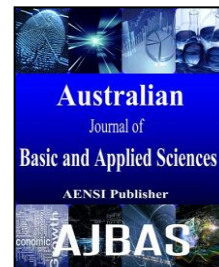




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### School Plant Management as a Predictor of Entrepreneurial Skills Acquisition of In-School Adolescents in Technical Colleges in Anambra State, Nigeria

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#### ABSTRACT

Background: The world today is increasingly looking for talented people who combine technical expertise and management skills. School managers such as, the principal, bursar, vice-principal, rector and provost among others need to optimally utilize its managerial abilities in order to promote technical systems operations. Objective: This study aimed at investigating school management as a predictor of in-school adolescents' entrepreneurial skills in technical colleges in Anambra State. Methodology: The correlational design was used. The sample size comprised all the 2567 senior secondary 1 and 2 students. The instrument used was questionnaire developed by the researchers and it was face - validated by three test experts. K-r21 statistical analysis which was used in determining the reliability of the instrument gave k-r 21 value of 0.60. Pearson product moment correlation was used to answer the research questions while simple linear regression statistics was used to test the two null hypotheses at 0.05 level of significance. Results: Major findings of the study revealed that there was inverse relationship between school plant and entrepreneurial skills acquisition of male and female in-school adolescents. It was also found that the extent school plant management predicts urban and rural adolescents' entrepreneurial skills acquisition is very low. However, there was no significant difference in the relationship between school plant management and entrepreneurial skills of male and female, urban and rural in-school adolescents. Conclusion: It was concluded that since the Federal Government of Nigeria, through her National Policy on Education stated that one of the specific goals of secondary education is to offer technical skills and vocational skills for students, which can help them to explore in areas of agriculture, business and creativity, the establishment of technical schools in Anambra State must focus on combating unemployment rate among youths.

#### INTRODUCTION

In recent times people from various facets of life have advocated that school environment needs to be learners' oriented and equipped with learning facilities. The advocacy projects the glaring and clarion call of government, scholars and individuals on entrepreneurship. This is because of the relevance of school facilities in making students self-reliant (Ani, 1997). No wonder the National Policy on Education (NPE, 2004), stipulated that the quality of instruction at all levels has to be oriented towards inculcating the acquisition of competencies necessary for self- reliance. Thus, to achieve quality education through teaching and learning, school facilities

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cannot be glossed over. Supporting this, Akinsolu (2004) pointed that educational curriculum cannot be sound and well operated with poor and badly managed school facilities. Similarly, Asiyai (2012) opined that good quality and standard of schools depend largely on the provision, adequacy, utilization and management of educational facilities.

School plant is an integral element in learning environment because of its direct and indirect roles (Asiabaka, 2008). Olaniyan and Anthony (2013) asserted that school plants are facilities which physically and spatially enable teaching and learning and by extension help in producing desirable results as evidenced by good academic performance of products of an education. Asiyai (2012) described school facilities as school plants permanent structures which include buildings, libraries, chairs, machines, technical workshops, play ground and other non-human resources that aid the actualization of teaching and learning objectives. The foregoing definition explains that there is need for these resources to be well managed. Therefore, if the school plant lacks management it will surely lack the taste.

School plant management according to International Facilities Management Association (2002) is the practice of co-ordination of the physical workplace with the people and the work of the organization; it integrates the principles of business administration, architecture and the behavioural and engineering sciences. Invariably, Fenker (2004) opined that school plant management is a process that ensures that buildings and other technical systems support the operations of an organization. Asiabaka (2008) asserted that school plant management is the planning, organizing, decision-making, co-ordination and controlling of the physical environment of learning for the actualization of the educational goals and objectives. Contextually, school plant management is the process of co-coordinating, organizing, monitoring and directing physical material resources and technical systems so as to ensure organizational operations for the attainment of set objectives. In essence, co-ordination, organization and monitoring are management practices school administrators, technicians and head teachers need to adopt for school facilities. It therefore implies that school plant management is the basic function of school management.

School managers such as, the principal, bursar, vice-principal, rector, provost, to mention but a few suppose therefore to optimally utilize its managerial abilities in order to promote technical systems operations. Emphasizing on the level of school plant management, Asiyai (2012) lamented that the Nigerian public schools enrolment has continued to increase without a corresponding increase in facilities for effective teaching and learning. It is as a result of underfunding of education in Nigeria, the government has been encouraging proper management and maintenance of available school facilities.

