

TEACHING AND BOARDING FACILITIES ADEQUACY AND MANAGEMENT IN MODEL SECONDARY SCHOOLS IN BAYELSA STATE

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ABSTRACTS: The study investigated teaching and boarding facilities adequacy and management in public boarding secondary schools (PBSS) in Bayelsa State considering the importance of instructional and boarding facilities in the boarding school system. The study was based on system resource theory on organizational effectiveness propounded by Yutchman and Seashore in 1967. Four objectives, four research questions and two hypotheses guided the study. The research design adopted was descriptive survey design. The population for the study consisted 10 PBSS made of 833 staff (367 teaching and 466 non-teaching staff) spread across urban and rural areas of the State. The sample size for the study was 270 Boarding Personnel (121 teaching and 149 non-teaching staff) selected using the purposive and proportionate stratified sampling techniques. The return rate was 238 (89.5%) and used for data analysis. The questionnaire for data collection was “Adequacy and Management of Facilities in of Model Secondary Schools Survey Questionnaire”. Cronbach alpha was used to determine the reliability of the questionnaire with an average index of 0.89. The research questions 1-2 raised were answered and presented in tables and charts while research questions 3-4 were answered using mean and standard deviation while t-test was used to test the hypotheses at 0.05 alpha level. The study concluded that the Government had not demonstrated adequate commitment to the provision of needed resources and the institutions had equally not fair better in the management of the few available ones in MSS in Bayelsa state. The study showed there was no significant difference and the hypotheses were accepted. The level of maintenance management in teaching facilities and boarding facilities were moderate extent. Thus, it was recommended that the Government should construct more classrooms, standard libraries, science and computer laboratories. Also, the school management should inculcate maintenance culture in the staff and students.

Keywords: Teaching, Facilities, Adequacy, Management, Boarding School.

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INTRODUCTION

The impact of boarding schools in the educational system in Nigeria is enormous despite the inadequate and mismanagement of instructional and boarding schools facilities. The Federal Government had been able to manage and maintain 104 boarding schools from inception till date (Olusegun, 2017). In the same vein, the Bayelsa State Directorate of Education Inspection and Policy Services, Bayelsa State Education Committee (BSEC) and State Ministry of Education could follow suit to establish, maintain and manage the boarding school system in the State. The boarding school system had made tremendous impact in the lives of those early students that were in the boarding schools system. This was supported by Okpala in Okpo (1996) who observed that looking on the excellent performance and ability of some of our past and present generation of public figures in this country (Nigeria), it does not take much effort to see what enormous contributions the usually restricted boarding school system has continuously made toward the quality of education. Many people are of the opinion that boarding school remains the most conducive place for academic development. The word “boarding” is used in the sense of “room and board,” that is, lodging and meals. Boarding school provides education for learners who live on the premises for certain period of time. The system has existed for many centuries, and now extends across many countries. Their functions and ethos (distinctiveness) vary greatly.

In some boarding schools, boarders stay through the term to come home for the mid-term break for only two days to one week while some encourage returning home at weekends. The system permits co-education and some either for only boys or girls, and sometimes day learners are allowed in the boarding system (Addeh, 2016; Bernard et al., 2017). The boarding school system presents the most conducive environment for learning between the tender age of twelve and eighteen years. As a result of the benefits accrued from the boarding schools, students are easily able to set a sound and formidable foundation for their educational and adult life as well as being more easily assisted to acquire a high standard of self-discipline and long life-socially desirable character (Okpo, 1996).

In another perspective, boarding school is a residential education which is provided in an environment where students reside and learn outside of their home environment, and usually refers to the care and education of young people and adolescents. Also, it is a generic term used to describe residential group care programs for at-risk, emotionally disturbed, or delinquent children (Brad, 2014).

The then Bayelsa State Government (Hon. Dickson Henry Sariake) declared a state of emergency on assumption of office in 2012 as a result of the State’s educational backwardness and low academic performance over the years. Thus, the Government decided to embark on boarding school system to improve the falling educational standard by creating an educational committee to be in charge. This was done by creating an agency named Directorate of Education Inspection and Policy Services saddled with the supervision of the secondary education and boarding school system in the State. Iworiso-Markson (2017) gave the historical narrative of education backwardness in Bayelsa State and the attendant clog in the wheels of overall development, spirited efforts by the administration of Governor Henry Sariake Dickson to break from the past represent nothing less than a paradigm shift. Thus beginning from February 14, 2012 when Governor Dickson assumed office and declared a state of emergency in this critical sector and till date, the story has been an adroit dedication to a total transformation of education as the lynchpin for social and economic development in the state. This is visible from massive infrastructure provision, building new schools across the State and equipping them, to a holistic

definition of the kind of education needed in a knowledge economy as a 21st century enterprise, public schools are witnessing a quiet revolution in an era of free and compulsory education.

