

SCHOOL PLANT PLANNING AND MANAGEMENT OF TEACHING AND LEARNING IN COLLEGES OF EDUCATION IN NORTH – WEST ZONE, NIGERIA

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Abstract

This study examined “Influence of School Plant Planning on Management of Teaching and Learning in Colleges of Education in North – West Zone, Nigeria”. Descriptive survey research design was used for the study. The population of the study was 4,831 respondents. This consists of 81 Directors, 58 Deans and 4,692 Lecturers from Colleges of Education in North – West Zone, Nigeria. The sample of the study was 346 respondents. Stratified random sampling technique was used for the study. A self-designed questionnaire was used as an instrument for data collection. Mean was used to answer the research questions. One-Way-Analysis of Variance (ANOVA) was used to test the two (2) formulated nul hypotheses at 0.05 level of significance. Findings revealed that school site planning such as accessibility to sources of water, ensuring well drainage system and well-paved roads enhanced the management of teaching and learning in most Colleges of Education in North – West Zone, Nigeria. The study also found that instructional facilities planning such as well-positioned wall charts, maps, projectors in lecture halls and specimen in labs enhanced the management of teaching and learning in most Colleges of Education in North – West Zone, Nigeria. The study recommended that Federal Ministry of Education through Tertiary Education Trust Fund (TETFUND) should sustain the provision of adequate instructional materials in Colleges of Education.

Keywords: School Plant, Instructional Facilities, Administrative Space, Management.

Intuction

In Nigeria, as in most countries of the world, Teachers Training Colleges otherwise known as Colleges of Education occupies a strategic position in the nation’s education system. They represent an important segment for the production of highly motivated, conscientious and efficient classroom teachers and further encourages the spirit of enquiry and creativity in teachers (Ibrahim, Vincent & Aliyu, 2023). They provide the nation with professional teachers who are equipped with methodology and skills of teaching in pre-primary/Nursing, basic and post basic levels of education in Nigeria (Aina & Akintunde, 2022; Atanda & Adeniran, 2020; Suleiman, Dass, Inuwa, & Saleh, 2020). These institutions are of paramount importance in the production of teachers and are specially designed to develop, pursue and improve regular training of various categories of teachers and promote the advancement of teaching and learning process and research in educational institutions. Colleges of Education are categorized into Regular, Technical and Special. The categorization reflected the type and quality of teachers that each produces.

According to Federal Republic of Nigeria (FRN, 2013), the goals of teacher education shall be: production of highly motivated, conscientious and efficient classroom teachers for all levels of our educational system; encourage further the spirit of enquiry and creativity in teachers; helping teachers to fit into the social life of the community and the society at large and to

enhance their commitment to national goals; providing teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing conditions and; enhancing teachers' commitment to the teaching profession. From the above stated goals of COES, it is evident that COES are specially designed to develop, pursue and improve regular and liberal courses of study for the training of various categories of teachers and promote the advancement of learning and educational research (Onuma & Ada, 2016). It is therefore expedient to ensure effective school plant planning at this level of education.

The ultimate aims of teaching and learning is the attainment of educational goals. There are many factors that help to enhance effective teaching and learning and realization of educational aims and objectives at any level of education. One of such factors is school plant. Aliyu (2015) defined school plant as the school site or location, school buildings or structures, the equipment in the school and other material resources provided in the school for effective teaching and learning operation. It includes the fixed and mobile structures and materials in the school such as the classroom buildings, laboratories and laboratory equipment, the school furniture, the chalkboards, tools and machines, the chalk, audio and visual aids (Yusuf, 2023).

Effective teaching and learning depends on the instructional materials used in facilitating the process in school. This is so, because instructional materials help to make instructions practical and real, thereby facilitating the understanding of the instruction (Aliyu, 2021). The importance of instructional materials to teaching and learning cannot be over-emphasized. In this regard, Sunusi (2021) noted that when items and equipment for teaching and learning are provided to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher, but individual students will also learn at their own pace. Most instructional materials require finance, so as educational administrators during educational budgeting make provision for instructional materials. But sometimes the money made available is not sufficient. Most schools do not have facilities such as laboratories, libraries and relevant books. This lends credence to the need to make a proper plan of instructional materials for effective management and administration of schools.

In school setting, it is not only the school site, infrastructure and instructional facilities that are planned for effective teaching and learning operation. There are other aspects of school plant or facilities that require effective planning. Among such facilities is the administrative space. Administrative space refers to structures or facilities where administrative and managerial activities are carried out in an organization (Jumare, 2016). In planning a school plant, administrative space which comprises of school head office, clerk offices, staffroom, guidance and counsellor's office and health clinic among others need to be carefully planned so as to achieve the goals of education. Each administrative space should be treated and uniformly reported to reflect the activities to be housed, persons to be accommodated, space requirements, spatial relationships, equipment to be housed, and special environmental treatment.

