

## Challenges of Managing Educational Facilities in The 21<sup>st</sup> Century School Service Delivery in Tertiary Level of Education in Rivers State, Nigeria

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### Abstract

This study examined “challenges of managing educational facilities in the 21<sup>st</sup> Century School Service delivery in tertiary level of education in Rivers State, Nigeria. This study adopted the descriptive survey research design. Two research questions and two hypotheses were formulated to guide the study. The population of the study comprised two hundred and fifteen (215) Deans of faculties and Heads of Departments in five tertiary level of education in Rivers State, Nigeria. A simple size of 115 respondents was drawn in the five higher institutions in Rivers State, Nigeria using proportionate random sampling technique representing 53% of the entire population used for the study. A 20 item structured modified Likert four points scale type questionnaire titled “Challenges of Managing Educational Facilities in Tertiary level of Education Questionnaire (CMEFTLEQ) was validated and used for data collection. The reliability coefficient index of the instrument was 0.83 using Cronbach Alpha statistics which guaranteed the use of the instrument for the study. Mean and standard deviation were used to answer the research questions while z-test statistics was used to test the hypotheses at 0.05 level of significance. The findings of the study revealed that youth’s restiveness/protest, inadequate funding, lack of adequate and complete facilities are the challenges facing the Management of Educational Facilities in the 21<sup>st</sup> century school service delivery in tertiary level of education in Rivers State, Nigeria. It was found that implementation of the 26% minimum funding to education, routine monitoring, provision of adequate facilities and adherence to maintenance polices and so on are the strategies of tackling the challenges of managing educational facilities in tertiary level of education in Rivers State, Nigeria. It was recommended among others that university management and academic staff of the five public institutions of higher learning should adhere strictly to the strategies of tackling education facilities in their various schools for quality service delivery in this 21<sup>st</sup> century.

**Keywords:** Challenges of Managing Educational Facilities, 21<sup>st</sup> Century, School Service Delivery, Tertiary Level of Education, Rivers State.

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### INTRODUCTION

Education is a wealthy and veritable tool for societal development. It is however considered the most effective tools that bring about maximal change which ensures speedy economic growth and national

development in any given country or nation. For school to deliver its services effectively in a country; there must be huge supply of educational facilities which must be accompanied with proper management and maintenance. Education is an indispensable and bankable venture because it reshapes the mind, attitudes and behavior of human beings in a bid to achieve accelerated progress in a given society. Transfer of learning does not happen in an imaginary situation, but it happens with the aid of facilities. It is also noteworthy that the conditions and availability of facilities in a learning environment determines teachers' and students' performance level. However, the most fundamental issue that is of great concern among educators of different strata in the educational institutions of learning in this 21<sup>st</sup> century is the challenges of managing educational facilities.

### **Concept of Educational Facilities**

In every given economy both developed and developing requires quality education which is achieved to a large extent through quality and sound educational facilities. This is to opine that educational facilities are very essential for effective teaching and learning. This means, teaching and learning in schools cannot effectively take place without the availability of all kinds of educational facilities. Educational facilities according to Peretomode (2001) are those facilities of education which enables a skilful and learned teacher to attain a level of instructional effectiveness that far exceeds what is possible when they are not provided. To Asiabaka (2008), educational facilities are the material resource that is provided for staff and students to maximize their productivity and performance in the teaching and learning process. To Oyesola (2007), educational facilities include permanent and semi-permanent structures such as machinery, laboratory equipment, the blackboard, teacher's tools and other equipment as well as consumables. This is in line with Florence (2013), who sees school facilities as the material resources provided for teachers and students to maximize their performances in the teaching and learning process. Also Mbipon (2000), sees educational facilities as the entire plant such as blocks of classrooms, staff rooms, toilets, libraries, laboratory equipment, teaching aids, playgrounds, chairs, and tables among others. All these facilities afore- mentioned are essential to the effective actualization of school goals.

