

CRITICAL THINKING AMONG SCHOOL COUNSELORS FOR QUALITY CONTROL IN SECONDARY SCHOOLS IN BENUE STATE

Dr (Mrs) ADIKWU, VICTORIA OGWA
Department of Counselling and Educational Psychology,
University of Abuja

ABSTRACT

The study examined critical thinking among school administrators for quality control in secondary schools. The study was a descriptive survey. The population of the study comprised 91 principals and 1,202 public secondary school teachers in zone B Senatorial District of Benue State. Out of the population, a sample of 27 principals and 297 teachers were selected through a stratified random sampling technique. Data collected were analyzed using mean, standard deviation while a t-test at 0.05 level of significance was adopted in testing the hypotheses. The result of the study indicates planning skills of school administrators have significance in the maintenance of school facilities for quality control in secondary schools. The finding of the study also reveals that the financial skills of school administrators have significance on the conversion of abandoned school facilities for quality control in secondary schools. It was recommended that secondary school administration should take inventory of all the facilities in the school system. This will enable the school management to identify facilities that require maintenance. Facilities identified as dilapidating or abandoned should be an auction to the public or maintained and rented out for income generation. The school administration could generate enough income through the process of renting out school facilities.

Keywords: Critical Thinking, Administrator, and Quality Control.

1.0 INTRODUCTION

Education in Nigeria is a major instrument for promoting political stability, economic growth, cultural transformation, scientific breakthrough, technological advancement, and socio-economic growth. Education secondary inclusive provides knowledge and equips the individual that underpins national development. Ibukun in Ekundayo and Ajayi (2009) posited that education provides the needed manpower to accelerate development.

Secondary education is a form of education that comes immediately after primary education. Secondary education occupies a strategic position in Benue State because of the knowledge acquitted by the individual and the relevance of education at that level for human development. According to (FRN, 2014), the importance of secondary education lies in the goals of secondary education for preparation of the individual for:

- Being useful within the society.
- Preparing the individual for higher education

Considering the importance of secondary education as outline in the National Policy of Education it seems that secondary education has fallen below standard.

Over the years, public secondary schools in Benue State seem to have suffered severely in various forms of neglect on the side of the government and the school administrators. The demand for secondary education in Benue State seems to have brought an increase in enrolment of students in schools. This fact was confirmed by Aghenta (2001) who pointed out that the social demand approach considered education as a service that is demanded by people. The demand for education has led to expansion in student enrolment and this has led to increases in student enrolment without a commensurable assistant to secondary schools in Benue State. This could have to be responsible for the poor performance of secondary school students in the West African Examination Council, National Examination Council, and in Joint and Matriculation Examination over the years in Benue State. This calls for critical thinking among school administrators in public secondary schools in Benue State.

Thinking is a fundamental issue in the life of every individual. The school administrator must reason in order to perform management functions within the school system. Chawkit (2013) defines thinking as the brain processes that differentiate man from the animal. The school principal, teachers and students alike engage in thinking aimed at solving the problem and meeting the need of other. The school administration cannot achieve educational objectives without critical thinking.

Critical thinking is essential for solving problems in-class assignments, to face real-world situations. Critical thinking is a valuable skill for principals, teachers, and students to master. Critical thinking is the ability to analyze the way one thinks and present evidence for one's ideas, rather than simply accepting one's personal reasoning as sufficient proof. The 21st century is driven by information and technology. The school principals and teachers have to be able to deal with changes quickly and effectively. The information age has placed increasing demands on flexible intellectual skills, and the ability to analyze information and integrate diverse sources of knowledge in solving problems. According to Rayhanul (2018), school administrators require critical thinking skills, such as generating effective ideas and making important planning for the maintenance of school facilities.