In Colleges of Education, school plants are essential for effective teaching and learning and the attainment of educational goals and objectives. For effective management of teaching and learning in Colleges of Education, proper planning of school plant is expedient. Observation of the researcher over the years shows that most Colleges of Education in Nigeria have no proper future school planning Plant; this may be due to inadequate budgetary allocation to educational system which impedes realization of objectives (Chigbu & Kolubowei, 2019). It is in line with this backdrop that the United Nations; Educational Scientific and Cultural Organization (UNESCO) recommended 26% of the total budget of a nation to education. It is

evident that since 1999, the percentage of budgetary allocation to education since inception of the present political dispensation has not exceeded 14% (Chigbu & Kolubowei, 2019).

Personal visit to most Colleges of Education by the researchers shows that many colleges have shortage of adequate audio-visuals, models, whiteboards and other modern teaching aids. In most Colleges of Education in North – West Zone, Nigeria, it is a common sight to see lecture halls or classrooms with cracked walls, leaking roofs, falling ceiling, broken windows, unpainted walls, broken chairs, smashed tables, cracked floors among others. Some even require urgent repairs to forestall their total collapse. This may be due to inadequate planning of school plant. Planning of school plants can make or mar effective management of teaching and learning in schools. It is rather unfortunate that low attention is given to the planning of school plant. It is against this backdrop that this study assessed the influence of School Plant Planning on Management of Teaching and Learning in Colleges of Education in North – West Zone, Nigeria.

Objectives of the Study

The following objectives were set to guide the study:

1. examine the influence of instructional facilities planning on management of teaching and learning in Colleges of Education in North – West Zone, Nigeria;
2. determine the influence of administrative space planning on management of teaching and learning in Colleges of Education in North – West Zone, Nigeria;

Research Questions

The following questions were asked to guide the study:

1. To what level does instructional facilities planning influence the management of teaching and learning in Colleges of Education in North – West Zone, Nigeria?
2. How does administrative space planning influence the management of teaching and learning in Colleges of Education in North – West Zone, Nigeria?

Research Hypotheses

The following hypotheses were formulated to guide the study:

HO1: There is no significant difference in the opinions of Directors, Deans and Lecturers on the influence of instructional facilities planning on management of teaching and learning in Colleges of Education in North – West Zone, Nigeria.

HO2: There is no significant difference in the opinions of respondents on the influence of administrative space planning on management of teaching and learning in Colleges of Education in North – West Zone, Nigeria.

Methodology

Descriptive survey research design was used for the study. Jumare (2017) observed that in descriptive survey design, the researcher observes, describe and collect information on a practice under study. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing. Since the main thrust of the research is to examine the influence of school plant planning on

management of teaching and learning in Colleges of Education in North – West Zone, Nigeria descriptive survey design is appropriate. The target population of the study was 4,831 respondents. This consists of 81 Directors, 58 Deans and 4,692 Lecturers from Colleges of Education in North – West Zone, Nigeria. The sample of the study was 346 respondents. The selection of 346 respondents was based on the recommendation of Researcher Advisors (2006) Table for selection of sample size. A self designed questionnaire of twenty (20) items, tagged “School Plant Planning and Management of Teaching and Learning Questionnaire (SPPAMTALQ)” designed by the researchers was used to collect data for the study. The instrument was structured on a five (5) points Likert’s scale options of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD) with the numerical values of 5, 4, 3, 2 and 1 respectively.

Two (2) research experts in the field of Educational Administration and Planning vetted the instrument. Their observations, corrections and suggestions were incorporated in the final draft of the instrument. Descriptive statistics of mean was used to answer the research questions while One-Way-Analysis of Variance (ANOVA) was used to test the null hypotheses at 0.05 level of significance. However, when the mean score of an item is greater than 3.00 set for the study, the item was regarded as agree by majority of the respondents. On the other hand, when the mean score of an item is less than 3.00, the item was considered disagree. A total of 346 copies of the questionnaire were distributed but only 321 copies were returned. The analysis of the study was therefore, based on the data gathered from the above mentioned number of returned copies of questionnaire.

Results

Research Question One: To what level does instructional facilities planning influence the management of teaching and learning in Colleges of Education in North – West Zone, Nigeria?

