

EFFECT OF DILAPIDATED BUILDINGS OF SECONDARY SCHOOL ON ACADEMIC PERFORMANCE IN SOKOTO STATE

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ABSTRACT

Most of the buildings of secondary schools in the study area, such as classrooms, laboratories, students' hostels, and staff' offices, among others, were found in dilapidated conditions, affecting academic performances. This study established causes of dilapidation building and its effect on academic performances In "Gwadabawa" zonal educational office of Sokoto State. The research was conducted using a field survey approach. A close-ended structured questionnaire was designed to serve as an instrument for collecting data. The study adopted a stratified – random sampling method in selecting the respondent. Two hundred (200) questionnaires were distributed to the respondents, in which one hundred and seventy-eight (178) were returned. The majority of the respondents believed that the aging of buildings and natural phenomenon, lack of maintenances culture, and engaging the services of incompetent contractors are common factors that lead to the dilapidation of buildings. Some of the impacts of a dilapidated building on academic performances as suggested in this study result from students' absenteeism, threats and insecurity to students, and diminishes conducive atmosphere for learning. Strategies to avoid dilapidated buildings in secondary schools were opined as to the construction of school building with quality and standard materials and frequent supervision of buildings to check for cracks and damages of facilities. The study, Thus, the study recommended that adequate preventive maintenances should be adopted.

Keywords; *effect, dilapidated, building, school, academic performances*

INTRODUCTION

Bokini (2012) defines building as any structure temporary or permanent with a roof and commonly enclosed by walls movable or immovable designed for storage, human occupancy, or shelter for animals, according to CORBON (2014) it is an enclosed space for use and protection of mankind Example of building include schools, hospitals, churches, mosque, commercial and industrial buildings, public buildings, residential and housing estates. Infrastructural facilities is a permanent or temporary structure enclosed within exterior walls and a roof. Including all attached apparatus, equipment, and fixtures that cannot be removed without cutting into ceiling, floors or walls is also an activity in which a structure is constructed from materials and distinct from manufacturing, trading, transportation, and other activities. According to British dictionary.com (2017) building is a relatively permanent enclosed construction over a land plot, having a roof. Usually, windows and often more than one level, used for any of a wide variety of activities, as living, entertaining or manufacturing building, tower, and structure refer to



something built. Building and structure may apply to either a finished or an unfinished construction product, and Carry no implications as to size or condition. Edifice is a more formal word and narrower in application, referring to a completed structure, and usually a large and imposing one building generally connotes a useful purpose (houses, school, business offices, e.t.c.) structure suggests the panning and constructive process

According to Sokanu (2017) A school's administrative team is responsible for making and enforcing school rules and district- level policies, rules and procedures. Administrators also are charged with making sure teachers are effectively teaching student the required curriculum. Elementary and middle schools usually have teachers divided into teams based on the grade level of students. However, middle school teachers also may be divided into teams based on core academic areas, such as language arts, mathematics, science and social studies, the teachers head department based on academic subject areas, they serve as a liaison to school administrators and the lead teachers or curriculum facilitator, schools typically have support staff members who are responsible for various departments and essential. According to Effion (2001). It's apparent, education in every society is generally agreed to play a significant role in the development of every individual and society as a whole, it's a sector that required a lot of financial support and commitment if its set goals and objectives are to be successfully achieved.

REVIEW OF LITERATURE

Factors That Affect Building Deterioration

According to (Effion (2001), the Factors that affect building deterioration if remedial action is not taking are:

Lack of Maintenance

Inadequate or no maintenance including disrepair or delay in repair is the main cause of dilapidation of a building. Proper maintenance and prompt repair or replacement of decayed or damaged parts of a structure could defer early decay and dilapidation.

Use of underspecified materials

Underspecified or bad materials will have less life and less strength than required and, in natural course of time, the building will be dilapidated earlier.



Bad workmanship

Bad workmanship will cause reduction in life of the structure's life and may cause imbalance in the load-bearing system and thus cause unforeseen stresses leading to early decay of the structure.

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Impacts of Dilapidated Building

Recently there has been a lot of research investigations and analysis of which points unshakeable to the fact that certain features such as client's perception, cost of maintenance works, unskilled maintenance technicians, inflation rates, effect of taxation on building owners, Government policies, inability to prepare and follow maintenance schedules are direct causes of neglect which leads to dilapidations and deterioration of building structures Onibokun (1997). There are also the remote causes of lack maintenance such as force majeure, cultural problems, state of the economy, the receding global economic meltdown, lack of time and general illiteracy of the building's occupants or structure users of the facilities.