Also, in the opinion of Ajayi (1999) most of the Nigerian primary schools are dilapidated due to inadequate funding while most tertiary institutions are living in their past glories. Decrying the state of educational facilities, Asiyai (2012) lamented that such situation hinders effective teaching and learning, making the process rigorous and uninteresting to students and teachers. In essence, the gross mismanagement of school plants is not only discouraging but it can deter the aims of teaching and learning. In consonance with the foregoing, the mismanagement, inadequacy, deterioration, lack of these facilities and poor maintenance by school administrators had been spelling doom for teachers and students (Asiyai, 2012; Owoeye, 2000). On the other hand, Olaniyan and Anthony (2013) decried that educational facilities at all levels are in a dreadful shape, schools are beset with battered structures; overcrowded classrooms, inadequate manpower in quantity and quality.

Emphasizing on the pathetic situation of school plant, Alimi, Ehinola and Alabi (2012) posited that the South-West Nigerian secondary schools, for example lack instructional space such as classrooms, libraries, technical workshops and laboratories are being structurally defective, that is classrooms are not spacious enough. In essence, school plants are not adequate and also lack proper maintenance and management. In the opinion of Mohammed and Grema (2011), management is a set of activities which can be classified as concerned with planning organization and controlling. In this work, management is an act of organization and controlling physical resources such as classroom buildings, libraries, workshops and technical systems in technical colleges. Management plays an integral role of directing the utilization of human and non-human resources which are within the capacity of management (Babaloda and Ayeni, 2009). Poor management of school plants often lead to short utilization of such resources (Oladeye, 2013).

Resources are referred to as those assets that are utilized to achieve educational objectives (Anaele, 2010; Stewart, Power, Murchy and Crosby, 1998). College administrators have given students the opportunities to stay out of schools due to ineffective management of resources or school plant in schools (Anaele, 2010; Aina, 2006). In view of this, Dessler (2008) maintained that administrators require the utilization of human resource management skills to own an efficient and enthusiastic workforce. The facilities management skills in education seem to be poor.

Currently, it is the researchers' observation that poor state of educational facilities which seem to cut across technical colleges in Anambra state has lead to under utilization of human and non-human resources. The management of school plant is not taken seriously and consequently leading to deterioration and dilapidation of situational spaces such as classroom buildings, libraries, school workshops, laboratories among others. This

present awful condition of school plant and poor management associated with it seem to have caused derailment on development and acquisition of entrepreneurial skills targeted for technical college students. This could have informed the idea of Anaele (2010), that the inability of technical colleges to produce quality graduates who are skilled in their chosen occupations could be linked to ineffective and improper management of resources by the college administrators.

Thus, this ugly situation of school plant management is uproar to entrepreneurial skills of the students. Since entrepreneurship precedes entrepreneurial skills, it becomes imperative to understand the meaning of entrepreneurship. Ikeme (2012) stated that entrepreneurship is a way of thinking, reasoning, and acting that is opportunity obsessed, holistic in approach, leadership-balanced and imbibes in creativity and innovation. Similarly, Ede (2014) defined entrepreneurship as a systematic way of innovating ideas, identifying suitable environment and undertaking the financial and social risk in order to make profit. In this study, entrepreneurship is referred to as a process of creating societal valuable opportunity into a technical concept. In essence, it is opportunity obsessed that deals with societal needs. An individual who creates a technical concept must have embedded on entrepreneurial skills.

Entrepreneurial skill is that knowledge and management capability required for an individual's economic independence (Ede, 2014; Nwokolo, 1993). Entrepreneurial skills denotes the willingness and intent to create a new thing which someone else has not (Coetzee, Bergh and Schreuder, 2010). In the Opinion of Uduma (2004), entrepreneurial skills are those activities or actions that are geared towards the management, processing and marketing. In this study, entrepreneurial skills comprise the ability to create or innovate through production for the purpose of wealth creation and self-reliance.

