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Contributions of Physical Facilities on Effective Management of Public Secondary Schools in Uriri Sub-County, Migori County, Kenya

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Abstract: The purpose of this study was to examine the contributions of physical facilities on effective management of public secondary schools in Uriri Sub-county, Migori County, Kenya. The research question was; How does thephysical facilitiescontribute to the management of public secondary schoolsin Uriri Sub-County, Migori County, Kenya? The study employed survey design. The study population included all head teachers, all PA chairpersons and all BOM members in the 18 public secondary schools. Purposive sampling was employed in the study. The sample therefore comprised of 18 principals, 18 PA chairpersons and 64 BOM members. Data was collected by use of questionnaires and interview guide. Four of the schools outside the study area was used in piloting the study to act as pre-test to the instruments of data collection to ensure their reliability. Face validity of the instruments was determined by three experts in the department of Educational Leadership and Policy Studies, Rongo University Collegeand the impressions on the instruments improved based on the supervisors' advice before using them for data collection. Quantitative data was analyzed by use of descriptive statistics in form of frequency counts, percentages. Statistical Package for Social Science (SPSS) software was used for data analysis. Findings revealed that there was a problem in cooperation among the members caused by lack of team work and financial knowledge which was 51 (85.0%). It was recommended that the BOM members should be involved in regular financial training and budgeting.

Keywords: Kenya, Principals, Board Management, Finance, Budgeting, schools management.

INTRODUCTION

The work of Fagerlind and Saha [1] prescribed that educational resources can be categorized into four groups that is human, material, physical and financial resources. Educational resources according to Usman [2] are central to the educational process because they play an important role in the achievement of educational goals and objectives since they facilitate teachers' work and accelerate learning on the part of the student. Hoop [3] notes that education in most Sub-Saharan countries faces chronic shortages in physical and human resources. According to him rather than distributing the limited resources available for secondary education uniformly across schools, many governments allocate a relatively large share of available resources to a select number of secondary schools.

Similarly, findings by World Bank [4] in a study on provision of textbooks and physical resources in secondary schools in sub-Saharan African countries: Botswana, Cameroon, Coted'vore, Ghana, Kenya, Malawi, Rwanda, Tanzania and Togo revealed that urban secondary schools have better textbook supplies and physical facilities than those in the rural areas. Similarly, an earlier study by Fabunmi [5] on differential allocation of educational resources and secondary school academic performance in Edo state in Nigeria noted that there was a common feature of difference in allocation of facilities to schools.

In the United Kingdom, Tsang [6] defined vocational training broadly as being any type of job-related learning that raises an individual's productivity. It includes learning that takes place in formal, vocational and technical schools, in training centers or institutes and in work place both on and off-the-job [7]. The objective of vocational training is to teach new skills or to upgrade existing skills in order to raise the trainee's capacity to handle the specific job being trained for [8]. A primary goal of government training is often to meet the required manpower needs to boost economic growth both at grassroots and national level. Hoftain and Lunetta [9] point out that the inputs to

vocational training include the trainees' and the instructors' time, instructional materials, equipment and physical facilities. Chunghwa [10] states that there are direct and indirect resources devoted to training which constitute the cost of vocational training. Outputs of training include its effects on the trainee and the benefits to the trainee and the society at large. Training effect on the trainee includes increment in cognitive and non- cognitive skills that are required in the work place which result in higher earnings [11]. Training has benefits to the enterprises such as providing lower rate of worker turnover, reduced downtime, reduced input cost and increased worker productivity. The society benefits in increased economic productivity and higher taxable earnings [12].

In Kenya, studies done by Ojera and Yambo [13] and Chunghwa [10] postulated that technical and vocational training systems that respond to the needs of the society, industry and individuals are a critical prerequisite to a country's economy. Such training should be geared towards education that focuses on skills and technology. When students join Institutes of Technology, they are expected to pass their national examinations and contribute to nation building, and by extension work towards the achievement of Vision 2030 and the Millennium Development Goals (MDG). Akelo-Misori [14], suggests that, a clearly defined and articulate technical and vocational training system that responds to the needs of the society, industry and individuals is a pre-requisite for a country to become globally competitive. As a Millennium Development Goal, education that focuses on delivery of skills and technology is a priority sector for the World Bank lending program. In line with these priorities, Kenya in its industrialization strategy of Vision 2030 focuses on technological advancement. Institutes of Technology and vocational training institutions in Kenya are expected to play a leading role in the realization of this vision. One objective of the training is to prepare young people so that they are in a position to cope better with their jobs upon leaving school and that they may also gain the skills required to make the most of their work talents [15]. In Kenya, students enrolled in Institutes of Technology for certificate courses in Science Laboratory Technology are Form four leavers who are required to have attained a minimum grade "D plain" in secondary school, while those who enroll for diploma should have attained 'C-' as minimum grade requirements. The subjects offered in this course are Physics Techniques, Biological Sciences, Laboratory Practical, Chemistry Techniques, and Project Proposal. Other support subjects are Mathematics and Technical Drawing. Successful students find the opportunity to offer essential services to other lab users. In schools they work as Laboratory Assistants, helping students learn without encountering the risks of chemical poisoning or explosions in the laboratory [9]. To offer their services, the students must show their competence and qualifications by passing the college exams set by Kenya National Examinations Council (KNEC).

