

ANALYSIS OF MAINTENANCE CULTURE IN PUBLIC PRIMARY AND SECONDARY SCHOOLS IN EDO STATE

Iyamu Ikponmwen Florence Ph.D

Institute of Education, University of Benin, Benin City, Edo state,

Imasuen Kennedy

Institute of Education, University of Benin, Benin City, Edo state

Osakue Elometse Felicia

Federal College of Education (Technical), Asaba

ABSTRACT: *This paper investigated the maintenance culture of public primary and secondary school in Edo State. The main objective of the study was to examine the causes of poor maintenance culture of public primary and secondary schools buildings in Edo state. To guide the study three research questions were raised and answered and descriptive research design was adopted for the study. A research designed questionnaire titled, "Analysis of maintenance culture in public primary and secondary schools in Edo State" was used to collect relevant data from respondents. The Cronbach alpha was use to test for the internal consistency of the items in the questionnaire. It gave an acceptable reliability of $\alpha = 0.75$. The data obtained were analysed using descriptive statistics of mean and standard deviation. The result indicated that, poor funding by state government, the effect of the poor value system of the community members around the school environment, and poor school management were the causes of poor maintenance culture of public primary and secondary school building in Edo State. It was therefore concluded that, the government should expedites action on funding and also create public awareness on the importance of maintaining school building. The paper recommended that, government should set up supervisory committee who will pay pertinent attention, and manage public primary and secondary school buildings in the state.*

KEYWORDS: Maintenance Culture, Public Primary, Secondary Schools, Edo State

INTRODUCTION

Primary education in Nigeria is the education given to children between the ages of 6- 12 years. This type of education is free and compulsory for all citizens. Some of the objectives of primary education are to stamp out illiteracy and lay sound foundation for scientific, critical and reflective thinking (NPE, 2013). From the primary school, children proceed to the junior secondary and then to the senior secondary school where they graduate with senior secondary school certificate. In Edo State especially in the suburb areas, most of the school buildings are in shambles. Some of them still wear the look of the 80s. While others that were renovated by past administrations are fast dilapidating. Perhaps this might be as a result of government indifference and lukewarm attitude of school management towards maintenance.

A cursory observation of both primary and secondary schools, in Edo State showed that, majority of the constructed school buildings have deteriorated and required urgent maintenance. Studies revealed that, the causes of the school building dilapidation, could be hike in the cost of building maintenance and poor government policies on school structures (Ojara, 2013). The resultant effects of poor building structures on students and pedagogy cannot be over emphasised. When environment is stimulating, teaching and learning are effective and thus motivating. But when the reverse is the case, students' personality and emotion would be adversely affected. What is the essence of teaching and learning when it cannot affect students positively? It becomes imperative to examine the maintenance culture of primary and secondary school buildings in Edo state, in order to put stakeholders in the right perspective about school building maintenance.

Also, infrastructural facilities in schools in towns and villages within Nigeria are in deplorable condition that if not attended to may disrupt educational programme in the state. Similarly, most public primary and secondary school buildings in Edo State are faced with same challenges. There is the need to expedite action on these building not just to save our building and give them a face lift but to also enhance teaching and learning in our schools. This has cumulated in the deterioration and ultimate defects of various degrees on school buildings. Contract are been awarded for new school infrastructures while old ones are abandon without any care. Suffice to know that the ways of sustainability is the maintenance and services of old stock of infrastructures. Kunya (2012) study indicated that, the defects in building facilities such as defacing of wall surface, rising dampness in structure, floor slab failure and doors and windows defects; leaking roof, foundation failure and sagging at beam has not only reduced students' attendance in class, but have also enhanced difficulties in school administration. Kunya, further advocated that maintenance culture encompassed rightful diagnosis of defects in school building and prompt remedial measures. This style of action will not only foster maintenance it will also boost the continuity of maintenance culture.