So far, the Government had worked on and established ten (10) functional model schools in which one will be in each of the eight Local Government Areas (but two in Yenagoa, the Capital City) called Model Secondary School (MSS), one Sports Academy in Asouama, Kolokuma/Opukuma LGA and the first public boarding school in the State called Ijaw National Academy (INA) formerly called Teacher Training College Demonstration Secondary School (TTCDS) at Bolu-Orua in Sagbama Local Government Area which began in April, 2015 meant for only indigenes of Bayelsa State. The boarding school system is completely free and admission based on merit, after passing the entrance examination. The Ijaw National Academy (INA) was officially commissioned on 14th and 15th July, 2017 by former Head of State, General Yakubu Gowon. Currently, there are ten Model Secondary Schools (MSS) which are in full operation. These are: Ijaw National Academy Kaiama, Sport Academy Asouama, MSS Amarata (St Jude's Girls Secondary School), Yenagoa, MSS Ovom (boys) (Bishop Dimeri Grammar School (BDGS)), Yenagoa, MSS Brass, MSS Southern Ijaw, MSS Ekeremor, MSS Sagbama, MSS Nembe and MSS Ogbia. The Model Secondary Schools are completely and partially boarding school system. The Ijaw National Academic Kaiama and Sport Academy Opokuma are full boarding school system while the rest are mixed with boarders and day students.

The boarding school system in Bayelsa State is a welcome reformation in the educational system which the Government brought in the administration. To ensure continuity, the Government set up a body called the Bayelsa State Education Committee (BSEC) approved by the State House of Assembly. The members of the committee are made up of the then Commissioner of Education Hon. Obuebite Jonathan who is the supervising head. The other members are renowned educationists in the State, political appointees and Directors of the State Ministry of Education.

The management of the boarding system would be achieved with the help of the education committee which is to carry out the following functions which include: establishment of the Education Trust Fund (ETF); compulsory primary and secondary education; compulsory boarding education at secondary school level; development of model schools in all the Local Government Area Headquarters; educational scholarship programmes at secondary and tertiary level; availability of student loan for tertiary education and establishment of Teachers Training Institute. The boarding school system in Bayelsa State is barely seven years and still need to be developed. Thus, the adequacy and management of educational resources such as the teaching and boarding facilities need to be determined whether they are sufficient to run the system for long period of time or not. There is the need to re-emphasize on the optimum and efficient managerial policies on resources utilization in the school that would be productive to the entire boarding school system. The State Government had invested heavily in the boarding schools system.

There is need to determine the adequacy and management of the spacious classrooms, sporting fields, laboratory facilities, school registers, diaries, teaching aids, internet gadgets and devices, food supply, power and portable water supply, beddings, conducive accommodation for staff, hostel accommodation, comfortable office cabinets and furniture for teachers, non-teaching staff and students, kitchen and dining halls equipment etc. Are laboratory facilities, computer gadgets and internet equipment adequate compared to the number of students in the boarding schools? In the light of all these issues raised, there is the need to establish a resourceful boarding school system in Bayelsa State with all the necessary instructional materials and

physical facilities with proper maintenance management; that was what spurred the investigation into teaching and boarding facilities adequacy and management of public boarding secondary schools in Bayelsa State.

Statement of the Problem

Running a boarding school system requires an enormous and its efficient management will provide quality services to the boarding students. In recognition of its numerous benefits, the Bayelsa State Government has decided to re-introduce the boarding school system at the secondary school level. To ensure that he delivers on his promise, the State Government had established ten (10) model secondary schools (MSS) across the State. He has even gone further to make it free. This is a noble development. It is however not known how adequately these institutions have been provided with the teaching and boarding facilities they need and how well these facilities are managed to ensure that the objectives of establishing the schools are achieved. These are the issues bordering the researcher and hence constitute the problem of the study.

THEORETICAL FRAMEWORK

The study adopted the system resource theory on organizational effectiveness which was propounded by Yutchman and Seashore in 1967. According to this theory, *effectiveness in an organizations is the ability to secure an advantageous bargaining position in its environment and to capitalize on that position to acquire, judiciously distribute and monitor utilization of scarce resources*. Yutchman and Seashore (1967) further viewed organizations such as schools as open systems which acquire inputs, engage in transformation process and generate outputs. This was supported by Mucai (2013) who equated a school to an industry which transforms given inputs into required outputs. Furthermore, Mucai (2013) noted that the secondary school like any other organization receives inputs from its environment, converts or processes the inputs and afterwards discharges output to the environment from where the input is increased. There are three key terms in this theory as it is applicable to the MSS. These include:

- **Acquiring of Resources:** The Bayelsa State public boarding school system is a welcome innovation in the educational sector in the State where the resources (personnel, finance and material) to cater for the boarders needs are acquired from the 2% Education Trust Fund (ETF) policy, a worked out percentage of civil servants salaries monthly and ministry of education of the State.
- **Judicious Distribution of Resources:** Economic principle of scarcity of resources should gear the judicious distribution of resources. The various resources pulled together have to be distributed according to the needs health-wise, nutrition, day to day administration, population of students and number of boarding personnel.
- **Monitoring Utilization of Resources:** There are numbers of items the resources are utilized on which need conscious monitoring in order to avoid wastage of resources

Furthermore, Yutchman and Seashore (1967) asserted that system resource theory of organizational effectiveness is relevant to this study because boarding school interaction with its environment is critical for the acquisition of scarce educational resources which once utilized effectively should translate to good performance of the public boarding secondary school

students in Bayelsa State. The Government had declared primary and secondary education to be free and compulsory, provided resources like manpower, textbooks, built laboratories, ICT laboratory, libraries, boarding houses etc., when these scarce resources are input, transformed and processed, the output would be better educational performance of the boarding students and after school achievement.