The provision and management of educational facilities is crucial in bringing education to the door-step of all. Facilities provided in the educational institutions are designed to aid the attainment of educational goals. However, the value of facilities in education becomes attainable when viewed in terms of correlation to programmes they were designed for. This brings an opinion that, facilities must satisfy both qualitative and quantitative educational programmes, which will aid the school to function effectively (Nwabueze, 2011). The primary purpose of teaching and learning process is to bring learners desirable change in behaviour through critical thinking. Teaching and learning process does not take place in a vacuum. It takes place in an environment that is filled with learning structure and facilities that assist in order to bring desirable change in behavior of the learner to accelerate the economy.

Quality education attainment by the learner largely depends on the availability of learning facilities, this is because students learn better not only when they hear but also when they see and make use of these facilities. Educational facilities play pivotal role in the actualization of educational goals and objectives by satisfying the physical and other needs of the staff and students of the school. Government spends money for the purchase of educational facilities with a view of achieving multiplier effect on the educational system particularly at the higher level of education. Therefore, these facilities having provided by government and other donor bodies to higher institutions should stand for a test of time through thorough management and periodic maintenance culture. Management and maintenance policies of facilities in our higher educational institutions presently

call for concern. Studies have shown that higher school managers pay little or no attention for hard-earned educational facilities provided by the government. Higher education managers and administrators lack maintenance culture as regards to our educational facilities; this indeed poses great challenges to the realization of higher school goals and objectives.

Educational facilities have great impact on the overall school experience of teachers and students. Provision and management of educational facilities in higher institutions should be of paramount importance to school managers or administrators; this is because the cost of these facilities is high. Educational facilities are part of a school's holistic approach in improving the learning environment and balancing academics with other important non-curriculum activities, whether science laboratory facilities or other infrastructural facilities. Management of educational facilities simply call for an updated record of existing facilities in the school, their location and purpose and who is currently in custody and making use of the facilities.

Educational facilities improve the quality of the study environment, and as such concise efforts need to be taken by managers of schools leading to the attainment of quality education. Quality education is the education that produces a complete person in terms of being knowledgeable, intellectually sound, morally upright, physically fit, emotionally stable, socially developed and acceptable in any society. When schools invest and manage facilities efficiently, the benefits it accrues to the school go far beyond the initial capital costs. This assertion corroborates with Nwagwu and Ogunsaju in Enefu and Okaforcha (2017), that the quality education service delivery which the students receive bears direct relevance to the availability or lack of physical facilities and overall atmosphere in which the learning takes place. Owoeye and Yara (2011), also establish that school facilities are vital determinant of academic achievement. They also asserted that, student academic excellence is also tied to the availability of facilities in schools. This goes to say that, school facilities provision and management is essential to the functionality of the higher education.

There is no gainsaying to the fact that, lack of facilities limits the ability of students to comprehend and achieve various learning and extra curricula activities. Lack of school facilities also hampers teachers' job satisfaction as well as reduces their motivation to teach. With well managed and maintained educational facilities, teachers will be better equipped and prepared to adapt to the changing education requirements of their students for the job market. Ayodele (2000), and Vandiver (2011), also posit that there is a great connection between availability of facilities and students' academic performance. Therefore, management staff of higher schools should consider enabling approach in managing educational facilities to avoid unnecessary expenditure on facilities. This is because, school resources are relatively scarce, and the cost of purchase is of the high side.

Similarly, the importance of these resources ranging from human resource to school facilities provision cannot be overemphasized. Owing to the rising cost of educational facilities such as classrooms, infrastructures and instructional facilities among others in school, management of schools cannot be ill-advised to ignore proactive steps in safeguarding and managing facilities in school given the importance of these facilities to teaching and learning. Poor management and maintenance of educational facilities increases running cost and ultimately reduces the standard of education. Management is all about getting avowed objectives done and with trained people. It is the process of getting activities done completely and efficiently through other people. It can also be viewed as the coordination of all resources of an organization such as the school through a process of planning, organizing, directing, and controlling in order to attain school organizational goals or objectives. Management is a guidance or direction of people towards organizational goals or objectives. It is also concerned with the formulation of strategies, plans, policies and programme with a view of achieving set organizational goals. Therefore, management of educational facilities is the efficient and diligent use of scarce facilities to the satisfaction of school objectives.