Institutes of Technology are an integral part of Technical Industrial and Vocational Training (TIVET). The improvement in student performance in Science Laboratory Technology course will contribute significantly towards attainment of the country's Industrialization Strategy outlined in Vision 2030. Table-1 shows the performance of students in the various courses offered in Institutes of Technology in the South Nyanza. As can be observed, Science Laboratory Technology is featuring in the last column showing that the performance in this course is poor

Contributions of physical facilities on effective management of public secondary schools

Research done by Akomolafel and Adesua [16] alluded that physical facilities refers to the school plant, that is, the school buildings, classrooms, library, laboratories, toilet facilities, offices and other materials and infrastructures that would likely motivate students towards learning. Physical facilities are germane to effective learning and academic performance of students. In support of this, Yambo [17], identified facilities as the main factor contributing to academic achievement in the school system. They include the school buildings, classroom, libraries, laboratories and recreational equipment among others. According to Owoeye and Yala [18], in some instances textbooks provide the only source of information for students as well as the course of studies for the subjects Squire [19] writing on teachers reliance on textbooks stated that those seeking to improve the quality of education in instructional materials would inevitably lead to changes in actual teaching. While the selection of a textbook has been judged to be of vital importance to academic achievement, it is sad to say that relevant books are not available for teaching and learning activities.

According to Odulaja and Ogunwemimo [20], lack of textbooks could be identified with high cost. Since the educational process functions in a world of books according to Owoeye and Yala [18], the chief purpose of a school library is to make available to the pupil at his or her easy convenience all books, periodicals and other reproduced materials which are of interest and value which are not provided as basic or supplementary textbooks. They further noted that as a resource the library occupies a central and primary place in any school system as it supports all functions of the school. According to Fowowe [21] a library must be up to date and at the same time allow access to older materials. The work of Olagunju and Abiola [22] states that utilization of resources in the teaching brings about fruitful learning since it stimulates students sense as well as motivating them. Further, Denyer [23] in his study on science game in National curriculum in the United Kingdom reported that games when used as a resource enable less able children to stay on task and

remain motivated for longer period. These resources may be seen as materials, information or opportunities with the principal acting as the broker. In the role as instructional resource provider, the principal sets expectations for continual improvement of instructional programmes and actively engages in staff development. Through this involvement the principal participates in the improvement of classroom circumstances that enhance active teaching [17]. In the role as communicator, the principal mounds commitment to school goals, articulates a vision towards instruction goals and the means for integrating instructional planning and goal attainment. Finally, in the role as visible presence, the principal is out and around in the school visiting classrooms attending departmental meetings, walking the hallways and holding spontaneous conversation with staff and students [24].

Similarly, Quinn [25] concluded that these aspects make the principal serve as an instructional resource person. That is, principals are responsible for informing teachers about new educational strategies, technologies and tools that apply to effective instruction. In this role the principals need to also assist teachers in critiquing the tools to determine their applicability to the classroom [26]. The work of Akomolafel and Adesua [16] added that Adewunmi [27], corroborated Chandan's [28] view, he revealed that the availability of adequate number of physical facilities had significant influence on pupil's academic performance. He further emphasized that adequate number of physical facilities should be supplied to state primary schools. Ademilua [27], in his study observed that inadequate provision of school resources has been a major factor of poor students academic performance in Ekiti State. He equally remarked that without adequate physical resources/facilities there would be a continuous decline in students academic performance. In support of this view, Ajayi [29], emphasized on the need for the availability of physical materials in the school system in other to boost teachers' job performance. This would, invariably, enhance academic performance of students. In a related study carried out by Mba [30], he revealed that adequate provision and maintenance of school plant is a remedy (solution) for any academic encumbrance. This means that running the school system without adequate provision and maintenance of school plant can be very cumbersome for teachers. In support of this, Nwankwo [31], also maintained that the provision and maintenance of physical facilities such as building, laboratories, libraries, furniture, equipment, et cetera are very important for effective and efficient school administration and better academic performance (on the part of students).