Furthermore, Yutchman and Seashore (1967) asserted that system resource theory of organizational effectiveness is relevant to this study because boarding school interaction with its environment is critical for the acquisition of scarce educational resources which once utilized effectively should translate to good performance of the model secondary school students in Bayelsa State. The Government had declared primary and secondary education to be free and compulsory, provided resources like manpower, textbooks, built laboratories, ICT laboratory, libraries, boarding houses etc., when these scarce resources are input, transformed and processed, the output would be better educational performance of the boarding students and after school achievement.

Physical Resources and Boarding Facilities

Physical resources in the boarding school system are the various facilities such as the: administration block, classrooms, land, school plants and machineries, hostel buildings, laboratories, libraries, computer laboratories, sport field, Information and Communication Technology (ICT) centre, office space, recreational facilities and the entire school ground. The adequacy and conditions of facilities available to the boarding school system aid teaching and learning process. Variation in resources distribution may lead to inequality both in learning and in performance. The difference in school facilities such as libraries, laboratories, playing fields and electricity would seem to account for difference in achievements. He found that schools that performed consistently well possessed adequate facilities. Thus, the presence or absence of school facilities could determine high and low achieving schools.

Teaching Facilities

This is made up of instructional materials, stationery, educational plans and objective, and prescribed and methodology. This includes: stores, vehicles, stationeries, laboratory apparatus and chemicals, material handling equipment, training manuals, office consumables, whiteboards, erasable markers, diaries, registers, lesson plans/notes, teaching or instructional materials/aids, etc.

It has been observed that most of the schools, whose students performed poorly, spent less money on the purchase of teaching resources. Lack of adequate text books and teaching materials makes teaching difficult as students are unable to do their oral or written work during class lesson and prep time. The availability and the use of teaching aids/resources in schools are among the factors which explain why poor performance in examination is a characteristic of secondary schools. Schools with adequate resources such as laboratories, textbooks and other instructional materials would stand a better chance of having better results than poorly equipped ones. The availability and the use of teaching and learning resources could contribute to high quality of education and performance of students.

Aim and Objectives of the Study

The aim of the study was to examine the teaching and boarding facilities adequacy and management of public boarding secondary school in Bayelsa State, Nigeria. Specifically, the objectives of the study were to:

- Ascertain the adequacy of teaching facilities in PBSS in urban and rural areas of Bayelsa State.
- Ascertain adequacy of boarding facilities in PBSS in urban and rural areas of Bayelsa State.
- Assess the level of management of teaching facilities in PBSS in urban and rural areas of Bayelsa State.
- Assess the level of management of boarding facilities in PBSS in urban and rural areas of Bayelsa State.

Research Questions

The following research questions were formulated to guide the study:

- How adequate is the teaching facilities in model secondary schools in the urban and rural areas of Bayelsa State?
- How adequate is the provision of boarding facilities in the model secondary schools in the urban and rural areas of Bayelsa State?
- What is the level of management of teaching facilities in the model secondary schools in the urban and rural areas of Bayelsa State?
- What is the level of management of boarding facilities in the model secondary schools in the urban and rural areas of Bayelsa State?

Hypotheses

The following hypotheses were tested at 0.5 level of significance:

- There is no significant difference between mean scores of personnel in model secondary schools in urban and rural areas on the level of management of teaching facilities in Bayelsa State.
- There is no significant difference between mean scores of personnel in model secondary schools in urban and rural areas on the level of management of boarding facilities in Bayelsa State.

METHODOLOGY

The research design adopted was descriptive survey design. The target population for the study was made up of 10 public boarding secondary schools (MSS). There were 833 staff with 367 teaching and 466 non-teaching staff respectively both in the urban and rural areas in Bayelsa State. The purposive and proportionate stratified sampling technique were used for the study representing the urban and rural areas. The sample of this paper were 270 respondents (121

teaching staff and 149 non-teaching staff). The sample size was selected using Taro Yemene's formula. 238 copies of the questionnaire were completed and retrieved, representing 89.5% of the entire population which is sufficient for the study. The questionnaire for data collection was "Adequacy and Management of Facilities in Model Secondary Schools Survey Questionnaire" (AMFMSSQ). The Cronbach alpha was used to establish the reliability estimate at 0.89 for AMFMSSQ. Mean and Standard Deviation were used to answer research questions 1 to 4 while t-test was used to test the hypotheses at 0.05 alpha level. Tables and charts were used to present the observational schedule. The questionnaire were responded to using the structure of High Extent (HE), Moderate Extent (ME), Low Extent (LE) and Very Low Extent (VLE) with the values of 3.5 – 4, 2.5 - 3.49, 1.5 - 2.49, and 1.0 – 1.49 respectively.

RESEARCH RESULTS

Research Question 1: How adequate is the teaching facilities in model secondary schools in the urban and rural areas of Bayelsa State?