Table 1: Opinions of Respondents on the Influence of Instructional Facilities Planning on the Management of Teaching and Learning in Colleges of Education in North-West Zone, Nigeria

S/N	Item Statements	Categories of Respondents	SA		A		U		D		SD		M
			F	%	F	%	F	%	F	%	F	%	
1	Well planned wall charts and maps in lecture halls help to influence the management of teaching and learning in COEs.	Directors	6	31.6	9	47.4	0	0	4	21.1	0	0	3.8
		Deans	4	25.0	9	56.2	1	6.2	2	12.5	0	0	3.6
		Lecturers	9	32.1	13	47.1	2	8.5	3	10.4	4	1.4	3.9
2	Well positioned projectors in lecture halls influence the management of teaching and learning in COEs.	Directors	5	26.3	10	52.6	1	5.3	2	10.5	1	5.3	3.7
		Deans	3	18.8	8	50.0	3	18.8	2	12.5	0	0	3.4
		Lecturers	9	32.4	13	47.2	1	6.7	3	12.5	5	1.8	3.8

3	Well positioned of specimen in labs help to influence the management of teaching and learning in COEs.	Directors	8	42.1	6	31.6	2	10.5	3	15.8	0	0	3.34
		Deans	6	37.5	8	50.0	1	6.2	1	6.2	0	0	3.49
		Lecturers	8	28.9	12	44.0	3	12.5	3	11.3	3	1.1	3.64
4	Well planned internet facilities in the school help to influence the management of teaching and learning in COEs.	Directors	3	15.8	12	63.2	1	5.3	3	15.8	0	0	3.72
		Deans	5	31.2	9	56.2	1	6.2	1	6.2	0	0	3.85
		Lecturers	8	29.3	14	52.8	2	7.7	3	10.0	1	0.4	3.88
5	Well planned students' seats for learning help influence the management of teaching and learning in COEs.	Directors	5	26.3	11	57.9	1	5.3	2	10.5	0	0	3.42
		Deans	5	31.2	7	43.8	1	6.2	2	12.5	1	6.2	3.48
		Lecturers	8	31.8	15	56.0	1	3.9	2	8.1	3	1.1	3.62
6	Well planned laboratory equipment such as funnel help to influence the management of teaching and learning in COEs.	Directors	5	26.3	13	68.4	1	5.3	0	0	0	0	3.73
		Deans	4	25.0	11	68.8	0	0	1	6.2	0	0	3.65
		Lecturers	5	20.8	17	60.9	8	2.8	4	14.0	5	1.8	3.41
7	Well-structured workshops tools help to influence the management of teaching and learning in COEs.	Directors	3	15.8	10	52.6	1	5.3	1	5.3	4	21.1	3.37
		Deans	2	12.5	6	37.5	3	18.8	3	18.8	2	12.5	3.32
		Lecturers	3	13.7	16	56.7	2	8.1	3	13.9	2	8.5	3.39
8	Well positioned of notice boards in all departments help to influence the management of teaching and learning in COEs.	Directors	2	10.5	11	57.9	0	0	6	31.6	0	0	3.78
		Deans	3	18.8	8	50.0	4	25.0	1	6.2	0	0	3.63
		Lecturers	7	26.6	15	53.2	2	7.0	2	8.5	1	4.6	3.46
9	Well positioned television and video decoders in library help to influence the management of	Directors	2	10.5	10	52.6	1	5.3	3	15.8	3	15.8	3.19
		Deans	0	0	10	62.5	0	0	1	6.2	5	31.2	3.17
		Lecturers	3	12.4	16	57.4	1	6.3	4	16.7	2	7.7	3.45

	teaching and learning in COEs.												
10	Well planned stationeries help to influence the management of teaching and learning in COEs.	Directors	1	5.3	14	73.	0	0	4	21.	0	0	3.5
						7				1			9
		Deans	1	6.2	13	81.	0	0	1	6.2	1	6.2	3.7
						2							3
		Lecturers	2	8.1	18	66.	2	9.2	3	10.	1	5.6	3.7
			3		8	2	6		1	9	6		9

Table 1 show that items 1-10 were all accepted. This is because they had response mean greater than the instrument scale mean of 3.00. This implies that majority of the respondents agreed with all the item statements stated above as ways instructional facilities planning influence the management of teaching and learning in Colleges of Education in North – West Zone, Nigeria.

Research Question Two: How do administrative space planning influence the management of teaching and learning in Colleges of Education in North – West Zone, Nigeria?

