Educational Change Strategies in Facilities Provision and Challenges for Managing Educational Change Strategies for Secondary Education Delivery in Rivers State

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Abstract: This study examined educational change strategies in facilities provision and challenges for managing educational change strategies for secondary education delivery in Rivers state. Two research questions and hypotheses were formulated to guide the study. All principals from the 247 public secondary schools in Rivers State constituted the population and the sample size of 152 principals were randomly selected for the study and they constituted the study respondents. An instrument called educational change strategies in facilities provision and challenges for managing educational change strategies for secondary education delivery Questionnaire (ECSFPCMECSSEDQ) was used for data collection and its reliability coefficient was computed at 0.73 and 0.74 respectively. Mean and standard deviation were used to analyze the research questions while z-test statistics was used to test the hypotheses. Findings of the study revealed that the educational change strategies in facilities provision are adequate provision and maintenance of physical facilities and adequate funding for maintenance of these facilities, Also lack of qualified and trained personnel and inadequate funds to procure facilities are some challenges. It was recommended that Seminars and workshops should be organized regularly for the teachers and principals to enable them work alongside the changes for secondary education delivery in Rivers State.
Keywords: Educational Changes, Facilities, Secondary Education Delivery.

Introduction

The education sector cannot grow without changes because it has a dynamic nature of knowledge and technology that changes with time hence there is need to put in place the most suitable mechanism so as to make sure the anticipated change is accomplished and that those that are being affected by the change are given the necessary assistance so as to have an easy movement and proper adjustment of the entire system.

Educational change also involves reforms in the education sector in Nigeria. Reform means that the status-quo maintained in the Nigerian education sector is not a satisfactory one (Medinat, Florence & Lasiele, 2011). In other words, reform can be described as the process of making right the things that are wrong, not satisfactory or not desirable in the sector.

Change therefore can be defined as the pattern of moving from one way of thinking or doing things to another. Theron (2007) identified five steps in the change process starting from diagnosis that is where weakness and strengths of existing policy are being examined, followed by planning that is where the data obtained during the diagnosis is being used by the education planners to seek alternatives, then implementation that actually brings about change, followed by stabilization, that is after monitoring and implementation when the new policy becomes part of the school system and evaluation which determines the extent to which the school has achieved the new policy aims. However, some changes have been identified regarding curriculum, facilities, policies, personnel and so on.

However it is a different case today as the school management team which includes the Principal, Vice Principals and Heads of Departments are entrusted with the measurement of teaching outcome in the schools so as to attain national goals, retrain staff on information and communications technology (ICT) to meet specific time based national objectives and to effectively manage inadequate funding of public schools due to the directives given by determined politicians who mostly frame their manifestoes around free education. But as a result of democracy, Nigeria is striving to be properly integrated into the world economy hence the government embarked on different educational reforms that will help the nation in taking the right course. These educational reforms include change in curriculum, policies, personnel, facilities and so on and because education brings about human development, its target is to develop the manpower needed for development of the nation so as to expanded the roles of the school management team to become more accountable for their managerial duties.

Development of the nations' economy revolves around secondary education since it is the engine room that provides input resources into the nation's economy and higher education production systems. When the secondary school system functions well, its products will move to the tertiary institutions and others who cannot move to the tertiary institutions will also be useful and productive members of the society. It is of uttermost importance therefore to continually assess the secondary school system, mostly its teachers who are important to students' learning and performance. The quality of the school can be checked through assessment with which decisions about teachers and their performance can be made and the quality of these teachers also gives students the confidence to compete amongst themselves, to take on difficult tasks so as to discover and develop their real mettle as thinkers.

Asiyai (2012) defines school facilities as the entire school plant which school administrators, teachers and students harness, allocate and utilize for the efficient and effective management of any educational institution, with the aim of achieving a purposeful teaching and learning experience. These school facilities includes: buildings, grounds, classrooms, halls, laboratories, workshops, staff rooms, offices, hostels, toilets, water, electricity, school buses, furniture, learning equipment and so on. Alabi (2013) also identifies educational facilities to include: school location, school size, area per space, school buildings, classroom accommodation, furniture, libraries, dining areas, laboratories, play-ground, illumination, ventilation, aesthetic, thermal comfort, sport facilities, toilet facilities and acoustic. Kpee (2013) also outlines educational facilities to include: the road networks, trees and flowers,

chemicals, specimens, books and all forms of prints and non-print materials, school farms and farming tools.