Table 1: Reponses on adequate teaching facilities in model secondary schools in the urban and rural areas of Bayelsa State

Facilities	Urban Areas (Two schools)				Rural Areas (Eight schools)			
	Required Capacity	Existing Capacity	Net Diff.	Remarks	Existing Capacity	Existing Capacity	Net Diff.	Remarks
1. Equipped Classroom Spaces (classroom with 35 desks, marker blackboard, classroom not less than 16*16m)	36	29	-7	Inadequate	144	96	-48	Inadequate
2. Equipped Chemistry laboratory spaces	9	2	-7	Inadequate	16	8	-8	Inadequate
3. Equipped Physics laboratory spaces	9	2	-7	Inadequate	16	8	-8	Inadequate
4. Equipped Agric. Science laboratory spaces	9	2	-7	Inadequate	16	8	-8	Inadequate
5. Equipped Biology laboratory spaces	9	2	-7	Inadequate	16	8	-8	Inadequate
6. Equipped computer laboratory spaces	4	2	-2	Inadequate	16	8	-8	Inadequate
7. Equipped Library spaces	4	2	-2	Inadequate	32	16	-16	Inadequate
8. Equipped teaching staff office spaces	18	4	-14	Inadequate	64	16	-48	Inadequate

Table 1 showed that in urban areas the schools have inadequate classroom spaces, chemistry laboratory spaces, physics laboratory spaces, agricultural laboratory spaces, biology laboratory spaces, computer laboratory spaces, library spaces and teaching staff office spaces. In the rural areas, the schools have inadequate classroom spaces, chemistry laboratory spaces, physics laboratory spaces, agricultural laboratory spaces, biology laboratory spaces, computer laboratory spaces, library spaces and teaching staff office spaces. The Table 1 is expatiated in Figure 1.

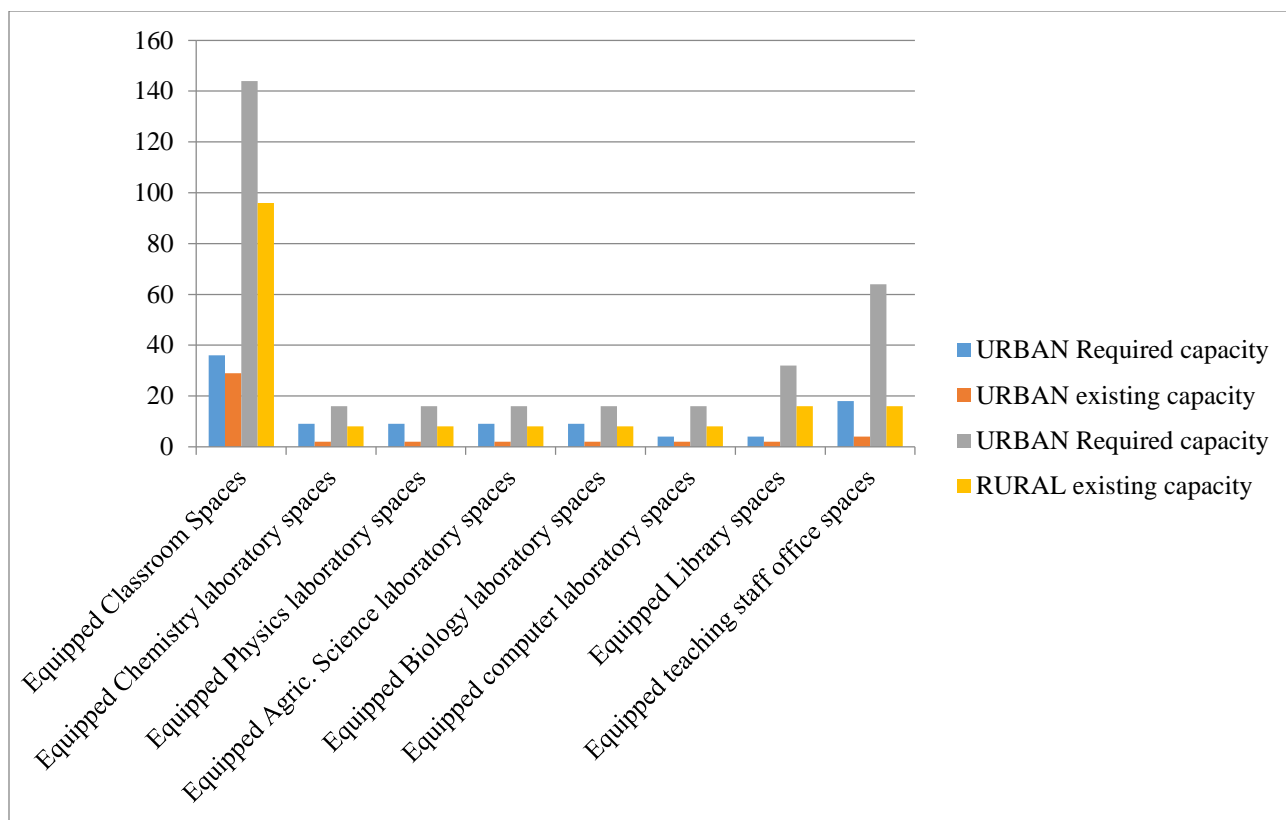


Figure 1: Frequency adequate teaching facilities in model secondary schools in the urban and rural areas of Bayelsa State

Research Question 2: How adequate is the provision of boarding facilities in the model secondary schools in the urban and rural areas of Bayelsa State?