Nigeria, like any other developing economy has tried to provide basic infrastructures to schools particularly higher education institutions in order to enhance teaching and learning. Generally, one thing is for government to provide these educational facilities to enhance teaching and learning, and another is the adequate maintenance and management of these facilities. However, effective management of educational facilities has been one of the contemporary challenges of 21<sup>st</sup> century education most significantly in Nigeria as a developing economy in the world.

According to Enefu and Okaforcha (2017), absence of managerial knowledge on educational facilities poses great challenge facing our educational institutions. Some school administrators and managers lack the basic managerial knowledge to manage and maintain these facilities for a long period of time. Where the knowledge is available; they fail to put them into practical use in the maintenance of school facilities. It is believed that, educational facilities management requires sets of experts in different areas Akinsolu (2004) opine that higher educational goals cannot be achieved, sound and well operated with poorly or badly managed school facilities. Enefu and Okaforcha also put forward that there is a general lack of proper information to higher school administrators on facilities management. This is also a challenge in the management of educational facilities. Some higher schools' managers lack qualitative and quantitative information on facilities management and maintenance. Qualitative data involves the nature and conditions of existing facilities, nature of present used and possible future use. Quantitative data involves the room configuration, ventilation systems, windows, lighting; access to support facilities, condition of furniture, and space for equipment among others.

Enefu and Okaforcha also averred that there is lack of policy guidelines for infrastructural management, maintenance and development in schools which also poses a challenge in our educational institutions. In some higher institutions, there are inadequate classrooms, staff offices, laboratories, and libraries among others while some schools have these facilities in excess with low student population. Also, lack of sufficient funds for the management and maintenance of educational facilities is another challenge according to Nwabueze (2016) and Enefu and Okaforcha (2017). Management and maintenance of educational facilities involves adequate funding therefore, inadequate funding to higher education appears to be one of the challenges to effective management and maintenance of educational facilities. In some institutions, funds have never been budgeted to the quality assurance unit to manage and maintain school facilities.

Similarly, maintenance of educational facilities has cost implication. Aside the monthly or yearly funds approval to tertiary institutions, government rarely creates special intervention funds for higher institutions to maintain educational facilities. This has impeded the maintenance procedures and policies in the educational institutions. Kpee (2013), posit that maintenance culture is general phenomenal challenge facing Nigeria's educational institutions. Lack of maintenance culture is noticeably in all spheres of the Nigeria economy not just the education sector. It is not in the culture and habit of some school administrators to have maintenance and management habit for school facilities. This care-free attitude has catastrophic consequence on the realization of higher educational goals. Therefore, maintenance culture must be exhibited by tertiary education managers to account for the school facilities provided.

Nwabueze in Nwabueze (2011) is also of the view that, poor supervision of school facilities followed with negligence to government facilities are challenges facing higher education in Nigeria. Effective management and maintenance of educational facilities are always realized through regular internal and external supervision. One of the primary responsibilities of tertiary education managers is to see that high standard of school facilities are maintained and that schools are run in accordance with the laid down regulations. Monies expended for higher education on educational facilities

should not be wasted; they should be judiciously managed in order to achieve a sustainable education. It is largely believed in this part of the world that facilities are carelessly and poorly handled. There is a general saying that, they are not my father's properties. This singular attitude or mentality has largely affected the growth and development of our higher educational institutions regardless of government underfunding.

Similarly, to manage educational facilities to achieve school goals, management and maintenance strategies must be put in place. Kpee (2013) is of the view that, to manage educational facilities effectively; periodic monitoring of facilities must be applied. Management staff of higher institution looks at the preparation for the supply of school facilities for example, pre-schools facilities era, then the supply of school facilities and the use of and preservation of school facilities, for example post school facilities era. It simply means all the continuous efforts of checking, improving, repairing, renewing, repainting, remodelling, controlling the use, modifying and ensuring an effective and regular use of educational facilities in the teaching and learning processes in order to make them continuously relevant and useful. When educational facilities are effectively managed and maintained, they can enhance teaching and learning environment as well improve each student's educational outcomes. Holistic educational facilities management here means, the monitoring of school facilities from its provision to its use and ensuring its availability to maintain standard.