A building is dilapidated when it has undergone severe damage due to decay of different parts or members, mainly the structural members, causing serious imbalance in load transfer system. Due to decay the external appearance of the structure also becomes severely affected giving an unpleasant ugly look. A building should be declared dilapidated after thorough inspection of its different parts, specially the load bearing walls and the structural members regarding their safety from collapse. The structural members should be inspected, but the member showing any sign of distress like crack, spalling, bulging, etc. should be checked and investigated. Their present structural strength evaluated the age of the structure and after due allowance for reduction in strength, (Amobi C.O. 2006).

Dilapidated Building on Academic Performance

A serene and comfortable environment is said to enhance students' learning. A well organized, ventilated, clean, and spacious classroom will help students settle and concentrate physically and



mentally when the teacher passes instruction. This will in turn positively influence students' academic performance.

Strategy in maintenance the dilapidated building

Buildings and infrastructural decay also stems from poor workmanship and poor supervision Amobi (2003), most of these defects arises from the fact that the skill employed during the production of these buildings are defective, the supervisory most at times is minimal or left in the hands of unskilled foremen thus creating a chasm which will be filled by unprofessional ethics thus failing in the life of the structure which will eventually be translated to the overall life span of the building/structure. Any repair that is going to take place must match or be compatible with existing material or construction methods. This will preserve the historic value and integrity to ensure the work done has an appropriate life. If the existing material or element failed, then exception should take, (Kwantagora, O. O, 1993).

RESEARCH QUESTION

- (1) What is the effect of building dilapidation on students' academic performance?
- (2) What are the factors causes dilapidation in building?
- (3) What are the impacts of dilapidated building in academic performance?
- (4) What are the strategies for the avoidance of dilapidated building for academic challenges?

RESEARCH METHODOLOGY

The research examines stakeholder views on dilapidation building in the secondary schools of eastern zonal office of Gwadabawa. This has significant impact for development of education sector in Sokoto state Nigeria. The research endeavors' and explain, what the stakeholder views in the effect of dilapidated buildings these perspective influence the stakeholders decision for the ways in improving standard of building structure and performance of student in educational development in Sokoto state. The research approach study is qualitative. This research's target respondents included the classroom, laboratories, students' hostels, and staff' offices. The data collection method adopted includes administering questionnaires, interviews, and physical observation of the building under study. The primary data were compiled, coded and entered into the computer further processing. Quantitative analysis techniques were used to report the finding from the questionnaires, thus; the statistical package for the social science (SPSS) was utilized in this regards they were into tables, frequency and charts to communicate the finding.

RESULTS AND DISCUSSION

Table 1: Factors Responsible for Dilapidation of Building

S/N		Agree F (%)	Disagree F (%)	Undecided F (%)
1	Utilization of low quality materials during construction	169 (94.9)	9 (5.1)	0.0
2	Lack of maintenance culture	173 (97.2)	5(2.8)	0.0
3	Employment of incompetent contractor	170 (95.5)	8 (4.5)	0.0



4	Ageing of building and natural phenomenon	176 (98.9)	2 (1.1)	0.0
5	Improper use of building	150 (84.3)	28 (15.7)	0.0
6	Poor maintenance of building during occupation	133 (74.7)	45 (25.3)	0.0

Source: Field Survey (2019)

The table above shows the factors responsible for dilapidation, 94.9% of the respondents agreed that utilization of low quality equipment materials during construction contributes in the dilapidation of building, 97.2% of the respondents were also of the view that lack of maintenance culture is among the causes, 95.5% of the respondents affirmed that employment of incompetent contractors causes dilapidation of building. In item four, 98.9% of the respondents also submitted that ageing and natural phenomenon could also cause dilapidation in schools. In item five, 84.3% of the respondents agreed that improper use of building causes dilapidation although 15.7% disagreed. Lastly, 74.7% of the respondents agreed that building structures' poor maintenance during occupation causes dilapidation of building structures, yet 25.3% disagreed to the claim. Based on these results, utilization of low quality materials during construction, lack of maintenance culture, employment of incompetent contractor, ageing of building and natural phenomenon and improper use of building.