Table 2: Responses on adequate provision of boarding facilities in the model secondary schools in the urban and rural areas of Bayelsa State

S/N	Facilities	Urban Areas				Rural Areas			
		Required Capacity	Existing Capacity	Net Diff.	Remarks	Required Capacity	Existing Capacity	Net Diff.	Remarks
1.	Equipped Hostel Accommodation spaces for boys (minimum of 10*10m space, 3 mattresses, 3 wardrobes, 3 cupboards, toilet facilities, burglary proof doors and windows)	Not less than 6 hostels	6	0	Adequate	Not less than 24 hostels	24	0	Adequate
2.	Equipped Hostel Accommodation spaces for girls (minimum of 10*10m space, 3 mattresses, 3 wardrobes, 3 cupboards, toilet facilities, burglary proof doors and windows)	Not less than 6 hostels per school	6	0	Adequate	Not less than 24 hostels per school	24	0	Adequate
3.	Equipped Dining hall (hall not less than 16*16m, dining tables, dining chairs, cutlery, jug, plates, hand towel and cups)	Not less than 6 halls per school	6	0	Adequate	Not less than 24 halls per school	24	0	Adequate
4.	Equipped Sick-bay/Clinic (First aid drugs such as paracetamol, bandage, cotton wool, iodine, etc.)	Not less than 1 clinic per	2	0	Adequate	Not less than 8 clinic per	24	0	Adequate

5.	Size of Playground/School field (from 50 to 100m)	school Not less than 1 field per school	2	0	Adequate	school Not less than 8 field per school	24	0	Adequate
6.	Recreational room with Television, fan, chairs, gardens, drinks, etc.)	At least 2 recreational room 1 per school	1	-1	Inadequate	At least 8 recreational room per school	6	-2	Inadequate
7.	Sporting facilities (e.g football, table tennis board etc.)	At least 2 sporting facilities 1 in each school	2	0	Adequate	At least 8 in each school	8	0	Adequate
8.	Food supplies center	At least 2 in each school	2	0	Adequate	At least 8 in the schools	8	0	Adequate
9.	Portable water supply system with overhead tank	At least 1 source in each school	2	0	Adequate	At least 8 sources in the schools	8	0	Adequate
10.	Kitchen utensils (pots, coolers, gas cooker or tripod for firewood etc.)	2 kitchens that can take care of not less than 30 people at once	2	0	Adequate	8 kitchens that can take care of not less than 30 people at once for 8 schools	8	0	Adequate
11.	State of environmental cleanliness with waste bins at strategic points	Sizeable waste bins with cover that can collect waste for the day	2	0	Adequate	Sizeable waste bins with cover that can collect waste for the day	8	0	Adequate
12.	Power supply (from PHCN or generator)	At least 1 generator for each school	2	0	Adequate	8 generators for the 8 schools	8	0	Adequate

Source: Fieldwork

Table 2 revealed that boarding schools in urban areas have adequate hostel accommodations spaces for boys, adequate hostel accommodation spaces for girls, dining halls, sick-bay/clinic, sizeable playground/school field, sporting facilities, food supplies center, portable water supply with overhead tank, kitchen utensils, state of environmental cleanliness and power supply such as generator while recreational room was not adequate. Schools in the rural areas have adequate hostel accommodations spaces for boys, adequate hostel accommodation spaces for girls, dining halls, sick-bay/clinic, sizeable playground/school field, sporting facilities, food supplies center, portable water supply with overhead tank, kitchen utensils, state of environmental cleanliness and power supply such as generator while recreational room was not adequate. The Table 2 is further explained in a graph in Figure 2.

