronkola (2005) and Ajayi (2009) both postulated that sports are fascinating. To focus on one institution-sports-is just a technique for understanding the complexities of the larger society (Jeroh, 2007). Sports, according to Laker (2001), provides scientific observers with a convenient laboratory within which to examine values, socialization, stratification, bureaucracy to name a few structures and processes that also exist at the societal level.

### **Recreational Facilities**

Recreational facilities have been defined by Ezeanichinedu (2009) as type of the instructional materials and other infrastructural facilities such as building tools, equipment and other teaching–learning aids that are necessary for the students to learn at leisure hours. The author however described recreational facilities as materials that are necessary for the students teaching and learning process. The author describes recreational facilities as an aid to effective students‘academic performance. The author also noted that there are some recreational facilities that the students can use subject could aid effective teaching learning process. Ezeanichinedu (2009), stated that every subject has her own recreational facilities for instance in mathematics, there are abacus, computer, calculations pyramid, Ayo, whots, ludo, shopping corner. In English Language there are novels, dramatization, reading corner. Also, in science subjects there are scientific equipment in the laboratory. Every type of facilities played with has significant impacts on the teaching learning processes in the schools and they have positive impacts on the students ‘academic performance.

### **Components of School facilities**

There are three major components. These are:

- i. Infra structural facilities
- ii. Instructional facilities
- iii. School physical environment

Infrastructural facilities include buildings such as administrative block, (which comprises the principals‘ office, vice principal and staff rooms, classroom) laboratory, stores, sick-bay, records office, school shop, library, music room, cafeteria, intro technology laboratory, security post, staff quarters‘

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and school farm as well as storage house, electricity, water supply, sport field. Instructional facilities are teaching materials and equipment, that comprises laboratory equipment, introductory technological equipment, wall clock, puzzles, television, radio V.CD plates and players, piano, flute, chalkboard, cardboards, duster, apparatus for science practical, models, picture charts.

Government policy on school facilities vary, while in some schools, parents buy the textbooks needed for studies, and in some schools, government buys or provides the textbooks and gives them free to students. Library books are bought from public funds (taxes). Whatever the government policies maybe, it is the responsibility of the school head (principal or headmaster as the case may be) to put the furniture, equipment, buildings and playing grounds in good condition. The constituents of school physical environment include building and scrape parking lot, playground, sport field, agricultural farm, fire extinguisher, school bus, car park and sand bath. Also, school facilities include mechanical material like technological machines, generator, photocopier machines, computer machines, and plumbing materials like water taps, bore hole – electrical telecommunication like speakers, radios, network system, security and fire suppression systems.

### **School Facility Availability and Management as the Anatomy (school buildings) and Physiology (equipment) of Successful School Administration**

The character of school facilities determines, to a considerable extent, the types and quality of curricular and co-curricular activities that take place in it. The nature and size of the school building determine the shape and size of the classrooms. The shape and size of the classrooms with their equipment, furniture and the types and variety of educational materials available affect the ways in which learners can be organized for instruction, the possible methods of teaching that can be adopted by teachers and the types of learning activities that the students can be engaged in. If home economics, technical education, music and fine arts, for instance, are part of the curriculum, the appropriate rooms and workshops must be provided with the relevant equipment and materials. Otherwise, the implementation of those aspects of the curriculum will be greatly impaired. Practical lessons cannot be organized for science students in schools without science laboratories, or in schools with science laboratories but without the relevant materials and equipment. The only option for students in such schools who may wish to sit for science subjects in external examinations is the - Alternative to Science paper, whether or not the school

building is adequately planned to accommodate the educational programme, it affects the life and activities that go on within it.

The importance of school facilities has been highlighted by many educational administrators and planners. The importance attached to it as a vehicle for effective teaching and learning cannot be over emphasized to Ogbodo (2004), the importance of school plant was quoted thus: A school or a college is a vital and life-giving environment to the extent that it brings into the life of its students an abiding love and appreciation for all that is best and most significant in national and human life. Knezevich (2005) asserts that as school heads and their academic staff plan and think together about the present and future needs of school facilities as vital factor that can contribute to the enrolment of students in the school. He further observes that through adequate planning of school facilities, they can determine the type of instructional materials teachers' would need for effective instructions and whether the available classroom are adequate for the anticipated number of students.

Mgbodile, (2002) stressing the need for school facilities, observed that the physical appearance and general condition of school physical facilities are the striking basis upon which many parents and friends of any educational institutions may make their initial judgments about the quality of what goes on in the school. In short, the physical facilities play a major role in determining the type of relationship between the school and the community. This is because parents and pupils make their judgments and take their decisions on whether to associate themselves with a particular school after a careful evaluation and consideration of the facilities in the school. Ani (2007) while supporting the above statement opined that if the quality and quantity of physical facilities attracts the admiration of a parent, the conviction of the parent will be that since the quality and quantity of facilities is of such level, the quality of the staff and school programme will be of high standard.

Thus Ogunjobi (2001) said that the general landscaping of the school speaks succinctly of the tone of the school and the disposition of the management. Therefore to attract the admiration and acceptance from the community, there is need for a well-planned school physical facilities and equipment. In the present day Nigeria, schools cannot be divorced from the communities. Therefore, there is need for the planner of the school facilities to bear this observation in mind while structuring and procuring the plant. In most communities that form the neighborhood of schools, certain activities like club or village meetings, marriage ceremonies, church services or other forms of gathering which require the use of good and appropriate environment take place in the school.