Table 2: Impacts of Dilapidated Building on Students' Academic Performance

S/N		Agree F (%)	Disagree F (%)	Undecided F (%)
1	Diminishes conducive atmosphere for learning	168 (94.4)	10 (5.6)	0.0
2	Poses threats and insecurity to students	173 (97.2)	5 (2.8)	0.0
3	Detaches students' attention during classroom instruction	151 (84.8)	27 (15.2)	0.0
4	Instills fear on the minds of the students during classroom activities	153 (86.0)	25 (14.0)	0.0
5	Inhibits students from active participation	131 (73.6)	47 (26.4)	0.0
6	Results to absenteeism of students	174 (97.8)	4 (2.2)	0.0

Source: Field Survey (2019)

The above results, 94.4% of the respondents agreed that dilapidated building diminishes conducive atmosphere for learning. In item two, 97.2% of respondents agreed that dilapidated building poses threats and insecurity to students. In item three of the results, 84.8% also submitted their agreement that dilapidated building detaches students' attention during classroom instruction, yet, 15.2% disagreed. Item four of the results also revealed that dilapidated building instills fear on the students' minds during classroom activities as agreed by 86% of the respondents, although 14% disagreed. Dilapidated building also inhibits students from active participation as agreed by 73.6% of the respondents, yet, 26.4% submitted their disagreement.

Lastly, item six revealed that dilapidated building results in students' absenteeism as submitted by 97.8% of the respondents. Based on these results, diminishes conducive atmosphere for learning, poses threats and insecurity to students, detaches students' attention



during classroom instruction, instills fear on the students' minds during classroom activities, inhibits students from active participation and results to absenteeism of students.

Table 3: Strategies for the Avoidance of Dilapidated Buildings in Schools

S/N		Agree F (%)	Disagree F (%)	Undecided F (%)
1	Frequent supervision of buildings to check for cracks and damage of facilities	176 (98.9)	2 (2.1)	0.0
2	Regular renovation of building facilities in schools	175 (98.3)	3 (1.7)	0.0
3	Awarding contracts to experts in building technology	175 (98.3)	3 (1.7)	0.0
4	Regular maintenance of building and facilities	176 (98.9)	4 (1.1)	0.0
5	Proper use of building and facilities	141 (79.2)	20 (11.2)	17 (9.6)
6	Construction of school buildings with high quality and standard building equipment	176 (98.9)	2 (1.1)	0.0

Source: Field Survey (2019)

The table shows that 98.9% of the respondents agreed that buildings' frequent supervision should be established to check for cracks and damaged facilities. In item two, 98.3% of the respondents submitted that building facilities' regular renovation should be done. In item three, 98.3% of the respondents agreed that contracts should be awarded to experts in building technology. In item four of the results, 98.9% of the respondents agreed that regular maintenance should be done on building facilities. In item five, 79.2% of the respondents agreed that proper use of building facilities should be adopted by users, although 11.2% disagreed while 9.6% were not sure.

Lastly, in item six, 98.9% of the respondents also agreed that high quality and standard building equipment should be used to construct school buildings. frequent supervision of buildings to check for cracks and damage of facilities, regular renovation of building facilities in schools, awarding contracts to experts in building technology, regular maintenance of building and facilities, proper use of building and facilities and construction of school buildings with high quality and standard building equipment.

SUMMARY OF MAJOR FINDINGS

- 1 94.9% of the respondents agreed that utilization of low quality equipment materials during construction contributes in the dilapidation of building, 97.2% of the respondents were also of the view that lack of maintenance culture is among the causes, 95.5% of the respondents affirmed that employment of incompetent contractors causes dilapidation of building. In item four, 98.9% of the respondents also submitted that ageing and natural phenomenon could also cause dilapidation in schools.
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CONCLUSION

Based on the findings of the study, the following conclusions were reached:

Many buildings of schools in the study areas are dilapidated. According to this study, causes of dilapidation of building structures are; natural phenomenon and man-made phenomenon and these have adverse effect on the students' academic performance.

Dilapidation of building strategies can be avoided by utilizing effective strategies some of which include: frequent supervision of buildings to check for cracks and damage of facilities, regular renovation of building facilities in schools, awarding contracts to experts in building technology, regular maintenance of building and facilities, proper use of building and facilities and construction of school buildings with high quality and standard building equipment.

RECOMMENDATION

Although some dilapidation cannot be avoided, effort should be made to prevent man-made events. Frequent supervision of buildings to check for cracks and damage of facilities should be adopted. Regular renovation of building facilities in schools should be carried out.

Contracts should be awarded to experts in building technology. Regular maintenance of building and facilities should be done. School users should do proper use of building and facilities. Construction of school buildings with high quality and standard building materials should be adopted.

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