



## ASSESSING THE OBSTACLES ENCOUNTERED IN PRESERVING GOVERNMENT SECONDARY SCHOOL FACILITIES IN EKITI STATE

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### ABSTRACT

*Maintenance can be defined as a special activity that includes performing operational inspections of the property, providing facility maintenance, repairing or replacing crucial tools, equipment, and machinery, and other ancillary utilities in commercial, residential, industrial, and institutional buildings. Therefore, poor administration and coordination have a negative impact on every organization's maintenance objective. This calls for a critical evaluation and examination of the numerous difficulties faced by the administrators of government secondary schools in Ado Ekiti in preserving government properties and facilities. A survey research design was used for this study and fourteen (14) secondary schools were randomly sampled within Ado Ekiti. The data were analyzed using Ranking and Relative Importance Index (RII). Findings reveal that inadequate time for monitoring and supervision, poor power supply from the power holdings, deleterious attitudes from some staff members, an increase in the number of students, a poor record-keeping system, derisory workshop training for the staff, and meagre funding, among other things, were the challenges faced by the administrators of government secondary schools in Ado Ekiti with regard to the upkeep of the government secondary schools. Based on these findings, the study suggests, among other things, that the government secondary schools adopt the following practices in order to lessen the difficulties they face and improve maintenance of the facilities: Preparation of schedule of dilapidation on regular basis, proper record keeping of inventories for the materials resources that are currently available, good erosion control, prompt and adequate supervision, and a good waste management system.*

**Keywords:** Administrators, Challenges, Facilities, Government, Maintenance, Schools

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### 1.0 INTRODUCTION

As government secondary school facilities age, they need to be properly and efficiently maintained regularly. Government secondary schools must maintain their buildings adequately to guarantee the safety of both the building's occupants (staff, students, etc.) and the property itself. Inadequate and inappropriate maintenance can make the environment unsafe, unhealthy, and insecure for everyone who lives there, but especially for students. Nonetheless, the majority of maintenance tasks can be completed during the planning and design phases of government secondary school buildings, which will lower the frequency of subsequent maintenance and other related tasks. It is pertinent to know that

all the elements of a building deteriorate every day, at a greater or lesser rate depending on materials used, modes and methods of construction, building life cycle, as well as the atmosphere environmental conditions of the place where the schools were located (Faremi and Adenuga, 2021). Abandonment of most government secondary school structures, in most state, especially in Ado Ekiti resulted into rapid deterioration of the materials and finishes of buildings which have harmful effects on the structures and occupants (students and staff) (Olowookere, 2022). Poor maintenance has become a major problem during the lifecycle of government secondary school buildings in the study area. There are many importance attached to government secondary schools, in the society, but for this to be reflected and seen by the majority, it requires that maintenance issues in the management of the school must be given an appropriate consideration at all times. Adequate and effective property maintenance, plays an important role in the presentation and performance of the government oriented secondary schools all over the globe. Government secondary school buildings have been seen as one of the assets developed by government, which are to be used and enjoyed by the citizens for public

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purposes. But the continuous neglect of these assets resulted into enormous maintenance bill for the school management and government. It is also posing undesirable effects on the quality of work and accomplishment of the staff and students in the government secondary school. The main objective of secondary school maintenance is to enhance, preserve, check, correct and extend the life of secondary school buildings in their early stage by putting into consideration the physical, functional, social, structural, institutional and aesthetic condition (Adejimi, 2023). These must be set forth, to ensure that all the government secondary school buildings continues to remain in a good and habitable state in order to retain its purpose and investment value for the public, over an extended period of time. Adequately maintained government secondary school buildings are commonly required to provide safe, sound, serene and conducive atmosphere for the performance of staff and students in government secondary school. The ability of a government secondary school building to offer the required serene, conducive atmosphere for the learning of the students, is a measure of its durability and functionality (Odediran et al., 2023). Therefore, before the various components of a secondary school building begin to depreciate, it becomes necessary and important for all the major stakeholders to take necessary steps and measures to ensure that the adequacy, as well as the desired features of that secondary school buildings and facility, which provide good health and safety, secure and suitable for disseminating by staff and the learning by the students, are retained through effective, adequate, proper and appropriate maintenance which is the major functions of the government through the current principals in various government owned secondary school in Nigeria. It was deduced that much has been written on the management and maintenance of government Secondary school buildings in Nigeria. But it is very sadden that only little is known and documented based on their various objectives and outcome of the maintenance given to some government secondary school in the country. Based on this, it is important to put on record that lack of adequate and appropriate



maintenance planning, strategies and policies are the major attribute to the present and existing maintenance conditions of government secondary school buildings in Ado Ekiti, Nigeria. It is on this background that this study was designed to evaluate the challenges that government secondary school face.