The federal government of Nigeria recognizes the importance of education as the National Policy on Education stipulated that the Nigerian government has adopted education as an instrument par excellence and has agreed to provide the necessary facilities to promote sound and effective teaching and learning. Dada, Kolawole, and Arkpo (2003) discovered that facilities in most public secondary schools are dilapidated. Facilities in most schools are storehouses for outdated facilities that require regular maintenance and replacement. Critical thinking planning skills may be a deciding factor when school administrators seek to maintain dilapidated facilities or to convert abandoned school facilities to Internally Generated Revenue (IGR).

It has been observed that funds provided by the government seem not to be enough to cater to the administration of secondary education. There is a need to devise other innovative means of funding secondary education through the conversion of abandoned facilities in secondary schools. Property facilities in form of land, buildings, machinery, and furniture play a vital role in the successful administration of any school. Downes (2003) defines a facility as

tangible or intangible material that can be owned or controlled to produce value and that is helped by an organization to produce positive economic value. In the context of this paper school facilities implies tangible resources that are used in the day-to-day administration of the secondary school system. Tangible facilities are economic resources of the school.

It has been observed that in most secondary schools in Nigeria, Benue State inclusive, there are abandoned facilities. The word abandoned in the context of this paper implies forsake or give up with the intent of not using it again. Michael in Isibor, Ochie, and Okafor (2016) defines abandoned assets as the act of discontinuing any activities or maintenance work on the assets or project. In the context of the paper wasting assets implies buildings, fallow land, machinery, vehicles, furniture, fixture, and fitting that have been abandoned in universities in Nigeria. According to Kontagora in Isibor (2016), there are about four thousand wasting assets belonging to federal/state government in universities and beyond with an estimated cost of above three hundred billion Naira. The issue of wasting assets has been left without adequate attention for too long which is now having a multiplier effect on university administration. According to Obong (2007), it is common to see the school environment strewn with litters of papers, dilapidated buildings, linking dormitories, and broken furniture. Most secondary schools established before the 1980s in most states have large blocks of staff quarters, and dormitories that house staff and students. The majority of these buildings and vehicles are now in a state of neglect, some are in a bad state of disrepair while other assets lying fallow.

Abandoned facilities can be made to have economic significance and become innovative sources of funding university education. Ochai (2012) argued that one approach to funding education is to restructure dilapidated buildings in public universities in Nigeria. The renovated buildings can be converted to living flats and rented out to university staff at minimum cost. The cost of rent could be a proportion of rent allowances due to staff, there will be little difficulty in collecting the rent as deductions can be made at source when salaries are paid. Abandoned vehicles can be repaired and offered for public transportation. The body saddled with the responsibility of running the transportation could remit proceeds as revenue to the school management. The proceeds can be re-invested into the school system, hence making the alternative sources of funding education. Alternatively abandoned assets can be converted to cash through auction sales.

Sales of wasting assets in universities are a potential source of innovative means of generating substantial sums of money for funding secondary education. Okibe (2017) maintained that schools with abandoned furniture, books, damaged electronic sets, scrap computer sets, and dilapidated vehicles can sell such assets in the market. The revenue from such sales every year will go a long way in supplementing government effort in providing for secondary education. It has been observed that education is competing with another sector that demands government attention for funding. Government alone cannot fund secondary education. It becomes imperative for secondary administration to source innovative means of funding the school system. Perhaps, the university vice-chancellors, bursars, principal officers, and administrators have not been educated on innovative sources of funding education for effective quality control in secondary schools in Benue State.

Quality control could be used to describe the effectiveness and efficiency of university education. Quality control examine how good and efficient human and material resource is

and how adequate and accessible the physical facilities and instructional materials for effective teaching and learning and how the graduates of the university are meeting the challenges in the field of work. Obadara and Alaka (2013) define quality control as meeting product specifications at all times. In the context of this paper quality control implies the ability of the university administration to meet the expectation of students and personnel in relation to services rendered. Igwe in Onuma (2008) revealed that quality control at any level of education cut across measurement and degree of conformity to the standard, policy formulation, policy implementation of the education process, coverage of curriculum content, teaching, learning process, teachers and students performance evaluation, research and academic environment. Ameachi and Mustapha in Onuma (2008) relate quality control in education to a well-planned curriculum, articulated rational goals, assessment procedures, instruments, and utilization of students' enrollment for achieving quality control. It becomes necessary to conduct a study on critical thinking among secondary school administrators in Benue State for quality control in secondary schools in Benue State.