The world today is increasingly looking for talented people who combine technical expertise and management skills. Olufemi (2012) is of the view that the introduction of entrepreneurship programmes in our educational system helps to prepare the students to succeed in an entrepreneurial economy, create the spirit of creativity and initiative in the students and also help them to develop basic skills to be self employed in the country. In an effort to explore entrepreneurial skills, the Federal Republic of Nigeria in the National Policy on Education (Federal Republic of Nigeria, FRN, 2004), posited that one of the specific goals of secondary education is to offer technical skills and vocational skills for students, which can help them to explore in areas of agriculture, business and creativity. In essence, the establishment of technical schools in Anambra State and elsewhere is to combat unemployment rate among youths. Supporting this, Ede (2014) observed that the aim of entrepreneurship education is to reduce youth's unemployment. On the contrary, in-school adolescents do not seem to have acquired entrepreneurship skills that can help them to be economically independent.

Adolescence, according to Santrock (2007), is the developmental period of transition between childhood and adulthood that involves biological, physical, cognitive and social changes. Adolescence as a time between the ages of 10 to 21 years when young children are developing into adulthood, extend from puberty to independence (Igbo, 2008). Adolescence is the stage that is in between childhood and adulthood which involves educational and sociological changes. The individual who passes through the stage is called adolescent. An adolescent is regarded as the individual while the adolescence is called stage. Adolescents are individuals who are within the transitional period childhood to adulthood (Eze, 2005). Adolescents are teenagers who are physically, but not psychologically prepared for parenthood (Eggen and Kanuchak, 2013). Contextually, adolescents are teenagers who are passing through the stage of growth spur within age range of 11 to 21. Adolescents' unemployment is still increasing irrespective of government, agencies, and scholars' efforts to reduce the peril of joblessness of youths (National University Commission, 2004; Wokeh and Basil, 2011). Therefore, it implies that technical schools seem not to be doing their work. However, technical schools are span through vocational colleges in the context of this study.

Vocational education is that form of education which is obtainable at the technical colleges (FRN, 2004). FRN posited that this is equivalent to the senior secondary education but designed to prepare individuals to acquire practical skills, basic and scientific knowledge and attitude required as craftsmen and technicians at sub-professional level. It was also stipulated in Federal Republic of Nigeria that trainees completing technical college programmes shall secure employment either at the end of the whole course or after completing one or more modules of employable skill and also set up their own businesses and become self-employed and be able to employ others. But on the contrary goals seem to have failed as technical college graduate cannot meet up with the expectations. Technical schools in this work are colleges that are offering only vocational and technical courses that can secure employment for their students.

Technical education is that type of education that teaches academic subject like technology which when applied provides material objects such as radio, houses, and motor cars among others for human sustenance and comfort (Moses and Olorinoye, 2002). Technical education impacts necessary skills that make an individual enterprising and self-reliant. However, most technical institutions in Nigeria have dilapidated infrastructures such as workshops, equipment and consumable. Mbaga (2009) observed that with the poor state of these infrastructures, no matter how competent the teacher is, the acquisition of the practical skills for self-employment and self-actualization of the trainee become impossible. In survey visit carried out by Mbaga

(2009) in North-East Region in Nigeria, it indicated that none of the colleges visited have the required machinery in any of the trades offered in the schools.

In some schools, Asiabaka (2008) noted that several individuals occupying managerial positions lack knowledge of management processes, and some who possess the knowledge fail to put them into practical use. In so doing, the core aim of technical education could be defiled in its integral role to make Nigerian students self-reliant irrespective of their gender, since there is no enough manpower to manage and maintain available school facilities. Gender, according to Santrock (2007), is the sociocultural dimension of being male or female. Also, according to Udaya (2010), gender is stratification and assignment of roles along sex line which may be culturally determined. Operationally, gender is sociological term used to describe male and female owing to cultural roles ascribed to them. Gender is important because if school plant is well managed, both boys and girls would be carried along. Similarly, those student different locations (rural or urban) need to be involved in entrepreneurial skill acquisition. Rural and Urban refer to location of the student. Location is perceived by Achebe (2000), as the place or point that something is at a particular time. In context of this study, location is a place a student lives to acquire education.