Table 2: Opinions of Respondents on the Influence of Administrative Space Planning on the Management of Teaching and Learning in COES in North-West, Nigeria

S/ N	Item Statements	Categories of Respondents	SA		A		U		D		SD		M
			F	%	F	%	F	%	F	%	F	%	
1	Well planned Dean’s offices helps to monitored school activities which influence the management of teaching and learning in COEs.	Directors	6	31.6	10	52.5	2	10.5	1	5.3	0	0	3.8
		Deans	5	31.2	7	43.8	2	12.5	2	12.5	0	0	3.4
		Lecturers	8	29.3	13	45.2	8	28.5	6	21.4	4	1.4	3.6
			3	2	0	8			1	8			1
2	Well planned lecturers’ offices helps them to monitored students’ activities which influence the management of teaching and learning in COEs.	Directors	8	42.1	9	47.4	0	0	1	5.3	1	5.3	3.8
		Deans	3	18.8	10	62.5	1	6.2	2	12.5	0	0	3.9
		Lecturers	9	31.0	15	54.2	1	5.3	2	7.7	3	1.1	3.6
			0	7	4	2	5		2			2	
3	Well planned Guidance and Counselling unit help Counsellors to attend to students’ problems which influence the management of teaching and learning in COEs	Directors	3	15.8	14	73.7	0	0	2	10.5	0	0	3.7
		Deans	5	31.2	8	50.0	2	12.5	1	6.2	0	0	3.6
		Lecturers	6	23.2	17	60.7	3	10.9	9	3.2	4	1.4	3.4
			8	9	2	6	1	9				1	
4	Well planned examination office	Directors	6	31.6	9	47.4	4	21.1	0	0	0	0	3.9
							4	1					2

	helps examiners to attend to students' issues and influence the management of teaching and learning in COEs	Deans	4	25.0	11	68.8	0	0	0	0	1	6.2	4.19
		Lecturers	8	30.7	16	56.7	1	6.3	8	2.8	1	3.5	3.52
5	Well planned Registrar office help to influence the management of teaching and learning in COEs.	Directors	2	10.5	14	73.7	0	0	3	15.8	0	0	3.78
		Deans	4	25.0	8	50.0	1	6.2	2	12.5	1	6.2	3.63
		Lecturers	7	27.9	15	53.8	1	5.6	2	9.5	1	3.5	3.46
6	Well planned HOD's office helps to monitor the students' academic activities which influence the management of teaching and learning.	Directors	1	5.3	7	36.8	5	26.3	6	31.6	0	0	3.39
		Deans	1	6.2	5	31.2	4	25.0	6	37.5	0	0	3.37
		Lecturers	3	10.0	12	43.7	5	19.4	7	26.8	0	0	3.65
7	Well planned Director's office helps to monitor the school activities and influence the management of teaching and learning in COEs.	Directors	3	15.8	5	26.3	4	21.1	7	36.8	0	0	3.07
		Deans	4	25.0	4	25.0	7	43.8	1	6.2	0	0	3.19
		Lecturers	7	26.6	81	28.5	5	20.7	5	20.8	1	4.2	3.12
8	Well planned academic secretary office influence the administration of school and the management of teaching and learning in COEs.	Directors	3	15.8	8	42.1	2	10.5	4	21.1	2	10.5	3.11
		Deans	3	18.8	10	62.5	0	0	3	18.8	0	0	3.21
		Lecturers	6	21.0	13	46.1	1	6.7	5	18.2	2	7.7	3.27
9	Well-structured HOD's office helps to manage students' activities and influence the management of teaching and learning in COEs.	Directors	6	31.6	9	47.4	1	5.3	3	15.8	0	0	3.24
		Deans	3	18.8	6	37.5	0	0	6	37.5	1	6.2	3.32
		Lecturers	7	26.5	11	41.5	2	7.4	5	20.8	1	4.2	3.42
10	Well planned bursary department helps to influence the management of teaching and learning in COEs.	Directors	2	10.5	14	73.7	2	10.5	1	5.3	0	0	3.20
		Deans	1	6.2	10	62.5	1	6.2	4	25.0	0	0	3.08
		Lecturers	2	7.4	16	59.5	3	11.3	4	16.6	1	5.3	3.41

Table 2 shows that items 1-10 were all accepted. This is because they had response mean greater than the instrument scale mean of 3.00. This implies that majority of the respondents

agreed with all the item statements stated above as ways administrative space planning influence the management of teaching and learning in Colleges of Education in North – West Zone, Nigeria.

Null Hypothesis One: There is no significant difference in the opinions of college Directors, Deans and Lecturers on the influence of instructional facilities planned on management of teaching and learning in Colleges of Education in North – West Zone, Nigeria.