2.0 STATEMENT OF THE PROBLEM

Facilities are issues of great concern to the government, private sector, individuals, and institutions of learning. Parents, individuals, and the private sectors need to play an invaluable role in the maintenance of facilities and funding of education to boost whatever fund the government provides. The present situation in the secondary school system in Nigeria does not reflect adequate funding of education. The fund seems to be insufficient and inadequate for school administration. Underfunding of education may be linked to ineffectiveness and inefficiency of school administration. It is obvious that funding of education and maintenance of school facilities are neglected. This will eventually have an adverse effect on the quality of secondary school graduates and quality control of the secondary school in Nigeria and in Benue state in particular

2.1 Purpose of the Study

The purpose of the study is to investigate critical thinking among school administrators for quality control in Benue State. Specifically, the study intends to:

1. Investigate planning skills required of school administrators for maintenance of school facilities for quality control in secondary schools in Benue State.
2. Investigate financial skills required of school administrators for conversion of abandoned school facilities for quality control in secondary schools in Benue State.

2.2 Research questions

The following questions guided the study.

1. What are the planning skills required of school administrators for the maintenance of school facilities for quality control in secondary schools in Benue State?

2. What are the financial skills required of school administrators for the conversion of abandoned school facilities for quality control in secondary schools in Benue State?

2.3 Hypotheses

The following hypotheses were formulated at a 0.05 level of significance.

1. Planning skills of school administrators do not have significance on maintenance of school facilities for quality control in secondary schools.
2. Financial skills of school administrators do not have significance on the conversion of abandoned school facilities for quality control in secondary schools.

3.0 METHODOLOGY

The research is a survey design aimed at finding out critical thinking among school administrators for quality control in Benue State. Benue State has three senatorial Districts (Zone A, B, and C). The study was carried out in Zone B Senatorial District. Zone B has seven local government areas.

The population of the study comprises 1,293 respondents made up of 91 principals and 1,202 teachers (TSB, 2016). The respondents were chosen in order to ensure that those used for the study were sufficiently knowledgeable about the variables under study and could supply useful information on the research instruments.

The sample of the study consists of 324 respondents drawn from the total population of the study. Applying proportionate random sampling technique 3 public secondary schools were randomly selected from each local government area in the zone making a total of 27 public secondary schools in Zone B. 11 teachers were randomly selected from the 27 public secondary schools making a total of 297 secondary school teachers. The entire 27 principals were selected for the study making a total of 324 respondents respectively.

The instrument for data collection was a researcher development questionnaire titled: Critical thinking Questionnaire (CTQ). A sixteen-item survey questionnaire was structured on a 4 point rating scale of Strongly Agree, Agree, Disagree, and Strongly Disagree. The items on the questionnaire were developed based on the two research questions that guided the study. The items on the questionnaire elicit information on critical thinking among school administrators for quality control in Benue state

The research instrument was face validated by experts from the University of Agriculture, Makurdi, Benue State. The comments and criticisms made by the experts shaped the focus of the study. The validated instrument was trial tested to ascertain the validity of instrument. Using the Cronbach alpha method the reliability co-efficient was 0.65. This indicates that the instrument is reliable.

Research assistants were trained and instructed in the distribution of the questionnaire and for the collection of all the data. This was done to ensure that the entire questionnaire was duly

completed and returned. Data collected were analyzed using mean and standard deviation for the two research questions. The t-test statistics were used in answering the two hypotheses formulated for the study. The level of significance was set at 0.05 with 322 as the degree of freedom. The hypotheses were rejected if the t-calculated is equal to or higher than the table value. A mean score of 2.50 and above constitutes accepted. A mean score less than 2.50 was adjudged rejected.