Ekundaya (2010) carried out a study on school facilities as correlates of students' achievement in the affective and psychomotor domains of learning in South-West, Nigeria. The result revealed that there was a significant relationship between school facilities and students' achievement in the psychomotor domain of learning. Another study was carried out by Buckley and Shang (2004) on the effects of School facility quality on teacher retention in Urban School districts in United States. The study indicated that the effect of facilities quality on retention is substantively significant. A study was conducted by Owwoye and Yara (2011) on school facilities and academic achievement of secondary school agricultural science in Ekiti State, Nigeria. The major finding showed that there is no significant difference in the performance of students between rural and urban secondary schools in terms of availability of library facilities. Another study was carried out by Asiyai (2012) on assessing school facilities in public secondary schools in Delta State, Nigeria. The result indicated that facilities in Delta State Public Secondary Schools are generally in a poor state of disrepair. Anaele (2010) carried out a survey study on human resource management skills required of technical college administrators in South-South State of Nigeria. The result revealed that the staffing, training and development, motivation and maintenance skills were required of technical college administrators for human resource management. Another study was also conducted by Mohammed and Grema (2011) on management of available infrastructural facilities and student's academic achievement in Borno State Colleges of Education in Nigeria. The study revealed that there is fairly adequate management of available infrastructural facilities in the colleges and there is significant relationship between management of available infrastructural facilities and students' academic achievement. Another study was carried out by Hamdallah, Ozovehe and Olanreaju (2013) on provision and management of school plant as a correlate of science students academic performance four research questions and six null hypotheses were used for the study. The result showed that performance of students in private schools is better than those from public schools. The study also revealed that there is a significant difference in terms of sufficiency of administrative block, social units and human resources, but there is no significant difference in the aspect of sufficiency of physical properties and material properties or equipment between private and public school in Gwagwalada Area council.

A survey study was carried out by Agbogidi (2007) on entrepreneurial Skills required by automechanics technology students in the technical colleges establishing small and medium scale enterprises in Delta State of Nigeria. The results revealed that 24 managerial skills, 13 financial management skills, 12 marketing skills and 11 communication skills were required for automechanics technology students for establishing small and medium scale enterprise in Delta State. A study was carried out by Anuka (2007) on the relevance of technical college motor mechanic curriculum to the entrepreneurial need of motor mechanic graduates of technical colleges in Enugu State. The result indicated that motor mechanic graduates of technical colleges in Enugu State do not possess adequate motor mechanic entrepreneurial skills. Also the motor mechanic graduate could only perform common place motor vehicle maintenance duties but were rated very low on entrepreneurial skills and modern motor mechanic skills. Also, Owodumi and Hassan (2013) carried out a descriptive survey study on competencies needed by vocational and technical teachers towards the development of entrepreneurial skills in students in Abuja and Minna, Nigeria. The results indicated that technical competencies, maintainability, ability to be creative, human relation skills and among others are general competencies needed by the vocational and technical teachers for developing entrepreneurial skills in students. The finding also revealed that there are general personality attitudes, managerial and basic competencies needed by the vocational and technical teachers for developing entrepreneurial skills in students.

Researchers have provided that most technical colleges in Nigeria lack managerial ability of repositioning school facilities. The inadequate classrooms, staff offices, laboratories and workshops, libraries and study areas have become a challenge for the acquisition of practical skills. The poor state of these infrastructures is not only the problem but also the poor management and maintenance by school administrators which had been spelling doom for teachers and students. These pathetic situations of school facilities and poor attitudinal culture towards

school plant management are detrimental to the entrepreneurial skills acquisition of technical students. Unproductive and poor entrepreneurial skills amongst technical college in-school adolescents today could be linked to mobility and in effectiveness of school administrators to manage school plants. Owing to the ugly situations and managerial problems of school plant as shown by researchers and personal experiences in our society today, the researcher is posed to ask, how do school plant management practices predicts entrepreneurial skills acquisition of in-school adolescents in technical colleges

From the available literature to the researchers for review, it seems that although some works have been done on like school plants, management, school plants management and entrepreneurial skills respectively. But no study seems to have carried out on school plants management as a predictor of entrepreneurial skills acquisition of in-school adolescents in technical colleges in Anambra state. This study therefore filled the gap.

#### Research Questions

i. What is the relationship between school plant and entrepreneurial skills acquisition of male and female in-school adolescents?

ii. To what extent does school plant management predicts urban and rural in-school adolescents' entrepreneurial skills acquisition in technical colleges?