Proper maintenance and management of educational facilities reduces students' unrest and demonstration. It saves cost and also ensures the stability of school facilities for continuous use because repairs and replacement of various equipment makes such equipment to be in good shape and last for test of time. To overcome the challenges of managing educational facilities in this 21<sup>st</sup> century school service delivery education, higher education managers must focus on supervision and inspection strategies. Nwabueze (2011), posit that effective educational facilities management and maintenance are enhanced through regular management and supervision. The primary responsibilities of higher school managers are to see that high standards are maintained and that school is run in accordance with the laid down regulations. However, in some higher institutions, the department of quality assurance has the responsibilities to inspect teachers' strength as well as other facilities.

One of the problems in this part of the world is negligence to duties. School managers are not paying attention to facilities or resources on time before they are broken down completely. This indeed poses a challenge to the 21<sup>st</sup> century education system. To Unachukwu and Okorji in Oyeh (2017), overcoming the challenges of educational facilities, periodic maintenance policies must be adhered. This is supported by Obasi and Asodike (2007), that there should be regular repair of furniture, equipment and fixtures and interior and exterior painting of the building. However, there are four common types of maintenance policies or services that can be carried out to forestall challenges of educational facilities. These include: preventive maintenance, replacement maintenance, periodic maintenance and emergency. Any of these maintenance policies can prevent the usually challenges of educational facilities. This is in line with Onwurah and Ogunu in Enefu and Okaforcha (2017) on the maintenance culture and maintenance planning of which school administrators can apply to overcome perennial challenges of educational facilities.

## **STATEMENT OF THE PROBLEM**

The management of educational facilities is crucial to the development and growth of higher educational institutions in this part of the country. The success and failure of our higher educational institutions depends mainly on the provision, utilization, and most especially management and maintenance of the available resources. Educational facilities management exists to support the primary purpose of teaching and learning. What keeps the higher educational facilities functional is the management and maintenance approach carried out by managers and administrators of higher

education. Unfortunately, it is horrendous that educational facilities are ill-managed, and suffers total neglect in maintenance to the point that most of them are dilapidated and antiquated.

It is noteworthy that, in spite of government's efforts to the provision of educational facilities in higher educational institutions such as laboratories equipment, stock of libraries, expansion of classrooms, staff quarters, students 'hostels, instructional materials, computers and ICT centres and school plant among others, there is still considerable dearth of educational facilities in our tertiary institutions. This neglect in provision, management and maintenance of educational facilities has caused great challenges to the realization of the university education objectives. There is a general conception that, the falling in the quality of our university educational system is tied to government apathy towards provision of educational facilities, its management and maintenance by university personnel. It is against this backdrop that the researchers examined the challenges of managing educational facilities in the 21<sup>st</sup> century school service delivery in tertiary level of education in Rivers State, Nigeria.

### **AIM AND OBJECTIVES OF THE STUDY**

The aim of this study is to investigate the challenges of managing educational facilities in the 21<sup>st</sup> century school service delivery in tertiary level of education in Rivers State, Nigeria. Specifically, this study sought to:

1. examine the challenges facing the management of educational facilities in the 21<sup>st</sup> century school service delivery in tertiary level of education in Rivers State, Nigeria.
2. explore the strategies of tackling the challenges of managing educational facilities in the 21<sup>st</sup> century school service delivery in tertiary level of education in Rivers State, Nigeria.

### **Research Questions**

The following research questions were formulated to guide the study

1. What are the challenges facing the management of educational facilities in the 21<sup>st</sup> century school service delivery in tertiary level of education in Rivers State, Nigeria?
2. What are the strategies of tackling the challenges of managing educational facilities in the 21<sup>st</sup> century school service delivery in tertiary level of education in Rivers State, Nigeria?