4.0 RESULTS

The results are presented according to the research questions and hypotheses that guided the study.

Research question 1: What are the planning skills required of school administrators for the maintenance of school facilities for quality control?

Table 1: Mean Responses on Planning Skills for Maintenance of School Facilities

S/N	ITEMS	Principals			Teachers		
		X	SD	Dec	X	SD	Dec
1	Skills for implementation of standard operation, procedures for facilities system	3.05	0.61	Agree	3.08	0.63	Agree
2	Direction and guidance for all maintenance activities	2.61	0.82	Agree	3.56	0.74	Agree
3	Collaboration with internal and external personnel for the purpose of implementing facilities maintenance	2.80	0.60	Agree	3.28	0.58	Agree
4	Develop comprehensive preventive maintenance programme	3.51	0.71	Agree	3.06	0.66	Agree
5	Maintenance of accurate procedure for routine start up and shut down operation	2.78	0.78	Agree	3.71	0.58	Agree
6	Skills for providing emergency services	3.51	0.51	Agree	3.00	0.72	Agree
7	Knowledge of facility codes	2.78	0.38	Agree	2.71	0.59	Agree
8	Ability to read blue prints	3.01	0.72	Agree	2.91	0.41	Agree
	Grand Mean	3.00	0.64	Agree	3.16	0.61	Agree

Table 1 reveals the responses of principals and teachers on planning skills for maintenance of school facilities. The mean ratings of both principals and teachers are above the criterion mean of 2.50. This implies that all the items on the table are planning skills required of school administrators for facilities maintenance. Research Question 2: What are the financial skills required of school administrators for conversion of abandoned school facilities for quality control in secondary schools in Benue State?

Table 2: Responses on Financial Skills for Conversion of Abandoned School Facilities

S/N	Item	Principals			Teachers		
		X	SD	Dec	X	SD	Dec
1	Renovation of dilapidated building for living flats	3.85	0.55	Agree	3.60	0.60	Agree
2	Renovation of abandoned halls to workshop for rent	3.28	0.46	Agree	3.20	0.53	Agree
3	Repair of broken furniture for rent	2.57	0.36	Agree	3.16	0.52	Agree
4	Maintenance of abandoned vehicles for public transp	3.14	0.44	Agree	2.83	0.47	Agree
5	Maintenance of scrap computer sets for the establishment of business centers	3.28	0.46	Agree	3.16	0.52	Agree
6	Renovation of abandoned game village for recreational centres	2.85	0.40	Agree	3.16	0.52	Agree
7	Land scrape of fallow law for agric activities	3.28	0.46	Agree	3.66	0.61	Agree
8	Renovation of abandoned buildings for entrepreneur development centres	3.00	0.42	Agree	3.66	0.61	Agree
	Grand Mean	3.60	0.50	Agree	3.32	0.40	Agree

(X= mean, SD =Standard Deviation DC= Decision)

Table 1 presents the responses of principals and teachers on the financial skills required for the conversion of abandoned school facilities. The mean ratings of both principals and teachers are above the criterion mean of 2.50. This implies that renovation of the dilapidated buildings for living flats for rent, renovation of the abandoned halls for workshops, maintenance of abandoned vehicles for public transportation, and repairs of broken furniture for rent are financial skills required for the conversion of abandoned school facilities for quality control in secondary schools.

Hypotheses 1: Planning skills of school administrators and teachers do not have significance on the maintenance of school facilities for quality control in secondary schools.

Table 3: Summary of t-test Analysis on planning skills for Maintenance of Facilities

S/N	Source	No	\bar{X}	SD	df	Critical Value	Table value	Dec
1	Principals	27	3.00	0.64				
2	Teachers	297	3.16	0.61	322	2.53	1.96	Significance

Table 3 indicates that the calculated value is 2.53 at 322 degrees of freedom and at a 0.05 level of significance. Since the calculated value of 2.53 is higher than the table value of 1.96

the null hypothesis is rejected. Therefore, the planning skills of school administrators have significance on the maintenance of school facilities for quality control in secondary schools.