#### Hypotheses

Ho1: There is no significant relationship between school plant and entrepreneurial skills of male and female in-school adolescents.

Ho2: There is no significant relationship between school plant management and entrepreneurial skills acquisition of male and female in-school adolescents.

### 1. Methodology:

**Design of the Study:** The research design for this study is a correlational survey design.

**Area of the Study:** The study area was in Anambra State. This study area is chosen because the technical colleges seem not to be productive and result oriented due to poor or inadequate management of school plants. Therefore, the entrepreneurial needs and values which led to the introduction of the colleges seem to be derailed. The population of this study comprised all the 8,557 public technical college students in Anambra State.

**Sample and Sampling Technique:** The sample for this study comprised of 2567 Senior Secondary School 1 and 2 students which were 30% of the entire population.

**Instrument for Data Collection:** The instrument for data collection was a structured questionnaire developed by the researchers titled: School Plant Management and Adolescents Entrepreneurial Skills Acquisition Questionnaire (SPMAESAQ). The instrument was divided into two (2) section, A and B. Section A contained demographic information of the respondents namely name of school, gender, location and level. On the other hand, section B contained two clusters. Cluster one (1) focused on school plant management practices in technical colleges with thirteen items. Cluster two elicited information on entrepreneurial skills available in technical colleges. The cluster contained 20 items. The items in cluster one (1) and three (3) were placed on four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The four response options were weighted at 4, 3, 2 and 1 for positive responses. The instrument was face validated. The test-retest method was adopted to ensure the reliability of the instrument this involves a pilot-testing of 30 copies of the questionnaire were administered outside the study area. The reliability was obtained using k- r 21 method which gave value of 0.60, thus, indicating that the instrument is reliable for this study.

**Method of Data Collection and Analysis:** The researchers personally administered 2567 copies of the instrument to the respondents. Pearson product Moment correlation was used to the analyzed research questions. The null hypotheses were tested at 0.05 probability level using simple linear regression.

### 2. Results:

**Table 1:** Pearson product moment correlation analysis on the relationship between school plant and entrepreneurial skills acquisition of male and female in-school adolescents.

		Indicators of entrepreneurial skills acquisition	School plant
Pearson Correlation	Entrepreneurial skills acquisition	1.000	.146
	School plant management practices	.146	1.00
Significance (2 tailed)	Entrepreneurial skill acquisition	.	.000
	School plant management practices	.000	.

	df	0 2564	2564 0
N	Entrepreneurial skills acquisition	2567	2567
	School plant management practices	2567	2567

Data presented in Table 1 shows the relationships between school plant and entrepreneurial skills acquisition of male and female in-school adolescents. The analysis above reveals that the correlation ( $r$ ) between school plant and entrepreneurial skills acquisition of male and female in-school adolescents is 0.146 indicating that 14.6% of entrepreneurial skills acquisition of male and female in-school adolescents can be attributed to school plant.

**Table 2:** Pearson product movement correction analysis on the extent school plant management predicts urban and rural in-school adolescents' entrepreneurial skills acquisition in technical colleges.

		Entrepreneurial skills acquisition	School plants management practices
Pearson correlation	Entrepreneurial skills acquisition	1.000	.146
		.146	1.000
Significance (1-tailed)	School plant management practices Entrepreneurial skills acquisition	.	.000
		.000	.
N	School plant management practices Entrepreneurial skills acquisition	2567	2567
		2567	2567

Analysis of data in Table 2 shows the extent school plant management predicts in-school adolescents' entrepreneurial skills acquisition. It shows that the correlation ( $r$ ) between the predictor variable (school plant management) and the criterion variable (adolescents' entrepreneurial skills acquisition) is 0.146. This reveals that 14.6% of in-school adolescents' entrepreneurial skills acquisition can be attributed to school plant management

**Table 3:** Linear regression analysis on the relationship between school plant management and entrepreneurial skills of male and female in-school adolescents.