## 2.0 AIM AND OBJECTIVES OF THE STUDY

The principal aim of this study is to assess the challenges of maintenance planning, policies and strategies that are put in place for the government secondary school buildings. To achieve this aim, the following specific objectives were to:

- i. assess challenges faced on maintaining government secondary school building and facility in the study area;
- ii. assess the measures against the challenges faced on maintaining government secondary school building and facility in the study area.

## 3.0 LITERATURE REVIEW

### 3.1 Disrepairs of Government Secondary Schools Facilities

It is important to understand how quickly all of the parts of government secondary school facilities deteriorate. This occurred at a varying rate each year, depending on the strength of the materials used, the construction method and technique, the building and facility phase, the atmospheric conditions, the building and facility's level of use, the design system, and the building and facility's maintenance management.

Disrepairs and obsolescence on government secondary school building deter its ability to perform adequately and efficiently on the learning of the student, and so it is important to ensure an effective, adequate and proper maintenance plans for all government secondary school building continuously

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(Amusan and Bamisile, 2019). This is an adequate understanding on how the existing status of some of our government secondary school buildings and facility affect occupants (students, staff, principal etc.). It shows clearly that the designers of the government secondary school building can actually minimize the maintenance problems and have successful design features at the initial stage of the project design. Further studies on the users of the government secondary school building evidenced that there are different factors leading to disrepairs in most the government secondary school in the country (Zubairu and Olagunju, 2022). Some of the major challenges faced in maintaining the government secondary school building in Ado Ekiti Ekiti state, begins from the building procedure, building exposure to natural forces, poor prevention, inadequate correction and lack of identification of dampness on the school building, as well as its effects on the government secondary school building. It is therefore, very necessary to know that if some of these challenges can be sorted out on some of Our government secondary school, it will increase the life span of the government secondary school buildings, and provides more safety to the users (students, staff, principal etc). Stemming from the above, the maior problem in many government secondary schools is overpopulated classrooms, while it was established that the reverse is the case in private secondary schools (Izobo-Martins, 2024).

However, Olagunju, et al. (2023) explained that depreciation and obsolescence can however be prevented or rectified through adequate management and proper maintenance of the government secondary school building and facilities. Any negligence, breach to undertake sufficient, proper, adequate and effective maintenance of the government secondary school building will critically reduce the life span of the government secondary school building. When these occurs, it majorly led to the demolition or abandonment of the secondary school building. Based on this, it is very clear that it would be extremely difficult and tasking to find the most suitable solution to all these



challenges, as well as to promote safety and consistency of maintenance on government secondary school building. These will help the government to determine, design, analyze and implement appropriate measures to militate against all the factors affecting maintenance of the government Secondary school building and its effects on the student performance. Based on these, the opinion of the principals, staff, students etc. will definitely assist the researchers evaluate the challenges laced in maintaining government secondary school building and facility in Ado Ekiti, Ekiti State.

### 3.2 Maintenance of Government Secondary Schools and its Facilities

It is impossible to overstate the importance of proper maintenance operations in government secondary schools. Therefore, it is important to understand that some maintenance activities performed on government secondary school buildings and facilities are organized by the government, non-governmental organizations, and former students in an effort to extend the life cycle of these facilities, including plant and machinery, furniture, and equipment. Maintaining government secondary school buildings, including plants, machinery, furniture, and equipment, is a continuous process that keeps them in optimal condition for proper use. To avoid the need for frequent repairs, the government secondary school management and maintenance program should take a methodical and useful approach. The maintenance activities should have adequate staff and budget for proper and effective maintenance.

The administrators of government secondary school in Ado Ekiti, Ekiti State, occupy an essential position that requires proper knowledge, initiatives and appropriate skill for the routine maintenance of the government secondary schools within his/her jurisdiction .They are the major person who is charged to provide a good, adequate and healthy classroom and environment that is conducive to citadel of learning in order to inspire the teachers for dedication, willingness and greater commitment,

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so as to be of benefit to the students. Hence, the school administrators are the major determinant after the government, who is charged and assigned to be responsible for government secondary school planning, controlling, directing, supervising, motivating, organizing, communicating and ensuring that the interest of the teachers their satisfaction in their jobs which are the basic functions and dynamics to an effective and efficient management. The school administrators as the facility manager of the government secondary school building and facility, must ensure adequate, effective, efficient and proper maintenance of the entire premises for educational purposes. This is to prevent loss of time, energy, money and also to prolong the lifespan of the building and its premises. Based on this, it is compulsory and pertinent to provide adequate fund that is needed to carry out all round maintenance of government secondary school buildings and facilities steady financial support for government secondary school facility maintenance which can be derived from several sources such as government grant, Parent Teachers Association (PTA) levies Old Students Association and proceeds which can from various school activities (IGR).