Facilities have to also do with buildings, properties and major infrastructure including physical and material assets (IES, 2006). School facilities includes material resources that helps to make teaching and learning easy thereby making the process and progress of teaching and learning to be more meaningful and purposeful. According to Asiyai (2012) school facilities represents the overall school plants that school administrators, teachers and students harness, allocate and utilize for smooth learning and efficient management of any educational institution so as to achieve the main objective of bringing about effective and purposeful teaching and learning experiences. Facilities in schools are also the entire physical and spatial enablers of teaching and learning which enhances the production of results (Emetarom, 2004).

School facilities such as furniture, recreational facilities and so on, serves as pillars of support for effective teaching and learning since they constitute vital inputs which are capable of achieving good results when combined with other resources in the right quality and quantity. These teaching facilities include all the infrastructure and material resources that are used to support the delivery of quality education. Infrastructure therefore means the basic physical and organizational structures needed for the successful running of the institution (Bakare, 2009).

Asiyai, (2012) discovers that students who undergo learning with modernized buildings performed better than those taught with depilated facilities hence adequate facilities can bring about quality education delivery and schools with well-coordinated plant planning and quality control, maintenance practices recorded better students' result performance. Quality and conducive school with physically decorated environment will enhance students' school attendance, involvement in academic activities and academic performance will yield positively. However, poor supply, poor maintenance and management will yield poor quality of teaching and learning in all schools. Facilities are regular features in secondary schools as this will encourage a conducive environment for knowledge and skill acquisition as well as bringing about quality education delivery.

In other words, the strategies to manage changes in facilities according to Johnson (2013) are adequate provision and maintenance of physical facilities, adequate funding for maintenance of these facilities, training teachers on the use of these facilities, good leadership and enhancing school maintenance culture.

There are also challenges in managing educational change and according to Babalola (2007) these challenges are lack of qualified and trained personnel, shortage of manpower, lack of adequate statistical compilation in the school system, inadequate funds to procure facilities, inadequate facilities for the inspectors, non-implementation/inadequate implementation of educational changes, lack of cooperative attitude by some principals, political instability and frequent policy change. Lack of maintenance of school plant in the Nigerian educational institutions is a recurring decimal and the sooner attention is paid in that area the better for the managers of education. It is always better to carry out maintenance as the structure starts wearing off or the signs appear in any aspect of the building or grounds as a whole than leaving it for too long to escalate the faults thereby causing more repairs. Adequate provision of school facilities will enhance quality secondary education and that is when the changes are implemented.

Poor government participation in the management of educational changes can also be a challenge because when those that are meant to ensure educational changes are implemented fail in their duty, the system will also be affected. Although there may be some fall back on the part of government, there are definitely lapses on the part of every other party that fails to perform his/her duty, which could prevent the implementation of educational changes for quality education delivery.

When funds are inadequate to procure facilities that are of utmost importance, the school will be affected because a school cannot function effectively without facilities and at the same time those student that will learn under such conditions where these facilities are not provided suffer a lot because they won't be learning under a conducive environment. It is based on this that Peter (2005) asserts that in developing countries, there are ministries, factories, hospitals and farms that are inefficient and this inefficiency is not due to the fact that the people working there are not capable but because they lacked the right knowledge, attitude and skills of efficiency when they during their secondary education, maybe because their teachers then had inadequate knowledge or were unprepared or motivated as a result of having inadequate facilities and equipment. When these infrastructures are not put in place, managing the educational changes turns out to be a problem.

According to Aluede (2006) a high percentage of schools were seriously disadvantaged to having facilities that promotes both teaching and learning. In some cases also these facilities are not present in these schools not because adequate funds for them were not provided but because some top officials embezzle such funds. The success of any secondary school is based on the resources made available to it. Money is very essential in this regard because it is needed to acquire all the vital elements needed in the school such as school building, purchase of equipment, payment of teachers' salaries and allowances, running expenses and so on (Ekundayo, 2010). Political instability is another issue that has really dealt with the educational system. When one government is in power he adopts a pattern and when he is out another pattern is adopted and this to a great extent brings about instability in the system. Politics is always present and is not also exempted from the school. Commenting on this, Todaro and Smith (2004) states that the political structure and the vested interests and allegiances of ruling elites such as large landowners, urban industrialists, bankers, foreign manufacturers, the military, trade unionists, commissioners, politicians and so on will typically determine what strategies are possible and where the main roadblocks to effective economic and social change lies.

Statement of Problem
Sometimes when resources are made available for a particular purpose and it is being embezzled and even those meant to be in charge of supervision to ensure these changes are implemented are being bribed to ignore their work. In other words, the successful implementation of the educational reforms by the government and strategies must be planned on time and developed to manage the various changes but when it is not so, the reverse becomes the case. In other words, what are the strategies for managing educational changes in facilities and the challenges for managing educational changes for quality secondary education delivery in Rivers State?