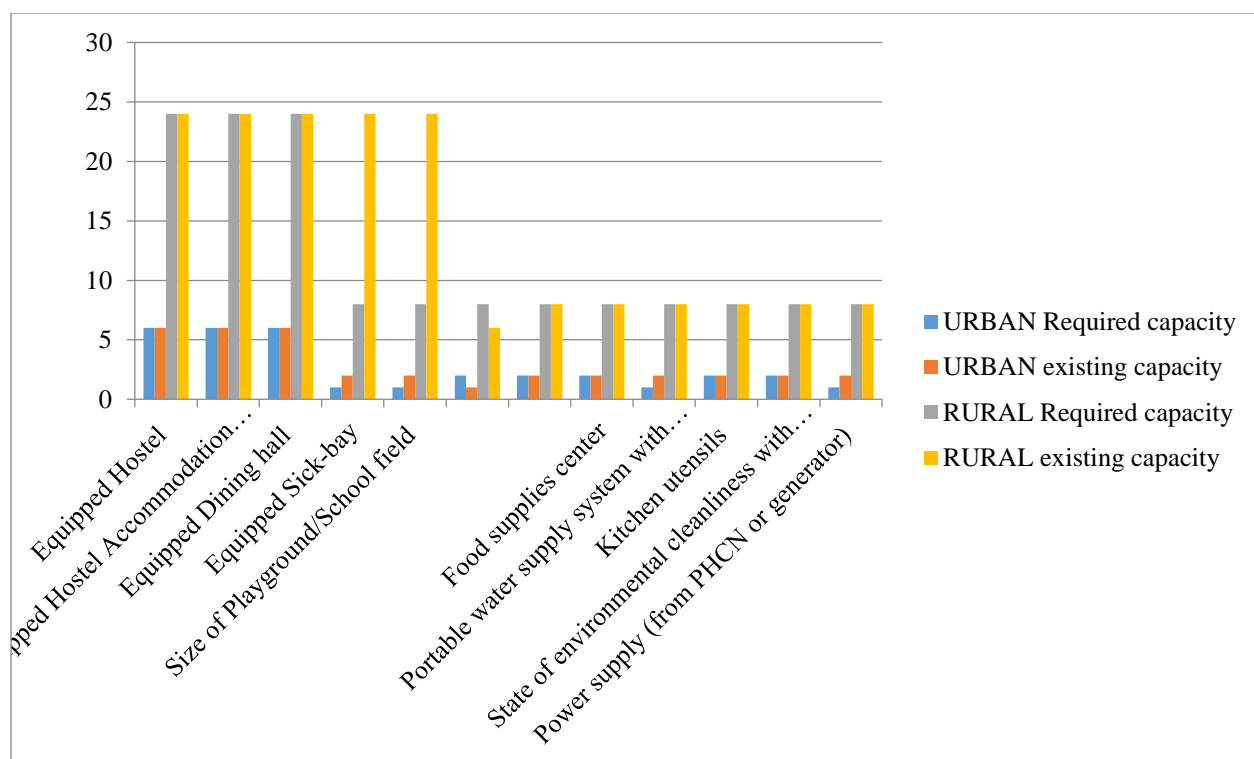


Figure 2: Frequency on adequate provision of boarding facilities in the model secondary schools in the urban and rural areas of Bayelsa State

Research Question 3: What is the level of management of teaching facilities in the model secondary schools in the urban and rural areas of Bayelsa State?

Table 3: Mean scores (\bar{x}) and standard deviation (SD) respondents to the level of management of teaching facilities in the model secondary schools in the urban and rural areas of Bayelsa State

S/N	Maintenance Management Elements	Urban Areas			Rural Areas		
		Mean	SD	Remarks	Mean	SD	Remarks
1.	The classrooms for the boarding students are maintained and sanitized regularly.	2.7	.87	ME	2.4	.99	LE
2.	Classroom furniture are well managed, maintained regularly.	2.6	.96	ME	2.34	.95	LE
3.	Chalk or white board and erasable makers are well utilized and managed.	2.72	1.0	ME	2.53	1.03	ME
4.	Books in the library are regularly utilized and well kept.	2.80	.93	ME	2.72	1.01	ME
5.	Computers and internet equipment are functional.	2.3	1.0	LE	2.57	1.10	ME
6.	The boarding school assembly hall/auditorium is well maintained.	2.32	1.03	LE	2.52	.99	ME
7.	Laboratory apparatuses and chemicals are properly managed.	2.5	.91	ME	2.49	1.02	LE
8.	Teachers' offices and furniture are conducive and managed.	2.56	1.04	ME	2.57	.99	ME
Aggregate Mean		2.58			2.52		

Table 3 showed the mean respondents to the level of management of teaching facilities in the model secondary schools in the urban and rural areas of Bayelsa State. The urban respondents responses to item 1, 2, 3, 4, 7, 8 mean are 2.7, 2.6, 2.72, 2.80, 2.5 and 2.56 respectively shows a high mean above the criterion mean of 2.5 while item 5 and 6 mean are 2.3 and 2.32 respectively showed low mean less than the criterion mean of 2.5. The rural respondents responses to 3, 4, 5, and 8 mean are 2.53, 2.72, 2.57, 2.52 and 2.57 respectively showed a high mean above the criterion mean of 2.5 while item 1, 2 and 7 mean are 2.4, 2.34 and 2.49 respectively shows a low mean less than the criterion mean of 2.5.

Thus, the aggregate of 2.58 and 2.52 in the urban and rural areas respectively showed that there is moderate level of teaching facilities maintenance management in the model secondary schools in Bayelsa State.

Research Question 4: What is the level of management of boarding facilities in the model secondary schools in the urban and rural areas of Bayelsa State?

Table 4: Mean scores (\bar{x}) and standard deviation (SD) respondents to the level of management of boarding facilities in the model secondary schools in the urban and rural areas of Bayelsa State

S/N	Maintenance Management Elements	Urban Areas			Rural Areas		
		Mean	SD	Remarks	Mean	SD	Remarks
1.	The hostel accommodation for boys and girls are maintained and sanitized regularly.	2.92	.97	ME	2.74	1.00	ME
2.	The bedding and foams are properly utilized and maintained.	2.96	.98	ME	2.76	1.00	ME
3.	The boarding school plant/generator is regularly utilized and maintained.	2.90	1.02	ME	2.79	.98	ME
4.	There are conducive accommodation for both teaching and non-teaching staff.	2.52	1.16	ME	2.42	1.04	LE
5.	Dining hall(s) for the boarders are maintained.	2.84	1.00	ME	2.52	1.08	ME
6.	Recreational facilities and Sporting field/ground judiciously utilized and managed.	2.49	1.04	LE	2.24	1.06	LE
7.	Drugs are regularly supplied in the sick bay/clinic.	3.01	.96	ME	2.53	1.08	ME
8.	The food stuff, ingredients and other items are regularly supplied, utilized and managed.	3.01	.81	ME	2.62	.99	ME
9.	The kitchen utensils are regularly maintained.	3.12	.81	ME	2.61	.98	ME
10.	There is constant, portable and adequate water supply.	2.81	.95	ME	2.23	1.09	LE
11.	Adequate food (canteen) and kiosk services are available.	2.93	.89	ME	2.21	1.10	LE
Aggregate Mean		2.86			2.51		