Yusuf and Adigun (2022) defined government secondary school buildings and facilities as all usable physical, functional, and infrastructure resources that are on school grounds and accessible to principals, teachers, and students in order to facilitate convenient and favorable teaching and learning. In government secondary school buildings and facilities, Adeboyeje (2019) found that proper, sufficient, effective, and efficient maintenance improves performance and durability, reduces waste, extends life, fixes building failure points, and stops the facility's operation. Different criteria are used for various types of maintenance. These include scheduled maintenance, emergency maintenance, corrective maintenance, structural maintenance, predictive maintenance, and preventive maintenance.



### 3.3 Building Maintenance as a way out of Depreciation and Disrepairs of the School Facilities

Maintenance is the act of regular supervising at regular intervals which is also a fundamental to good management. Based on this, all government secondary school structures should be inspected regular intervals by the appropriate authorities in order to identify any depreciation and shabbiness on the building. This will help the stakeholders to know methods and strategy required for the maintenance jobs needed to carry out effectively.

Shohet and Straub, (2023) orated that regular inspection to the government secondary school building is one of the fundamental part of a preventive and predictive maintenance. The study further suggests that a consistent building condition survey should be carried out frequently so as to recognize the best moment for maintenance intervention, with the help of good and well-arranged management functions; this will support current maintenance actions, as well as maintenance planning for the future. The failures such as; simple wearing out, accidental or deliberate damage happening to government secondary school building, can immediately be taken care of by the owner (government) or his representative (principal), they will decide on the highest and best methods of dealing with such maintenance either by routine inspection; this will be based on the types of the government secondary school building and ages.

### 3.4 Global Assessment on the Present State and Level of Maintenance of Government Secondary Schools Facilities

The major causes of maintenance problems include all the expected/physical factors that have negative effect on the stability and durability of the government secondary school building and facility. These array from age of the building, absence of funds, unfortunate response from government maintenance bodies, delay in delivery of maintenance materials among others. The major

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ones among others are; age or period of building, environmental factor, location, poor construction, life span of building component (Adenuga, 2020). Absence of design, life span of buildings, adequate maintenance forecasting, planning, rule and strategy, unfortunate maintenance culture, as well as poor students attitude are major contributive factors in maintenance of government secondary school buildings in Ado Ekiti Ekiti state, Nigeria, (Izobo-Martins, 2014)

Jegede and Owolabi (2020), examined that in Nigeria system, prominence is highly placed on academic qualifications; hence, schooling in Nigeria is the starting of people's life style because major precedence was given to education in the country. To motivate people to be educated, it is compulsory for the government to provide for, a serene and befitting academic environment and atmosphere by establishing government secondary school building for the students.

According to Wong et al., (2021), this shows that in Singapore, government schools are handled with care to the degree of having an appropriate guidelines on the standards, as well as the criteria for the implementation and planning for both government primary and secondary schools. There an increased responsibility in school buildings, bearing in mind the importance of government schools. The owners of either public or private secondary schools need informed on the decision in setting out the significances that can drive maintenance of their various school properties, Silva(2019).

#### 4.0 THE STUDY AREA

The study was carried out in Ekiti State, Southwest Nigeria. Ekiti State is located between Latitudes  $7^{\circ}15'$  and  $8^{\circ}15'$  North of the Equator and between Longitudes  $4^{\circ}45'$  and  $5^{\circ}45'$  East of the Greenwich Meridian. The location chosen for this study is Ado Ekiti Local Government Area (LGAs), a city located between Latitude  $7^{\circ}35'$  and  $7^{\circ}47'$  North of the Equator and Longitude  $5^{\circ}11'$  and  $5^{\circ}18'$  East of the Greenwich Meridian in Ekiti State, Nigeria. There are fourteen (14) Public Secondary Schools



located in the study area.