Studies done by Mokaya [32] on the influence of school infrastructure on students academic performance clearly showed that the facilities have a direct effect on their performance in school. The similar sentiment was supported by Sanoff [33] in his research on school building assessment methods, he says that school buildings had an impact on the mental development of a student, this actuallyexplains that schools that are properly built and attractive to look at motivated the children to stay in school and learn as well. Further, Chiriswa [34] showed that schools that rarely perform well in national examinations cause their students to be de-motivated to work hard hence lose hope in pursuing higher education. On the contrary, students from schools that perform well in national examinations have their students motivated to work hard and often focus their energy and attention towards attaining good grade in school. The work of Okoye and Uche [35] stated that education is an equalizer where those who do well in schools are economically rewarded regardless of their economic background while those who do not do well are not rewarded.

METHODOLOGY

Research by Kothari [36] asserts that survey design was used since it is widely acknowledged as an appropriate strategy for capturing the opinions, perceptions and attitudes of people about events and above all it can be used to generalize findings. The researcher used both simple random sampling and purposeful sampling during the study. Uriri sub-county has 18 public secondary schools of which 16 secondary schools will be the target. According to Best and Kahn [37] the point out that the bigger the sample the better, so out of 18 sec schools which include day and boarding, the 6 boarding schools and 10 day schools will be taken for study. The sample therefore comprised of 16 principals, 16 PA chairpersons and 64 BOM members. This study employed the use of questionnaires for head teachers and interview guides for PA chair persons and BOM members. A pilot test was used to test validity of the instruments in the schools that are not project schools in the same area to discover weaknesses, inadequacies, ambiguities among other problems associated with data collection. Interview schedule was tested on six BOM during pilot testing, two PA chairmen whereas two principals were involved in the pilot testing of the questionnaire. The findings from the pilot study helped to improve the final instruments and to remove ambiguity. The analyzed data results were presented using frequencies; means, percentage and presentation were done by use of pie charts bar graphs and frequency table.

RESULTS AND DISCUSSIONS

The study also sought to establish the effect of physical facilities on the management of public secondary schools. The BOG members were therefore asked to indicate the problems that they faced in their effort to avail the required physical facilities. Their responses are presented in Table-1.

Table-1: BOM members' response on the challenges they faced in availing physical facilities

Challenge	F	%
Lack of finances	9	15.0
Negative attitude of leaders towards the school	9	15.0
High cost of living	20	33.3
Lack of cooperation	22	36.7
Total	60	100.0

Findings indicated that high cost of living 33.3 percent was cited as a challenge. While lack of finances was 15 percent but lack of cooperation 36.7 percent was the main challenge. These findings were in line with the work of Ajaja [38] who also cited lack of cooperation as a problem in educational institutions.

Table-2: Challenges faced by Parents Association chairpersons

Challenges	F	%
Poverty	4	28.6
Lack of funds	4	28.6
Parents negative attitude	2	14.3
High economic inflation	4	28.6
Total	14	100.0

Challenges faced by the PA chairpersons included poverty 28.6 percent, lack of funds parental negative attitude and high economic inflation 28.6 percent. These findings are supported by Hallak [39] who contended that inflation has been detrimental to development. One of the most noted challenge indicated was inadequate buildings in the schools. This was because there was increase in enrollment while buildings remained the same, there was no money to construct other buildings. The members of the PA were also asked to indicate the problems that BOM faced in their effort to avail the required facilities

CONCLUSION

The study also concluded that schools lacked the necessary finances to provide the needed facilities this was as a result of high cost of living poverty, lack of funds parental negative attitude and high economic inflation as the major challenges facing the schools in the provision of facilities. The study also concluded that the BOM sourced funds from fund raising, parental contribution, donors and individual contributions. It has also been established that the BOMs faced challenges in financial administration. The study further concluded that the community was involved when the BOM invited them to the school, they were also involved in raising funds for the schools and in taking part in school activities. The BOM ensured that the members of the community were invited to school when ever there was an occasion. They also ensured that the community was sensitized on what was going on in the schools. It was also concluded that the BOM had various ways of motivating the staff and students which included giving prizes gave prizes educational trips for students and recommending promotion for teachers. Challenges faced in this area was insufficient funds to cater for such rewards for motivation.

RECOMMENDATIONS

Based on the findings of the study, it was recommended that The BOM members should be involved in decision making by the head teachers. It was also recommended that the BOM and the PA should be trained in areas of secondary schools management so that they can effectively take part in the running of the schools. The study recommended that the BOM should effectively monitor financial matters in the school.

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