Table 3: Summary of One-Way ANOVA on the Influence of Instructional Facilities Planned on the Management of Teaching and Learning in Colleges of Education in North –West Zone, Nigeria.

Variation	Sum Squares	of Df	Mean Square	F-ratio	F-crit.	Sig.(P)
Between Groups	0.201	2	0.100	0.46	3.03	0.63
Within Groups	69.524	316	0.220			
Total	69.724	318				

P<0.05

Table 3 shows that the calculated Sig.(P) value of 0.63 is greater than 0.05 level of significant set for the study, while the calculated F-ratio value of 0.46 is less than the 3.03 F-critical value. Hence, the null hypothesis is hereby retained. Therefore, there is no significant difference in the opinions of college Directors, Deans and Lecturers on the influence of instructional facilities planned on management of teaching and learning in Colleges of Education in North – West Zone, Nigeria.

Null Hypothesis Two: There is no significant difference in the opinions of college Directors, Deans and Lecturers on the influence of administrative space planned on management of teaching and learning in Colleges of Education in North – West Zone, Nigeria.

Variation	Sum Squares	of Df	Mean Square	F-ratio	F-crit.	Sig.(P)
Between Groups	0.889	2	0.445	1.96	3.03	0.19
Within Groups	71.785	316	0.227			
Total	72.674	318				

P<0.05

Table 4 shows that the calculated Sig.(P) value of 0.19 is greater than 0.05 level of significant set for the study, while the calculated F-ratio value of 1.96 is less than the 3.03 F-critical value. Hence, the null hypothesis is hereby retained. Therefore, there is no significant difference in the opinions of college Directors, Deans and Lecturers on the influence of administrative space planned on management of teaching and learning in Colleges of Education in North – West Zone, Nigeria.

Discussions of the Findings

Based on the respondents’ opinions, the findings of the study revealed that instructional facilities planning such as well positioned wall charts, maps, projectors in lecture halls and specimen in labs enhanced the management of teaching and learning in most Colleges of Education in North – West Zone, Nigeria. This was supported by the result of the hypothesis

where p-value is 0.63 which is greater than 0.05 level of significant. In support of this finding, Ajayi and Yusuf (2010) found that instructional facilities planning enhanced better student learning outcomes. Also, Peter (2017) found that classroom facilities such as desks, chairs and wall charts were maintained which help to enhanced on teachers' job performance in most public secondary schools in Ebonyi State. In addition, Amaewhule and Wokocha (2018) found that facilities are highly planned for instructional delivery of undergraduate business education programme.

The findings of the study also revealed that administrative space planning such as well planned Guidance and Counselling unit, Dean, Lecturers and Examination Officers' offices influenced the management of teaching and learning in most Colleges of Education in North – West Zone, Nigeria. This was supported by the result of the hypothesis where p-value is 0.19 which is greater than 0.05 level of significant. This finding agreed with the finding of Sunusi (2021) who found that administrative space such as lecturers' offices, HODs' offices, registrar's offices and well positioned Guidance and Counselling Unit were well planned which help to enhance the achievement of Colleges of Education objectives in Kaduna State. Abubakar (2021) also found that administrative space planning such as well positioned principal's office, staff rooms, Guidance and Counseling unit and Vice-Principals' offices enhance the students' academic performance in most senior secondary schools in Kaduna State. In addition, Arowojolu, Yinusa, Ameh, and Arowojolu (2019) revealed that the levels of school plant planning and students' academic performance were relatively close, and as such students' academic performance was significantly related to instructional space planning, Administrative space planning, circulation space planning, and space for convenience planning.

Conclusion

When school are sited in areas far away from overcrowded environment such as Cinema halls, Market places, high ways and even railway stations, the desired school climate for effective teaching and learning will be achieved. The study concluded that instructional facilities planned such as well positioned wall charts, maps, projectors in lecture halls and specimen in labs enhanced the management of teaching and learning in most Colleges of Education in North – West Zone, Nigeria. It also concluded that administrative space planned such as well planned Guidance and Counselling unit, Dean, Lecturers and Examination Officers' offices influenced the management of teaching and learning in most Colleges of Education in North – West Zone, Nigeria.

Recommendations

In line with the research findings, the following recommendations were made:

1. The Federal Ministry of Education through Tertiary Education Trust Fund (TETFUND) should sustain the provision of adequate instructional materials in Colleges of Education.
2. The National Commission for Colleges of Education should sustain strict adherence to spelt out standard for administrative space planned in Colleges of Education.

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