## 5.0 METHODOLOGY

The study's research design was survey-based. Survey design, according to Nworgu (2015), is a technique for gathering information and outlining the facts or features of a particular population. The design was chosen because the study collected views on the difficulties faced by school principals in maintaining the facilities of government secondary schools. The study's participants included all 14 of the administrators of the government secondary schools in Ado Ekiti, Ekiti State, Nigeria. 14 administrators who were chosen through systematic random sampling methods made up the study's sample. The study's methodology was location-based, reflecting the majority of government secondary schools in the Ado Ekiti local government area. The researcher-developed questionnaire served as the data collection tool. Additionally, the chosen government secondary schools were visited and their buildings and facilities were directly observed. The instrument used consisted of three sections: A, B, and C. The respondents' personal information was included in Section A, 15 items about the difficulties government secondary school principals face in managing and maintaining school facilities were included in Section B, and 12 items about future steps that should be taken to guarantee appropriate management and upkeep of school buildings and facilities were included in Section C. The instrument has a five-point rating scale of Strongly Agree (SA = 5 points), Agree (A = 4 point), Undecided (U = 3 point), Disagree (D = 2 points) and Strongly Disagree (SD = 1 points). The research questions were answered using Relative importance index (RII) and Ranking. An item with RII score of 3.50 and above was accepted while item with a RII score of less than 3.50 was rejected. The research focused on the following basic government secondary school building and facilities: (i) Classrooms (ii)



Laboratories (iii) School hall (iv) Library (v) Fine Art (vi) ICT rooms (vii) Toilet facilities (viii) schools environments.

## 6.0 DATA ANALYSIS AND DISCUSSION

### 6.1 Data Analysis

**Table 1: The RII scores and ranking on the challenges limiting maintenance of Government Secondary Schools in Ekiti State**

| S/N | Challenges Limiting the Adequate and Effective Maintenance                                      | RII  | Ranking          |
|-----|---|------|------------------|
| 1   | Poor power supply to the school   | 4.85 | 1 <sup>st</sup>  |
| 2   | Shortage of finance   | 4.65 | 2 <sup>nd</sup>  |
| 3   | Inappropriate handling of school material by students   | 4.58 | 3 <sup>rd</sup>  |
| 4   | Insufficient time for routine inspection  | 4.42 | 4 <sup>th</sup>  |
| 5   | Bad records keeping of damages in the school  | 4.34 | 5 <sup>th</sup>  |
| 6   | Poor motivation for the staff toward effective management and maintenance culture in the school | 4.32 | 6 <sup>th</sup>  |
| 7   | Pressure on the usage of school materials due to large numbers of student                       | 4.30 | 7 <sup>th</sup>  |
| 8   | Shortage of skilled staff for proper handling of school material                                | 4.04 | 8 <sup>th</sup>  |
| 9   | Inappropriate personnel to the needed areas.  | 3.98 | 9 <sup>th</sup>  |
| 10  | Inadequate workshop training for the staff on good management and maintenance techniques        | 3.94 | 10 <sup>th</sup> |
| 11  | Supply of sub-standard materials by the government  | 3.45 | 11 <sup>th</sup> |
| 12  | Lack of modern equipment  | 3.34 | 12 <sup>th</sup> |
| 13  | Inadequate space for storage of materials resources.  | 2.83 | 13 <sup>th</sup> |
| 14  | Harsh weather conditions  | 2.43 | 14 <sup>th</sup> |
| 15  | Non-availability of insulated storage facilities  | 1.94 | 15 <sup>th</sup> |

Source: Field survey, 2024

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Findings from the table 1 above, shows that items 1,2, 3, 4, 5, 6, 7,8, 9 and 10 fall between the RII scores of 4.85 --3.94 which is above the acceptable region of at least 3.50. This indicated that all the major challenges encountered by the administrators in the maintenance of government secondary school facilities in Ado Ekiti, Ekiti state. Also from the table 1 we can deduce that items 11, 12, 13, 14 and 15 had RII scores of 3.45 --1. 94 and this are below the acceptance level for the purpose of this study.