Also, Ipingbemi (2010) argued that factors like inferior building materials and poor technical skill, improper management of the facilities such as door lock and louvers, lack of regular check-ups of the facilities, improper design of fire suppression system are some of the factors that flaw school building. It is a known fact that, the environmental nature of where students live and learn, is inimical to their overall academic achievement. Building good structure with standard materials alongside conscious effort of maintenance make schooling interesting and motivating, (Ojara, 2013). Some researchers in the 19th century (Zabaru, 1999 and Fielden, 1997), reported that preventive maintenance culture will promote good conditions of school building. Which in a long run foster participatory pedagogy and learning. The quality of education in any school is dependent on several factors of which school facilities is supreme. Decent school buildings enhance teaching and learning thereby making the process meaningful and purposeful. School buildings are crucial because they foster effective pedagogy and thus boost good result. The quality and standard of a school is ideally rooted on the provision sufficiency, operation and supervision of educational facilities.

Same vein, Adejimi, (2005) argued that school building facilities obstruct effective actualization of educational curriculum. In recent years' enrolment of students into Edo State, public schools, has continued to increase without a corresponding increase of school building structure. A cursory observation of public school structures in state indicates that there are no concise efforts made towards maintenance of the building. As a result there is high rate of dilapidation of school building in the state. It is quite unfortunate that the consciousness of

maintenance culture in the state is very low. Dilapidated buildings with leaking roofs, broken chairs and desks, rough doors and windows without louvers and dirty building characterised the state primary and post primary schools. In fact the buildings are in a very poor and in a deplorable condition of infrastructural despair which has resulted in fruitless pedagogy. Teachers and non teaching staff are disenchanted, students are demoralized because the energizing force is practically absent. What then could be responsible for the failure in the maintenance of school building in Edo State? Could poor funding by government, value system of community dwellers and poor school management be responsible for the deplorable condition of Edo state school building? Since the standard of education positively correlates with state of the school building, it becomes necessary to do analysis of maintenance culture in public primary and secondary schools in Edo state.

Purpose of the study

The main purpose of the study was to identify and analyze maintenance culture of facilities in Edo state primary and secondary schools. Primary and secondary schools are the bed rock of every educational achievement/attainment in life. A sound primary and secondary education will hitherto lead to considerable, sound and effective higher education. Specifically, the purpose of this study were three fold, namely to:

- Determine the effects of poor government funding in the maintenance of school building in Edo State
- Examine the relationship (if any) between the value system of the communities in school environment and management of school buildings
- Identify the effort, (if any) of school management in the maintenance of school building

Research Questions

The following Research questions were raised to guide the study

1. Do the poor funding by the government affect school building maintenance?
2. Do the value system of the communities in school environment affects school building maintenance?
3. Do efforts of the school management have any effects on school buildings?

Significance of the study

This study was designed to examine the maintenance culture of primary and secondary buildings in Edo state. Data generated from this study will help the various stake holders in education to see the decay in the school buildings of both the primary and secondary schools in Edo state.

Secondly, it will be an eye opener for the various stake holders in education to see the need for the maintenance of school buildings which they have abandon. Also, the various amount of money voted for the maintenance of school buildings to be judiciously used. So as to avert the imminent danger that is looming in the educational sector.

Finally, it will enable a synergy between the host community, and other stake holders in education in school building maintenance and to inoculate the right value system in the citizenry.