Computed Pearson(r)	R <sup>2</sup>	Adjusted R <sup>2</sup>	S.E	df	Sig. f. change
.246	.060	0.60	2.28	1	.060

From Table 3, the computed R value for school plant management and entrepreneurial skills of male and female in-school adolescents is .246. The analysis indicates that the relationships between the school plant management and entrepreneurial skills of male and female in-school adolescents is low, since the computed  $r$  is within the range of 0.20 to 0.40. The significance  $f$  change of 164 is more than the 0.05 probability level adopted for the study. Therefore, the null hypothesis is accepted. This implies that there is no significant difference in the relationship between school plant management and entrepreneurial skills of male and female in-school adolescents.

**Table 4:** Linear regression analysis of the relationship between school plant management and entrepreneurial skills acquisition of urban and rural in-school adolescents.

Computed Pearson R	R <sup>2</sup>	Adjusted R <sup>2</sup>	S.E	df 1	Sig.F change
.146	.021	.021	2.33	1	56.04

Data presented in table 4 shows the relationship between school plant management and entrepreneurial skills acquisition of urban and rural in-school adolescents. The analysis in the table reveals that the computed R value is .146 indicating that the relationship between school plant and entrepreneurial skills acquisition is very low. Also, the significance  $f$  change of 56.0 is more than the set probability level of 0.05. However, null hypothesis was accepted. By implication, there is no significant difference in the relationship between school plant management and entrepreneurial skills acquisition of urban and rural in-school adolescents.

**Discussion:**

This study revealed that there is inverse relationship between school plant and entrepreneurial skills acquisition of male and female in-school adolescents. There is no significant difference in the relationship between school plant and entrepreneurial skills acquisition of male and female in-school adolescents. This result is consonance with to Ekundaya (2010) who revealed that there was a significant relationship between school facilities and students' achievement in the psychomotor domain of learning. The relationship between the predictor variable and criterion variable is 14% indicating that the relationship is very low. This is not surprising since in the Nigerian context, curriculum emphasizes more on theory rather than practical.

The result of analysis showed that the extent school plant management predicts urban and rural adolescents' entrepreneurial skills acquisition is very low. The corresponding null hypothesis reported no significant the relationship between school plant management and entrepreneurial skills acquisition of urban and rural in-school adolescents. This result is not in line with Owoye and Yara (2011) who revealed that there was no significant difference in the performance of students between rural and urban secondary schools in terms of availability of library facilities. Rather it is in agreement with Anuka (2007) who found that motor graduates of technical colleges do not possess adequate motor mechanic entrepreneurial skills and the motor mechanic graduate could only perform common place motor vehicle maintenance duties but were rated very low on entrepreneurial skills and modern motor mechanic skills. This result is not unexpected since the available ones are not adequately receiving maintenance in terms of repair, constant routine checks and there is no plan to replace damaged school facilities. Meanwhile, it is not surprising in Nigeria context, because maintenance culture is always a problem. However, in an effort to explore entrepreneurial skills, the Federal Republic of Nigeria in the National Policy on Education (Federal Republic of Nigeria, FRN, 2004), have stated that one of the specific goals of secondary education is to offer technical skills and vocational skills for students, which can help them to explore in areas of agriculture, business and creativity. In essence, the establishment of technical schools in Anambra State must focus on combating unemployment rate among youths.

**Conclusion:**

The quality of instruction at all levels has to be oriented towards inculcating the acquisition of competencies necessary for self-reliance. Thus, to achieve quality education through teaching and learning, school facilities cannot be glossed over. However, the percentage of entrepreneurial skills acquisition of male and female in-school adolescents attributable to school plant is very low. It implies that the relationship between school facilities and entrepreneurial skills acquisition is inverses. Meanwhile government will lose its integral goal for establishment and provision of those available school facilities. It also implies that the school plant will fail to stimulate students' entrepreneurial skills, thereby making students economically dependents. It was revealed that the extent school plant management predicts adolescents' entrepreneurial skills acquisition is very low. It means that the rate with which school plant management contribute to students' acquisition of entrepreneurial skill as very low. By implication, physical facilities provided in technical colleges such as electrical machine and automobile machine have no entrepreneurial effect on students. Meanwhile, it is not surprising in Nigeria context, because maintenance culture is always a problem. However, since the Federal Government of Nigeria, have stated that one of the specific goals of secondary education is to offer technical skills and vocational skills for students, which can help them to explore in areas of agriculture, business and creativity, the establishment of technical schools in Anambra State must focus on combating unemployment rate among youths.

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