**Table 2: Measures for improving maintenance of Government Secondary School Facilities in Ekiti State**

| S/N | Way forwards for adequate maintenance of government secondary school facilities              | RII  | Ranking          |
|-----|--|------|------------------|
| 1   | Routine fumigation of control pests and insects and check on the components of the buildings | 4.69 | 1 <sup>st</sup>  |
| 2   | Installing fire extinguisher gadgets   | 4.62 | 2 <sup>nd</sup>  |
| 3   | Regular check on the school bus  | 3.56 | 3 <sup>rd</sup>  |
| 4   | Good waste management system within the school   | 4.45 | 4 <sup>th</sup>  |
| 5   | Proper routine on cutting of school premises   | 4.38 | 5 <sup>th</sup>  |
| 6   | Regular inspection of school buildings and facilities  | 4.35 | 6 <sup>th</sup>  |
| 7   | Appropriate time table for repairs of damaged buildings and facilities                       | 4.34 | 7 <sup>th</sup>  |
| 8   | Proper maintaining of registers for damages and repairs of school properties                 | 4.32 | 8 <sup>th</sup>  |
| 9   | Adequate record keeping of inventories for the school facilities                             | 4.14 | 9 <sup>th</sup>  |
| 10  | Daily sweeping and cleaning of the school premises   | 4.12 | 10 <sup>th</sup> |
| 11  | Planting of trees to control flooding  | 3.97 | 11 <sup>th</sup> |
| 12  | Adequate training of personal on management and maintenance techniques                       | 3.89 | 12 <sup>th</sup> |

Source: Field Survey, 2024



The table 2 above revealed that items 1- 12 above with RII Scores ranging from 4.69 --3.89 are all above the acceptable range. These indicate that all the ways forwards measures were considered important in the proper maintenance of the public secondary school facilities majorly handled by the school administrators.

## 6.2 Discussion

The study's conclusions show that the main issues facing government secondary school principals in Ado Ekiti, Ekiti state, Nigeria, are: inadequate time for routine inspections and supervision of the building and its facilities; poor power supply to the schools; staff attitudes toward maintenance culture; lack of funding; a large student body; a lack of skilled personnel; students' improper handling of school facilities; a lack of personnel in the necessary areas; poor documentation of damage within the school premises; and inadequate workshop training for staff on good maintenance techniques. This shows that the administrative workload on the secondary school principals gives little or no room for regular inspection and supervision on daily routine checks on the school buildings and facilities, which is in line with the observations of Ayodele (2022). Lack of adequate motivation for staff usually resulted in low teachers' morale which serves as a militating factor toward effective management and maintenance of school buildings and facilities. This lack of motivation for the staff brings a negative influence on teachers' job performance as opined by Okonkwo,(2013).

Poor power supply is a challenging factor against proper maintenance of government secondary school facilities as indicated in table 1 above. Consequently, preservation and storage of consumables for practical lessons in schools would be difficult. Shortage of finance is another limiting factor towards good maintenance. This finding justified the position of Obi (2018) who noted that shortage



of finance to public secondary schools brings serious challenge to school administration in Ado Ekiti, Ekiti State. It was also observed that large population of the students exert too much pressure on the limited buildings and facilities which would lead to frequent need for repairs and maintenance. The study also identify that; inadequate storage facilities unfavorable weather conditions, lack of modern equipment and supply of substandard materials do not constitute : a challenge in the maintenance of public secondary school buildings and facilities .Measure accepted as a way forward by the Principals to be adopted in the management and maintenance of the public secondary school buildings and facilities include: planting of trees to control flooding, adequate records keeping for inventories of facilities; regular inspection ,adequate records keeping of registers for all damages and repairs, adequate workshop training of staff on proper maintenance techniques, regular cleaning ,good and proper waste management system, routine fumigation, installation of adequate fire extinguisher and regular check on school vehicle, This finding is in line with the recommendation suggested by Tanner (2019) who noted that the quality of education that the students receive bears direct influence to the overall atmosphere in which the learning was taking place: In addition good records keeping of the inventories of school facilities will afford the principals and inspectors the basis for objective evaluation. Campbell (2020) rightly posited that poorly kept record provide a distorted and misleading picture of a school.

## 7.0 CONCLUSION AND RECOMMENDATIONS

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Since the country's current insurgency and economic collapse, have made it impossible for government secondary schools to provide a sufficient number of basic school facilities, it is essential that school administrators instill and promote a culture of good maintenance in order to accomplish the intended outcomes. Fundamentally, implementing suitable strategies as a means of moving forward—such as flood control, an efficient waste management system, appropriate routine fumigation, and routine cleaning—will improve and result in efficient maintenance of government secondary school facilities. The following suggestions were put forth as a course of action based on the study's findings.

- i. The government should increase allocation of financial resources to the government secondary schools to encourage improved maintenance of the school facilities,
- ii. The school administrators should have regular schedule of dilapidation of the school buildings and forwards same to the appropriate quarters for adequate maintenance actions,
- iii. The government and the school management should bring forth workshop training for the staff in specific management and maintenance techniques,
- iv. The school principals should adopt regular inspection and supervision of schools' human and material resources to reduce damages and apply necessary measures to enhance effective management and maintenance of school material resources.
- v. Teachers and students should be adequately motivated to key into the program of effective maintenance of the school facilities.

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