Table 4 showed the mean respondents to the level of management of boarding facilities in the public boarding secondary schools in the urban and rural areas of Bayelsa State. The urban respondents responses to item 1-5, 7-11 mean are 2.92, 2.96, 2.90, 2.52, 2.84, 3.01, 3.01, 3.12, 2.81 and 2.93 respectively have high mean above the criterion mean of 2.5 while only item 6 mean is 2.49 showed a low mean less than the criterion mean of 2.5. The rural respondent

responses to item 1-3, 5, 7-11 mean are 2.74, 2.76, 2.79, 2.52, 2.53, 2.62 and 2.61 respectively have a high mean above the criterion mean of 2.5 while item 4, 6, 10 and 11 mean are 2.42, 2.24, 2.23 and 2.21 showed a low mean less than the criterion mean. The aggregate mean of 2.86 and 2.51 in the urban and rural areas showed that there is moderate level of boarding school maintenance management in the public boarding secondary schools in Bayelsa State.

Hypothesis 1: There is no significant difference between mean scores of personnel in model secondary schools in urban and rural areas on the level of management of teaching facilities in Bayelsa State.

Table 5: Summary of t-test Analysis on the Mean Scores of model secondary schools in urban and rural areas on the level of management of teaching facilities in Bayelsa State

Categories	N	\bar{X}	SD	df	t-value	Alpha level	Probability value	Remarks
Personnel in Urban Areas	65	2.95	0.23	236	0.17	0.05	0.87	H ₀₁ is Accepted
Personnel in Rural Areas	173	2.95	0.22					

Table 5 showed that the t-calculated of 0.17 is less than the probability value of 0.87 at the alpha value of 0.05 with 236 degree of freedom. Since the probability value is greater than the alpha level of significance, the hypothesis is accepted. Therefore, there is no significant difference between mean scores of model secondary schools in urban and rural areas on the level of management of teaching facilities in Bayelsa State.

Hypothesis 2: There is no significant difference between mean scores of personnel in model secondary schools in urban and rural areas on the level of management of boarding facilities in Bayelsa State.

Table 6: Summary of t-test Analysis on the Mean Scores of model secondary schools in urban and rural areas on the level of management of boarding facilities in Bayelsa State

Categories	N	\bar{X}	SD	df	t-value	Alpha Level	Probability value	Remarks
Personnel in Urban Areas	65	3.02	.63	236	.103	0.05	0.92	H ₀₂ Accepted
Personnel in Rural Areas	173	3.03	.19					

Table 6 shows that the t-calculated of 0.103 is greater than the probability value of 0.92 at alpha value of 0.05 with 236 degree of freedom. Since the probability value is greater than the alpha level of significance, the hypothesis is accepted. Therefore, there is no significant difference between mean scores of model secondary schools in urban and rural areas on the level of management of boarding facilities in Bayelsa State.

DISCUSSION OF FINDINGS

Adequacy of Teaching Facilities in the PBSS in Bayelsa State

It was showed that both urban and rural areas the schools had inadequate classroom spaces, chemistry laboratory spaces, physics laboratory spaces, agricultural laboratory spaces, biology laboratory space, computer laboratory space, library spaces and teaching staff office spaces. Douglas (2006) which had a comprehensive study on an assessment of the quality and educational adequacy of educational facilities and their perceived impact on the learning environment was quantitative study that investigated the adequacy and quality of middle school facilities in Humble Independent School District (ISD) middle schools as reported by the primary users of these facilities, the teachers and administrators, that the adequacy and quality of the teaching facilities will influence teaching and learning processes. In the same vein, Takwate (2018) investigated school facilities allocation, availability and maintenance as correlate of academic performance of Senior Secondary School students in Adamawa State, Nigeria. The study revealed a significant relationship between school facilities allocative efficiency, availability, maintenance efficiency and students' academic performance in Adamawa State, Nigeria. In the PBSS, if the government could provide adequate teaching facilities, it will boost the boarding school system in the State.

Adequacy of Boarding Facilities in the MSS in Bayelsa State

It was revealed that boarding schools in urban areas have adequate hostel accommodations spaces for boys, adequate hostel accommodation spaces for girls, dining halls, sick-bay/clinic, sizeable playground/school field, sporting facilities, food supplies center, portable water supply with overhead tank, kitchen utensils, state of environmental cleanliness and power supply such as generator while recreational room was not adequate. Schools in the rural areas have adequate hostel accommodations spaces for boys, adequate hostel accommodation spaces for girls, dining halls, sick-bay/clinic, sizeable playground/school field, sporting facilities, food supplies center, portable water supply with overhead tank, kitchen utensils, state of environmental cleanliness and power supply such as generator while recreational room was not adequate. In the investigation of Maphoso and Mahlo (2014) on basic facilities and academic achievement showed a significant difference in basic facilities between boarding and non-boarding schools, with the former having more basic facilities revealed that there is high achievement in schools with basic facilities. The boarding students have higher academic performance than the day students.