Research Questions
The following research questions were used to guide the study;
1) What are the educational change strategies in facilities provision for secondary education delivery in Rivers State?

2) What are the challenges for managing educational change strategies for secondary education delivery in Rivers State?

Hypotheses

The following null hypotheses were formulated for this study:

Ho1: There is no significant difference in the mean ratings of male and female principals on the educational change strategies in facilities provision for secondary education delivery in Rivers State.

Ho2: There is no significant difference in the mean ratings of male and female principals on the challenges of managing educational change strategies for secondary education delivery in Rivers State.

Methodology

The design for the study was the descriptive survey. Answers were sought to research questions and research hypotheses tested for results that were inferred on the population of the study. The population of the study comprised all the principals from the 247 public secondary schools in Rivers States. From which a stratified random sample of 152 principals was drawn. A 4-point instrument designed after a modified likert scale model, tagged educational change strategies in facilities provision and challenges of managing educational change strategies for secondary education delivery Questionnaire (ECSFPCMECSSEDQ) was used for data collection. The reliability coefficient of the instrument using cronbach alpha method was 0.73 and 0.74 respectively. Mean scores and rank order were used to answer research questions and z-test statistic was used to test the hypotheses at 0.05 alpha level.

Research Question 1

1) What are the educational change strategies in facilities provision for secondary education delivery in Rivers State?

Table 1. Mean scores of male and female principals on the educational change strategies in facilities provision for secondary education delivery in Rivers State.

S/N	Items	Male		Female			Rank	Remark
		n	$\overline{x}$	N	$\overline{x}$	xx		
1.	Adequate provision of physical facilities	70	2.73	82	2.88	2.81	1st	Agreed
2.	Adequate funding for maintenance of these facilities	70	2.93	82	2.61	2.77	2nd	Agreed
3.	Training teachers on the use of these facilities	70	2.53	82	2.88	2.71	3rd	Agreed
4.	Adopting good leadership style	70	2.57	82	2.50	2.54	5th	Agreed
5.	Enhancing school maintenance culture	70	2.70	82	2.61	2.66	4th	Agreed
	Aggregate mean = 2.69 and 2.70							

The result as revealed in Table 1 indicated that respondents agreed to the fact that adequate provision and maintenance of physical facilities with mean scores of 2.73 and 2.88, adequate funding for maintenance of these facilities with mean scores of 2.93 and 2.61, training teachers on the use of these facilities with mean scores of 2.53 and 2.88, enhancing school

maintenance culture with mean scores of 2.70 and 2.61 and adopting good leadership style with mean scores of 2.57 and 2.50, as strategies for managing educational change in facilities for quality secondary education delivery in Rivers State. However, the aggregate mean shows that female principals agreed to the educational change strategies in facilities provision for secondary education delivery than the male principals.

Research Question two
2) What are the challenges for managing educational change strategies for secondary education delivery in Rivers State?

Table 2. Mean scores of male and female principals on the challenges for managing educational change strategies for secondary education delivery in Rivers State

S/N	Items	Male		Female			Rank	Remark
		N	$\overline{x}$	n	$\overline{x}$	$\overline{xx}$		
6.	Lack of qualified personnel	70	3.80	82	3.94	3.87	1st	Agreed
7.	Shortage of manpower	70	3.70	82	2.35	3.03	7th	Agreed
8.	Lack of adequate statistical compilation in the school system	70	3.60	82	2.30	2.95	8th	Disagreed
9.	Inadequate funds to procure facilities	70	3.93	82	3.44	3.69	2nd	Agreed
10.	Poor coordination of school resources	70	3.50	82	3.61	3.56	3rd	Agreed
11.	Poor government participation in the management of educational changes	70	3.17	82	3.78	3.48	4th	Agreed
12.	Inadequate facilities for the inspectors	70	2.93	82	3.14	3.04	6th	Agreed
13.	Non-implementation/inadequate implementation of educational changes	70	3.80	82	2.44	3.12	5th	Agreed
14.	Lack of cooperative attitude by some principals	70	2.03	82	2.67	2.35	12th	Disagreed
15.	Political instability	70	3.00	82	2.00	2.50	11th	Agreed
16.	Frequent policy change	70	3.17	82	2.06	2.62	10th	Agreed
17.	Lack of training for teachers to cope with the changes	70	2.97	82	2.78	2.88	9th	Agreed
Aggregate mean = 3.30 and 2.58								