A school with poorly planned environment in terms of accommodation, furniture and other forms of equipment cannot attract the attention of the community and thus fail to satisfy the social needs of the community. Onwurah (2004) citing Whelers stated that the school facilities plays a crucial role in the development of the three domains of Bloom's Taxonomy of educational objectives namely; cognitive, affective and psychomotor. Educational facilities are needed for developing cognitive area of knowledge, abilities and skill, which are prerequisites for academic achievement. They are essential for developing values, commitment, positive emotions and social interactional sensitivity in learners. In addition, they help the school to develop the hands and muscles of learners. Castaldi (2011) citing Longman & Longman also called attention to the fact that Montessori, a specialist in educating children laid emphasis on —the importance of providing an environment physically and psychologically adjusted to the stages of growth, so that the child could generally master his environment.

Some authorities such as Ogunjobi (2001) and Abraham (2003) have seen school management as judicious use of human and material resources as to achieve the objectives of the school. In other words, if there are no human and material resources in school, there will be no administration. Therefore, there is need for a well-planned and organized school facility to make for effective school administration and management. If there is shortage of accommodation, furniture, equipment or other material resources, this can affect the productivity of the teachers, the administrator – teacher relationship and even administrator – pupil relationship. Moreover, the academic performance of the students and their outward behaviour are major yardstick for assessing the effectiveness of school principals and this criteria as earlier mentioned, is closely tied to conducive school environment.

Ogunjobi (2001) also noted that environment can impact the leader and the led. Therefore, the extent to which the leader will achieve organizational success depends upon a combination of variables among which effective management of school facilities is one. Moreover, Adesina and Ogunsaji(1984) noted that for effective performance of educational programmes, the school facilities and educational goals should be viewed as being closely interwoven and interdependent. Apart from protecting pupils from the sun, the rain, heat and cold, the school building represent a learning environment which has a tremendous impact on the comfort, safety and performances of the children. It is therefore an incontrovertible fact that school facilities are an important factor in the achievement of educational objectives. It is also obvious that the

insufficiency, non-availability and poor maintenance of the plants would hamper the management of educational programmes.

### **Conclusion**

The management of academic and administrative affairs of schools traditionally falls within the purview of the principal. Unerringly, formal education in Nigeria is rapidly changing and technically tailored towards meeting certain set goals, such as “education for all” (Nwaogu, 2013). The requirements of these various goals from the school managers are centred on the advancement of teaching and learning through the implementation of performance-based management, which is led by a management team, with the principal at the fulcrum. Given this onerous task, the principal, as a matter of fact, must understand the role of school managers to effectively manage not only staff but the facilities to meet the overall objectives of the school system. The unsatisfactory performance often experienced in schools by students and educational programs is always attributed to lack of basic infrastructure, lack of adequate and accurate statistics, inadequate funding, embezzlement, bureaucratic bottleneck and poor attitude to work.

Generally, the principal’s responsibility in the management of educational facilities entails bringing together individuals as a group that will control, coordinate and articulate activities to achieve tangible and holistic learning for the overall benefit of the society. School management by principals is the totality of efforts that are brought to bear in the provision and delivery of education to ensure that both human and material resources allocated to education are used to the best advantage in the pursuit of educational objectives and goals. The school management team headed by the principal must develop, support and equip staff with knowledge and skills to respond positively to the ever changing phenomenon of education to meet contemporary societal challenges. Consequentially, there must be continuous increase and adequacy of educational facilities, because the existing ones are often overstretched, poorly maintained and cannot provide and foster desirable, creative and harmonious problem-solving skills. Since education seeks to develop the minds and character of future citizens, their abilities, skills and potentials, in order to equip them for contemporary society, school facilities have to be supplied in adequate quantities, properly and effectively managed, controlled and supervised.

The responsibility of management of facilities requires collective efforts. Management processes, which involve planning, organizing, decision making, leading, coordinating and controlling are applied in facilities

management. Broadened educational goals and objectives as a result of changes in socio-economic development have necessitated the involvement of several minds in the facilities management process. It requires expert input from a wide range of stakeholders. Collaborative efforts bring into facilities management new ideas and perspectives. Over the years, school managers have emphasized that physical facilities available for academic and non-academic activities are grossly inadequate. This issue is very sensitive and demanding because it bears direct relevance to the funding of education and most importantly to the quality of outputs of the educational system.

**Recommendations:**

1. School facilities management plays a pivotal role in the actualization of educational goals and objectives by satisfying the physical and emotional needs of the staff and students. Therefore, school administrators should ensure teaching equipment and other educational facilities are available in a more comfortable learning environment:
2. There should be provision of safe structures, adequate salutary facilities, a balanced visual and thermal environment, sufficient shelter space for work and play, pleasant surroundings, friendly atmosphere and an inspiring environment to enhance the teaching-learning process.
3. School plant is a major component of school facilities, since teaching and learning do not take place in a vacuum, school facilities should embrace the planned curricular and extra-curricular activities of the school.
4. The complexity of the learning environment requires flexibility in the design of facilities to meet present day school needs that is the facilities should be designed to meet diverse academic needs of the schools system.
5. There should be proper scheduling of school facilities to allow for accessibility to the community or other public users during school hours without interfering with academic programmes. This will eliminate the burden of duplication of such facilities as conference halls, gymnasium, library, theatre, football field, tennis court, swimming pool and other sporting facilities, thereby integrating the collective effort towards cost effectiveness and enhancing healthy school-community harmonious relationship.

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