### **Hypotheses**

The following hypotheses were tested at 0.05 level of significance

1. There is no significant difference between the mean ratings of male and female opinion management staff's opinion on the challenges facing the management of educational facilities in the 21<sup>st</sup> century school service delivery in tertiary level of education in Rivers State, Nigeria.
2. There is no significant difference between the mean ratings of male and female management staff's opinion on the strategies of tackling the challenges of managing educational facilities in the 21<sup>st</sup> century school service delivery in tertiary level of education in Rivers State, Nigeria.

### **METHODOLOGY**

This study adopted a descriptive survey research design. Two research questions and two hypotheses were formulated to guide the study. The population of the study comprised five (5) higher institutions of learning in Rivers State, Nigeria (University of Port Harcourt, Rivers State University, Ignatius

Ajuru University of Education, Rivers State Polytechnic and Port Harcourt Polytechnic). The population consisted of two hundred and fifteen (215) Deans of Faculties and Heads of Departments in the afore-mentioned institutions of higher learning in Rivers State, Nigeria. A sample size of one hundred and fifteen (115) Deans and HODs as respondents selected in the five (5) public institutions of higher learning representing 53% of the entire population using proportionate random sampling technique. Sixty-four (64) are males and fifty-one (51) are females. One hundred and fifteen (115) copies of the questionnaires were sent out to one hundred and fifteen (115) Deans and HODs as respondents. Out of these one hundred and fifteen (115) copies sent out, one hundred and twelve (112) copies were completed and retrieved for data analysis. Instrument tagged: Challenges of Managing Educational Facilities for Service Delivery in Tertiary Level of Education Questionnaire (CMEFSDTLEQ) was validated by two experts in the Department of Educational Psychology (measurement and Evaluation). The instrument yielded the reliability index of 0.83 using cronbach alpha statistics. The instrument was divided into two sections. Section A contains Bio-data, while section B contains questions that elicited information on the challenges facing the management of educational facilities in tertiary institutions. The instrument was patterned according to modified Likert for points scale type of strongly agreed (4), Agreed (3), Disagreed (2) strongly Disagreed (1) respectively. The instruments were administered by the researchers and five (5) trained research assistants. The research questions were answered using mean and standard deviation while Z-test was used to analyse the hypotheses at 0.05 level of significance.

## Results

### Research question one:

What are the challenges facing the management of educational facilities in the 21<sup>st</sup> century school service delivery in tertiary level of education in Rivers State Nigeria?

**Table 1: Mean and standard deviation comparison of the perception of male and female management staff on research question one.**

S/no	Items	Male = 62		Female = 50			
		Mean	SD	Remark	Mean	SD	Remark
1	Lack of adequate funding	3.86	1.76	Agreed	3.68	1.86	Agreed
2	Lack of maintenance culture	3.88	3.88	1.80	Agreed	3.82	1.84 Agreed
3	Lack of adequate facilities	3.28	3.28	1.82	Agreed	3.84	1.96 Agreed
4	Lack of complete facilities	3.83	3.83	1.85	Agreed	3.81	1.29 Agreed
5	Lack of policy adherence by users of various facilities	3.48	3.48	2.04	Agreed	3.58	1.94 Agreed
6	Lack of routine monitoring	3.68	3.68	1.98	Agreed	3.70	1.88 Agreed
7	Over utilization of facilities	3.79	3.79	1.87	Agreed	3.74	1.90 Agreed
8	Unqualified personnel using Facilities	3.86	3.86	1.76	Agreed	3.77	1.88 Agreed

9	Adults vandalism by student	3.85	1.84	Agreed	3.82	1.86	Agreed
10	Youths restiveness and protest	3.85	1.84	Agreed	3.82	1.86	Agreed
	Grand Total	37.06	18.57		37.70	18.78	
	Grand Mean	3.79	1.86	Agreed	3.77	1.88	Agreed

**Table 2: Mean and standard deviation comparison of the perception of male and female management staff on research question two.**