Hypothesis 2: Financial skills of school principals and teachers do not have significance on the maintenance of school facilities for quality control in secondary schools.

Table 4: Summary of t-test Analysis on financial skill for conversion of abandoned school facilities

Table 3: Summary of t-test Analysis on Financial skills for Conversion of Facilities

S/N	Personnel	No	\bar{X}	SD	df	Level of sign	t-cal	t-value	Dec
1	Principals	27	3.32	0.40					
2	Teachers	297	3.60	0.50	322	0.05	2.48	1.96	Significance

Table 4 shows that the calculated value is 2.48 at 322 degrees of freedom and at a 0.05 level of significance. Since the calculated value is higher than the table value the null hypothesis of the study is rejected. Therefore, the financial skills of school administrators have significance on the conversion of abandoned school facilities for quality control in secondary school.

5.0 DISCUSSION

In the foregoing, the analysis of data in response to planning skills requires of school administrators for maintenance of school facilities for quality assurance in secondary school was made. From the result of the data analysis made, it is obvious that there are similarities between principals and teachers in their responses. The finding of the study shows that school administrators require skill for implementation of standard operating procedure for facility operation, skill for developing comprehensive preventive maintenance programme and providing emergency services. The finding is in agreement with the findings of According to Kontagora in Isibor (2016) there are about four thousand wasting assets belonging to federal and state government in schools and beyond with an estimated cost of above three hundred billion Naira. The issue of wasting assets has been left without adequate attention for too long which is now having a multiplier effect on university administration. According to Obong (2007), it is common to see the school environment strew with litters of papers, dilapidated buildings, linking dormitories and broken furniture. Most schools established before the 1980s in most states have large blocks of staff quarters, and dormitories that house staff and students. The majority of these buildings and vehicles are now in a state of neglect, some are in a bad state of disrepair while other assets lying fallow.

In the analytical results of the hypothesis, the respondents rejected the stated null hypothesis. This implies that the planning skills of school administrators have significance on the maintenance of school facilities for quality control in secondary schools in Benue State.

The result of the study also reveals sales of broken furniture for income generation, sale of dilapidated vehicles for income generation, renovation of the dilapidated buildings for a living, and sale of scrap computer sets for income generation. The finding of the study is in line with Ochai (2012) who opined that one approach to funding education is to restructure dilapidated buildings in public schools for rent. The renovated building can be converted to living flats and rented out to staff for rent at minimum cost. The cost of rent could be a proportion of rent allowances due to staff. Abandoned vehicles could be repaired and offer for public transportation for income generation. Remitted proceed as revenue could be re-invested into the school system as an alternative source of funding secondary education. This shows that financial skill is required for the conversion of school facilities for quality control in secondary schools in Benue State.

The result of the second hypothesis shows that the respondents disagree with the stated hypothesis that the financial skills of school administrators do not have significance on the conversion of abandoned school facilities for quality control in secondary schools. This implies that the financial skills of school administrators have significance on the conversion of school facilities for quality control in secondary schools.

6.0 CONCLUSION

This study investigates planning skills requires of school administrators for maintenance of school facilities for quality assurance in Benue State. The finding of the study reveals that school administrators require skills for the implementation of standard operating facilities. Develop comprehensive preventive maintenance programs. It also revealed that outdated books could be sold; broken furniture could be repaired and rented out for income generation. Dilapidated school buildings could be repaired and rented out for a living. This had led the researchers to conclude that abandoned school facilities are great potential for income generation for secondary schools in Benue State.

7.0 RECOMMENDATION

Considering the findings of the study the following recommendations were made bearing in mind the need for critical thinking among school administrators for quality control in secondary schools.

1. Secondary school administration should take inventory of all the facilities in the school system. This will enable the school management to identify facilities that require maintenance.
2. Facilities identified as dilapidating or abandoned should be an auction to the public or maintained and rented out for income generation. The school administration could generate enough income through the process of renting out school facilities.

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