METHODOLOGY

The design of the study was descriptive survey. It was aimed at obtaining information that has to do with the analysis of maintenance culture of some selected primary and secondary schools in Edo State. The population of the study comprised all primary and secondary school teachers in Edo state. A total of 1150 teachers and 130 schools which consist of sixty (60) primary and seventy (70) secondary schools were purposively selected from some local government areas in the three senatorial districts of Edo State. The instrument for the study was a well-structured questionnaire titled: Analysis of maintenance culture of buildings in primary and secondary school in Edo state. Section A sought to find out the demographic variables like, sex, age and class. Section B consists of twenty (20) items relating to the research questions. A 4 point Likert scale of strongly agrees, agree, strongly disagree, and disagreed for rating the respondents' opinion was used to extract specific response from the sampled teachers. The face and content validity of the instrument were ascertained by the three experts in measurement and evaluation in University of Benin. Benin City. To test the reliability of the instrument 30 questionnaires were administered to secondary schools in two of the Local Government Areas that were not sampled for the study. The Cronbach alpha was used to test for the internal consistency of the items. It gave an acceptable reliability of $\alpha = 0.75$. The data collected were coded with strongly agree allocated four (4) points, agree three (3) points, disagree two (2) point while strongly disagree was given one (1) point. An interpretative mean of 2.50 which is the arithmetic mean of the points allocated to the four Likert scale was used for comparison. A mean value of 2.50 or above is considered to be an acceptance. The data obtained were analyzed using descriptive statistics of mean and standard deviation.

RESULT

Research question one: Do the poor funding by the government affect school building maintenance?

Table 1: mean rating of government poor funding and its effects on school building maintenance

Items raised	Mean	Standard deviation	Decision
It is the duty of government to maintain school building by voting in sufficient money.	3.39	0.86	A
School structures are in deplorable state because government do not pay attention to maintenance.	3.23	1.09	A
No proper maintenance plan by the government leads to poor maintenance culture.	3.32	1.08	A

No preventive maintenance process by government brings about neglect of building in schools	3.07	1.12	A
Maintenance of school building is not provided for in state budget	2.56	1.36	A
All schools should have a maintenance department in place	3.45	1.11	A
Government have in place a good maintenance structure to take care of the school buildings.	2.35	2.00	D
Government is quick to respond to issues of maintenance in school buildings	1.98	2.13	D
Cluster	2.92	0.55	

A = agree, D = disagree

The data in table 1 showed that the mean responses of the respondents on poor funding by government and its effects on school building maintenance ranged from 1.98 to 3.45. All the items raised except 7 and 8 have interpretative means of above 2.50. The cluster mean and standard deviation were 2.92 and 0.55. This implied that poor funding by government adversely affects the maintenance of school buildings to a high extent.

Research question two: Do the value system of the communities in school environment affects school building maintenance?

Table 2: mean rating of the value system of the community in the school environment and its effects on school building maintenance

Items raised	Mean	Standard deviation	Decision
The value system of the community has effect on the school	3.20	0.88	A
There is a relationship between the community value and school structure maintenance	3.10	0.86	A
The community have a strong role to play in the maintenance of school building	3.17	0.84	A
The people in the environment contribute to the deplorable state of school structure.	3.04	0.87	A
The value system of the community should help maintenance culture.	3.28	0.65	A
The community contributes to the non-maintenance culture of the school structures.	2.95	2.20	A
Cluster	3.12	0.12	

A = agree, D = disagree

The data in table 2 shows that the mean responses of the respondents on the value system of the community in the school environment and its effects on school building maintenance ranges from 2.95 to 3.28. All the items raised were above the interpretative mean of above 2.50. The cluster mean and standard deviation were 3.21 and 0.12. This implied that the value system of the community in the school environment adversely affects the maintenance of school buildings to a high extent.

Research question three: Do efforts of the school management have any affects on school buildings?

Table 3: mean rating of school management and its effects on school building maintenance

Items raised	Mean	Standard deviation	Decision
The school management should be involved in school maintenance plan	3.49	1.19	A
There should be annual maintenance plan for public school purpose	3.61	1.35	A
School management should keep proper eventry of maintenance process to aid maintenance plan	3.33	1.35	A
School maintenance do not have maintenance plan schedule	2.70	1.66	A
Maintenance is not the responsibility of the school management	1.94	1.82	D
The school management is the cause of the dilapidation of school buildings.	2.44	1.87	D
Cluster	2.92	0.66	

A = agree, D = disagree

The data in table 3 shows that the mean responses of the respondents on school management and its effects on school building maintenance ranges from 1.94 to 3.61. All the items raised except, items with; “maintenance is not the responsibility of the school management” and “the school management is the cause of the dilapidation of school buildings are above the interpretative mean of less than 2.50. The cluster mean and standard deviation are 2.92 and 0.66. This implies that school management adversely affects the maintenance of school buildings to a high extent.