S/No	Items	Male = 62 Mean SD	Female =50 Remark	Mean SD	Remark	Remark	Agreed
11	Implementation of the 26 % Minimum funding to Education in Nigeria	3.62	1.82	Agreed	3.82	1.94	Agreed
12	Provision of adequate facilities	3.24	1.88	Agreed	3.48	1.91	Agreed
13	Provision of complete facilities	3.78	1.76	Agreed	3.80	1.87	Agreed
14	Regular supervision and monitoring of facilities	3.83	1.92	Agreed	3.81	1.90	Agreed
15	Regular repair of facilities	3.78	1.68	Agreed	3.69	1.64	Agreed
16	Paying attention to facilities on time before break down	3.89	1.94	Agreed	3.69	1.64	Agreed
17	Optimal utilization of facilities	3.44	1.56	Agreed	3.57	1.62	Agreed
18	Facilities should be handled By experts	3.48	1.74	Agreed	3.68	1.70	Agreed
19	Maintenance polices should be maintained	3.72	1.60	Agreed	3.82	1.56	Agreed
20	Avoid students violent/protest	3.78	1.72	Agreed	3.40	1.52	Agreed
	Grand Total	36.16	17.62		36.92	17.26	
	Grand Mean	3.62	1.76	Agreed	3.69	1.73	Agreed

Data on Table 1 revealed that all the items (1-10) had mean scores above the criterion mean of 2.50 and were adjudged as the challenges facing the management of educational facilities in the 21<sup>st</sup> century school service delivery in tertiary level of education in Rivers State, Nigeria. I summary with the grand mean of 3.79 and 3.77 for male and female responses, it implies that all the Deans of

faculties and Heads of the Departments agreed that the aforementioned items are the challenges facing the management of educational facilities in tertiary level of education in Rivers State, Nigeria.

**Research question two:** What are the strategies of tackling the challenges of managing educational facilities in the 21st century school service delivery in tertiary level of education in Rivers State, Nigeria?

Data on table 2 revealed that the items (11-20) had mean scores above the criterion mean of 2.50 and were adjudged as the strategies of tackling the challenges of managing educational facilities in the 21st century school service delivery in tertiary level of education in Rivers State, Nigeria. In summary, with the grand mean of 3.62 and 3.69 for male and female responses which implies that all the management staff agreed that the afore-mentioned items are the strategies of tackling the challenges of managing educational facilities in the 21st century school service delivery in tertiary level of education in Rivers State, Nigeria.

**Test of hypotheses:**

**Hypothesis one:** There is no significant difference between the mean ratings of male and female management staff’s opinion on the challenges facing the management of educational facilities in the 21st century school service delivery in tertiary level of education in Rivers State, Nigeria. Table 3: Z-test statistics of the mean and standard deviation of male and female management staff’s opinion on the challenges facing the management educational facilities in the 21st century school service delivery in tertiary level of education in Rivers State, Nigeria.

**Table 3: Z-test statistics of the mean and standard deviation of male and female management staff’s opinion on the challenges facing the management educational facilities in the 21st century school service delivery in tertiary level of education in Rivers State, Nigeria.**

Management staff	N	Df	Mean	SD	P-value	Z-cal.	z-crit.	Remark
Male	62		3.79	1.86				
		110			0.05	1.342	1.96	Significant
Female	50		3.77	1.88				H01 retained

Data on table 3 revealed that the z-test analysis of the difference between the mean ratings of the male and female management staff in public tertiary level of education in Rivers State, Nigeria on the challenges facing the management of educational facilities in the 21st century school service delivery in tertiary level of education in Rivers State, Nigeria. The result showed that z-calculated value of 1.342 is less than the z-critical value of 1.96 at 110 degree of freedom at 0.05 level of significance. Therefore, the null hypothesis is retained. By implication, there is no significant difference between the mean ratings of male and female management staff responses on the challenges facing the management of educational facilities in the 21st century school service delivery in tertiary level of education in Rivers State, Nigeria.

**Hypothesis Two:** There is no significant difference between the mean ratings of male and female management staff’s opinion on the strategies of tackling the challenges of managing educational facilities in the 21st century school service delivery in tertiary level of education in Rivers State, Nigeria.