Level of Teaching Facilities Maintenance Management in MSS in Bayaesa State

There is no significant difference between mean scores of boarding secondary schools in urban and rural areas on the level of management of teaching facilities in Bayelsa State. It revealed that in the urban and rural areas there is moderate level of teaching facilities maintenance management in the public boarding secondary schools in Bayelsa State. The Government in preparation of the Model Secondary Schools, that is the public boarding schools built classrooms, school computer laboratory, science laboratory, assembly hall/auditorium, administration blocks and staff offices, library or converted an existing building to library,

provided classroom furniture and staff furniture for public boarding schools. These structures are also provided with furniture and equipment but less the number of staff and students. The classroom were provided with students' plastic chairs and desks which every student make use of during learning. The school computer laboratory were built and computers and internet facilities were provided in the urban areas while in most of the rural areas were without the provision of these equipment. The basic science laboratories for Biology, Chemistry, Physics and Agricultural Science were built in both the urban and rural areas public boarding schools. The urban and some rural areas laboratories were equipped while others were not. The school libraries were given existing building and most of them were equipped with books which are in used by the students. There were school auditoria built sizeable enough to contain all the boarding students during Sunday worship service in the Chapel and some schools used it for morning devotional assembly and other ceremonies in the school. The administrative blocks were used as office for the principals, vice principals (Administration, Academics and Welfare), teachers and administrative staff.

In the work of Behaghel, Chaisemartinz and Gurgand (2017) on ready for boarding? The effects of a boarding school for disadvantaged students. Boarding schools substitute school to home, but little is known on the effects this substitution produces on students. The researchers presented results of an experiment in which seats in a boarding school for disadvantaged students were randomly allocated. Boarders enjoyed better studying conditions than control students. The work of Behaghel, Chaisemartinz and Gurgand (2017) actually blend with the PBSS, where a lot of parent and students had substituted boarding schools environment as their teacher in many subjects and other facet of life instead of their homes. Thus, many boarding students had tremendously improved.

Level of Management of Boarding Facilities in MSS in Bayelsa State

There is no significant difference between mean scores of boarding secondary schools in urban and rural areas on the level of management of boarding facilities in Bayelsa State. It revealed that in the urban and rural areas there is moderate extent of boarding school maintenance management in the public boarding secondary schools in Bayelsa State. Since the inception of the Model Schools which is the public boarding secondary schools, the State Government had made all efforts in constructing structures such as the classroom buildings, hostels for boys and girls, dining halls, auditorium for assembly and special occasion, staff quarters, ICT buildings and science laboratories but sport facilities and school fields were left out. The boarding school have adequate hostels both for the boys and girls which are well utilized and managed by the school principals in collaboration with the Directorate for Education Inspection and Policy Services (DEIPS) and Bayelsa State Education Committee (BSEC). There are some repairs and maintenance done by the principal who direct the staff and contractors are used for some work but issues beyond the principals' capacity, they consult the BSEC. The government provided metal bed, foams, blanket and mosquito nets for all students which they are expected to maintain and mange through the terms and sessions. The BSEC and principals have to employ temporal staff while some used permanent teachers who are in-charge of the hostel as patron/matron or/and hostel masters/mistresses who ensure maintenance and management of the boys and girls hostels respectively.

In the same vein, BSEC employed cooks and cleaners whose duties are to prepare three square meal for all students and boarding school staff. The sick bay/clinic have Doctors and

Nurses who are posted by the Bayelsa State Hospital Management Board (BSHMB) to manage the students and staff health issues through the term and session. The drugs utilized are provided by the BSHMB in agreement with BSEC regularly as the need arises which are requested by the doctor or nurses on duty. In most of the MSS, there are no major kiosks except for the patrons/matrons who usually help the students get things needed from the market. Sometimes, suppliers or parents brought their needs.

In the work of Bernard (2006) on boarding schools as perpetrators of students' behavior problems, it examined and discussed the nature of problems boarding schools in Botswana experienced especially the boarding boys. The paper argued that if the recreational facilities in boarding schools were not provided in sufficient quantities, students would seek other means which are not necessarily approved by school rules to keep themselves from boredom. This supports the need for recreational centres in the MSS.

CONCLUSION

The conclusion made based on the paper was that the Government had not demonstrated adequate management to the provision of needed resources in MSS in Bayelsa state. The institutions had equally not fair better in the management of the few available ones.

Recommendations

- The Government should construct standard classrooms, libraries, science and computer laboratories for the boarding schools because the mixture of boarding and day students in a particular premise causes inadequacy of the limited available facilities for effective teaching and learning.
- The school management should inculcate maintenance culture in the staff and students, so they can consciously and judiciously maintain the available facilities for durability sake and to avoid damages.
- The Directorate for Education Inspection and Policy Services and school management (principals and Vice principals) should ensure a routine check and close monitoring of the boarding personnel so they will always be on their duty posts because of the intricacies in the PBSS in Bayelsa State.
- The Government should provide furniture, accommodation, power supply, good water system, recreational centre and sporting facilities for all staff and students will make the MSS the Model secondary school within and outside the State.

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