DISCUSSION

All the research questions considered above were affirmatively answered, implying that poor funding by government adversely affects the maintenance of school buildings to a high extent;

value system of the community in the school environment adversely affects the maintenance of school buildings to a high extent; and school management adversely affects the maintenance of school buildings to a high extent. These findings are supported by research findings of other authors. Ojara, (2013) stated that poor government funding has prevented the maintenance management sector of public school in Nigeria from carrying out their maintenance task. In the same vein, Cobbinah (2010) opined that lack of fund is one of the factors responsible for poor maintenance of public.

Furthermore, According Duodu (2015) the fundamental factor behind school building deterioration is the value orientation of the community members in the school environment. Kportufe (2015) claimed that, lack of cooperation between school management and the community member is a contributing factor to poor maintenance of school buildings.

Adenuga et al (2010) claimed that, the lack of orientation on effective maintenance culture by most establishment are the major reasons for neglect of school building maintenance.

CONCLUSION

Maintenance culture of Public primary and secondary schools building is at a low ebb. The notion that the management of the school is mainly the concern of the government so should be disregard. The government should expedite action to enhance maintenance of public primary and secondary school buildings in Edo State

RECOMMENDATION

1. Government should appropriates enough fund for the maintenance of school
2. Building should not get to deplorable level before rehabilitating and the community should be given orientation on maintenance culture.
3. Works department, should be establish to enhance building maintenance.
4. Agency to check vandals of school property should be constituted by the state government to enlightened community member on the need for school building maintenance.

REFERENCES

- Adenuga O .A, (2010) Effective maintenance policy as a tool for sustaining housing stock in down turn economy. *Journal of performance*, vol.1, 93-109. Retrieved from <https://coreacuk>
- Adejimi, A. (2005). Poor Building Maintenance in Nigeria: Are Architects free from Blames? Being paper presented at the ENHR International conference on “Housing: New Challenges and Innovation in Tomorrow’s Cities” in Iceland between 29th June-3rd July, 2005

- Cobbinah, J.P (2010) Maintenance of Buildings of Public Institutions in Ghana. A Thesis submitted to the Department of Planning, Kwame Nkrumah University of Science and Technology, Kumasi.
- Fielden, B.M (1997). *Conservation of Historic Buildings*. London: St Edmundsbury Press Ltd
- Ipingbemi, O. (2010); Facility Management Unpublished MSC Housing Development and Management Lecture Notes. University of Ibadan, Nigeria.
- Kportafe, G.S (2015) Lack of Maintenance Culture of Public buildings in the Capital city of Ghana – Accra, Journal at Culture, Society and Development vol. 12, 97 – 101
- Kunya, S.U. (2012). Maintenance Management Unpublished M Tech Construction Management Lecture Notes, Building programme, faculty of Environmental Technology, Abubakar, Tafawa Balewa University of Technology, Bauchi, Nigeria.
- Olanrewaju, S. O. B., Anifowose, O, S (2015). The challenges of building maintenance in Nigeria. *European Journal of Educational and Development Psychology*, 3 (2), 30-39. Retrieved from www.eajournals.org
- Ojara, E.S. (2013): The Challenges of Housing Maintenance in Nigeria. Unpublished HND Project, Department of Building Technology, The Federal Polytechnic Ado Ekiti, Nigeria.
- Zabaru S.N (1999) Maintenance of Government office building in Nigeria, a post occupancy Evaluation Approach's, Ph.D thesis, University of Lagos Nigeria.