**Table 4: z-test statistics of the mean and standard deviation of male and female management staff opinion on the strategies of managing educational facilities in the 21<sup>st</sup> century school service delivery in tertiary level of education in Rivers State, Nigeria.**

Management staff	N	df	Mean	SD	P-value	Z-cal.	z-crit.	Remark
Male	62	3.62	1.76					
					0.05	1.419	1.96	Significant
Female	50	3.69	1.73				H02	retained

Data on table 4 revealed that the z-test analysis of the difference between the mean ratings of the male and female management staff in the public tertiary level of education in Rivers State, Nigeria on the strategies of tackling the challenges of managing educational facilities in the 21<sup>st</sup> century school service vice delivery. The result showed that z-calculated value of 1.419 is less than the Z-critical value of 1.96 at 110 degree of freedom at 0.05 level of significance. Therefore, the null hypothesis is retained. By implication, there is no significant difference between the mean ratings of male and female management staff opinion on the strategies of tackling the challenges of managing educational facilities in the 21<sup>st</sup> century school service delivery in tertiary level of education in Rivers State, Nigeria.

## DISCUSSION OF FINDINGS

- Challenges facing the management of educational facilities**

The finding on the challenges of managing educational facilities in the 21<sup>st</sup> century school service delivery in public tertiary level of education in Rivers State, Nigeria showed that there is no significant difference on the opinion of male and female management staff in the tertiary level of education in Rivers State, Nigeria. It has also revealed that lack of adequate funds, lack of maintenance culture, lack of complete facilities, lack of adequate facilities, lack of polices adherence, lack of routine monitoring, over utilization of facilities, unqualified personnel using facilities, facilities vandalism and youth's restiveness and protest are the challenges of managing educational facilities in tertiary level of education in Rivers State, Nigeria. This finding is in conformity with the assertion of Kpee (2013), that maintenance culture is general phenomenal challenge facing Nigeria's educational institutions. Also, Nwabueze in Nwabueze (2011) also posit that poor supervision of school facilities followed with negligence to government facilities are the challenges facing the institutions of higher in Rivers State, Nigeria.
- Strategies of tackling the challenges of managing educational facilities.** The second finding of this study revealed that there is no significant different deference between the male and female management staff's opinion on the strategies of tackling the challenges of managing educational facilities in the 21<sup>st</sup> century school service delivery in tertiary level of education in Rivers State, Nigeria. It also revealed that implementation of the 26% minimum funding to education sector in Nigeria, provision of adequate/sufficient facilities, regular repairing and maintenance of facilities, regular supervision and monitoring of facilities adherence to maintenance polices, addressing students' issues and in voiding their violent, protest/demonstrations and so on are the strategies of tackling the challenges of managing educational facilities in tertiary level of education in Rivers State, Nigeria. This finding is in line with the view of Nwabueze (2011) that effective educational facilities management and maintenance are enhanced through regular supervision. Also, Unachukwu and Okorji in

Oyeh (2017) posited that overcoming the challenges of educational facilities, periodic maintenance polices must be adhered.

## CONCLUSION

Based on the findings of the study it is concluded that educational facilities in public tertiary level of education in Rivers State, Nigeria are facing with enormous challenges such as inadequate funding, lack of adequate and complete facilities to work with at the Departments and Faculties for quality service delivery. Therefore, it is pertinent to adhere strictly to the strategies of tackling those challenges of managing educational facilities in tertiary level of education in this 21<sup>st</sup> century for quality service delivery in Rivers State, Nigeria.

## RECOMMENDATIONS

Based on the findings and conclusion of this study, the following recommendations are posed.

1. Federal government should implement the 26% minimum funding to education sector in Nigeria as recommended by UNESCO to enable the tertiary institutions provide all needed facilities and employ capable hands to manage them effectively.
2. Industries and individual donors should assist the universities and government to provide needed facilities and equipment for quality service delivery and ensuring school productivity enhancement.
3. Tertiary institution's management and academic staff should cultivate maintenance culture and also adhere strictly to the strategies of tackling educational facilities in their various schools for quality service delivery in the 21 century schools.
4. Students should always avoid destructions and looting of educational facilities and equipment during protest and other forms of demonstrations.

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