The result as revealed in Table 2 indicated that respondents agreed to the fact that lack of qualified and trained personnel with mean scores of 3.80 and 3.94, inadequate funds to procure facilities with mean scores of 3.93 and 3.44, poor coordination of school resources with mean scores of 3.50 and 3.61, poor government participation in the management of educational changes with mean scores of 3.17 and 3.78, non-implementation/inadequate implementation of educational changes with mean scores of 3.80 and 2.44, inadequate facilities for the inspectors with mean scores of 2.93 and 3.14, shortage of manpower with

mean scores of 3.70 and 2.35, lack of adequate statistical compilation in the school system with mean scores of 3.60 and 2.30, lack of training for teachers to cope with the changes with mean scores of 2.97 and 2.78, frequent policy change with mean scores of 3.17 and 2.06 and political instability with mean scores of 3.00 and 2.00 as the challenges for managing educational change strategies for secondary education delivery and they also disagreed to lack of cooperative attitude by some principals with mean scores of 2.03 and 2.67 as a challenge for managing educational change strategies for secondary education delivery in Rivers State. However, the aggregate mean shows that male principals agree to the challenges for managing educational change strategies for secondary education delivery than female principals.

Presentation and Analysis of Data to Test Hypotheses
Ho1: There is no significant difference in the mean ratings of male and female principals on the educational change strategies in facilities provision for secondary education delivery in Rivers State.

Table 3. z-test results for male and female principals on the educational change strategies in facilities provision for secondary education delivery in Rivers State.

S/N	Gender	N	Mean	SD	Df	z-cal	z-tab	Remark
18	Male	70	2.69	1.13	35	1.46	1.96	Accept
19	Female	82	2.70	1.09				Ho

Table 3 shows the result of the statistical significant test on the responses of male and female principals on the educational change strategies in facilities provision for secondary education delivery in Rivers State. From the table, since the z-cal value of 1.46 is less than the z-crit. value of 1.96, there is no statistical significant difference between the opinion of both male and principals on the educational change strategies in facilities provision for secondary education delivery in Rivers State.

Ho2; There is no significant difference in the mean ratings of male and female principals on the challenges of managing educational change strategies for secondary education delivery in Rivers State.

Table 4. z-test results for male and female principals on the challenges for managing educational change strategies for secondary education delivery in Rivers State.

S/N	Gender	N	Mean	SD	Df	z-cal	z-tab	Remark
20	Male	70	3.30	1.91	35	2.19	1.96	Reject Ho
21	Female	82	2.58	1.83				

Table 4 shows the result of the statistical significant test on the responses of male and female principals on the challenges for managing educational change strategies for secondary education delivery in Rivers State. From the table, since the z-cal value of 2.19 is higher than the z-crit. value of 1.96, there is a statistical significant difference between the opinion of male and female principals on the challenges for managing educational change strategies for secondary education delivery in Rivers State.

Discussions
The findings revealed that adequate provision and maintenance of physical facilities, adequate funding for maintenance of these facilities, training teachers on the use of these facilities, enhancing school maintenance culture and adopting good leadership style are

educational change strategies in facilities provision for secondary education delivery. In line with this, Johnson (2013) outlines the following to be education change strategies in facilities provision and they are adequate provision and maintenance of physical facilities, adequate funding for maintenance of these facilities, training teachers on the use of these facilities, good leadership and enhancing school maintenance culture.

The findings also revealed that lack of qualified and trained personnel, inadequate funds to procure facilities, poor coordination of school resources, poor government participation in the management of educational changes, non-implementation/inadequate implementation of educational changes, inadequate facilities for the inspectors, shortage of manpower, lack of adequate statistical compilation in the school system, lack of training for teachers to cope with the changes, frequent policy change and political instability are the challenges for managing educational change strategies for secondary education delivery and they also disagreed to lack of cooperative attitude by some principals as a challenge for managing educational change strategies for secondary education delivery.

In line with this, Babalola (2007) identifies lack of qualified and trained personnel, shortage of manpower, lack of adequate statistical compilation in the school system, inadequate funds to procure facilities, inadequate facilities for the inspectors, non-implementation/inadequate implementation of educational changes, lack of cooperative attitude by some principals, political instability and frequent policy change. In support of this, Aluede (2006) asserts that a high percentage of schools were seriously disadvantaged to having facilities that promotes both teaching and learning.

Conclusion
From the findings, the study concluded that when education change strategies in facilities provision and the challenges for managing educational change strategies for secondary education delivery are not properly managed; secondary education will not be achieved in Rivers State.

Recommendations
The following recommendations were highlighted based on the findings of the study.
1) Seminars and workshops should be organized regularly for the teachers and principals to enable them work alongside the changes.
2) Principals should endevour to attend conferences and workshops that will enable them guide their teachers where they are lacking.

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