

**INFLUENCE OF THE AVAILABILITY AND UTILIZATION OF SCHOOL
FACILITIES ON STUDENTS' ACADEMIC PERFORMANCE IN KACHIA
LOCAL GOVERNMENT AREA OF KADUNA STATE**

BY

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Abstract

The study examined the influence availability and utilisation of school facilities on students' academic performance in Kachia Local Government Area of Kaduna State. The study adopted a descriptive survey and ex-post facto research design. The subject of the study comprises of all 343 teachers, which covered 25 public secondary schools across the local government areas. The two research instruments used for this study were titled: School Facilities Availability Inventory (SFAI) and Utilization Questionnaire (UQ) with final year student WAEC results of between 2011 and 2015 to determine the academic performance of the students. The statistical method used to analyse the data were a percentage, means and standard deviation to answer the research questions, while Pearson Product Moment Correlation Coefficient (PPMC) was used to test the two hypotheses. The findings of the study revealed that four out of five school facilities considered under this study were made available in 25 public secondary schools across Kachia LGA, Kaduna State, i.e. library, laboratory, classrooms, Information Communication Technology while only hostel accommodations were not available. Although, the available school facilities were not properly maintained and not adequately utilised. Nevertheless, all the variables considered had a statistically significant linear relationship with each other. It was recommended that library with latest books, furnished laboratory, furnished classrooms with quality chairs and tables, Information Communication Technology

centres, restrooms/toilets and hostel accommodation for boarding students should be provided. The school facilities should be utilised appropriately and maintained. Staff and students should understand the importance and usefulness of these facilities.

Kay-Word: *Availability, Academic Performance, Influence, School Facilities & Utilization,*

Introduction

The primary purpose of teaching is to bring about in the learner desirable change in behaviour. The process does not take place in a vacuum but rather in a setting designed to facilitate learning. Stoner, Freeman and Gilbert (1996) described the environment of an organisation as all elements relevant to its operation, and they include direct and indirect action elements. School facilities, constitute the major components of both direct and indirect action elements in the environment of learning. The existence of any educational system at whatever level cannot be in isolation of the school facilities as this constitutes one of the essential variables instrumental in effective teaching and learning processes. Education is noted to be an instrument par excellence for effecting national and global development irrespective of the economic sector. It plays a veritable role in the communication process of its norms and values from one generation to another (Ibijoke, 2012).

School facilities consist of all types of buildings and equipment for academic and non-academic activities, sports and games, landscape, farms and gardens including trees, roads and paths. Others include furniture and toilet facilities, lighting, acoustics, storage facilities and parking lot, security, transportation, ICT, cleaning materials, food services, and special facilities for the physically challenged persons (Asiabaka, 2008). The global challenge to the future of most developing and underdeveloped nations of the world is the provision of qualitative and sustained education to their citizenry. Sustained qualitative education is fundamental to the much-needed technological development, a significant ingredient to the advancements of the third world nations. The steady decline in the educational performance of students in secondary schools in African nations is evident from cross-sectional studies, which has been traced to the growing concern about the adequate provision, maintenance, and management of school facilities (Godfrey & Chuks, 2010).

It is also essential that the teachers and learners be adequately accommodated to facilitate the teaching and learning in school. The above point is the essence of the school plan and facilities (Alimi, 2004). Therefore, school facilities are the space interpretation and physical expression of the school curriculum. In Nigeria at large, particularly secondary schools, irrespective of ownership are expected to function in compliance with the provision of the national education objectives. To this end,

students are expected to perform brilliantly in the final examination as this determines the quality of output of secondary schools. The preceding is one of the factors used to measure the efficiency of a school system. The better the performance of the students is, the more efficient the system is assumed to be (Philius & Wanjobi, 2011). This has not been the case because, parents and other stakeholders in education have condemned the high rate of poor academic performance of students in external examinations such as WAEC and NECO (Alimi, Ehinola & Alabi, 2012).

The significance of physical facilities could not be relegated. Facilities like modern laboratories, libraries and classrooms should be put in place in schools (Bandebe, 2003). Adesola (2005) found out that the level of available resources is indeed a plus to the teachers and it goes to show the level of ingenuity and commitment of the teachers toward efficient delivery of the lesson. Akinfolarin (2008) identified school facilities as a significant factor contributing to academic performance in the school's system. The subject of school facilities had received considerable attention from the public as well as educators in recent times: Building Educational Success Together (BEST, 2005) stated that every administrator must ensure that every child had access to quality education in school facilities that provide an educational setting that was suited for teaching and learning. Similarly, implementing educational policies that resulted in high quality, high-performing, well-designed and maintained school facilities had a direct and indirect impact on the teaching and learning process (BEST, 2005). Effective facilities management, therefore, contributes to the success of every student in any school.

In a study carried out by Hale (2002) revealed that students in classrooms with large windows, natural lighting and well-designed skylights were found to perform well from 19 to 25% better than their peers in classrooms without this feature. Not only that environmental conditions in schools influence the students but also the staff (Hunter, 2006), which include the faulty heating system, inadequate ventilation and poor lighting system. The overall building condition, the age of the building, and the windows in the instructional areas were positively related to students' achievement in learning (Bullock, 2007).

School facilities are all the existing assets of a school that could be employed to foster and facilitate effective teaching and learning as well as to protect the physical well-being of the occupants. Dare (2010) observes that the school facilities are the physical expression of the school curriculum. That is, the school curriculum determines to a large extent the nature of school facilities to be erected and the purpose it will serve. School facilities are expected to be adequately and carefully planned, developed and maintained to ensure their relevance to the school curriculum and towards effective teaching and learning in educational institutions. Well designed and functional school buildings with a wide array of teaching aids, therefore, provide efficient delivery of the school's curriculum and are positively related to student's academic performance.

Most of the Nigerian primary schools are derelict owing to not enough funding whereas most tertiary institutions exist in their past credits. Such a situation obstructs effective teaching and learning, making the process rigorous and uninteresting to students and teachers (Ajayi, 1999). Similarly, Owuamanam (2005) noted that the inadequacy of infrastructural facilities and lack of maintenance for available facilities were significant difficulties faced by the Nigerian educational system. The school amenities are utterly inadequate to match the student's population, besides that, the available facilities were poorly maintained. The accessibility and maintenance of school facilities will enhance teaching and learning and improve the academic performance of students.

School facilities had not been maintained by school administrators and hence their depreciation (Asiyai, 2012). The administrators appear to spend much time on instructional planning, curriculum development, personnel's development and community relations claiming that the management and maintenance of school facilities are the sole preserves of the government. School facilities serve as a pillar of support for effective teaching and learning in schools and the vital role played by school facilities in students' achievement, and teachers' job performance cannot be overemphasised (Akinsolu, 2006).

These current facility issues make apparent the need for educational leaders and the school community as a whole to be prepared to implement a planning process that will address the educational needs of students and the community. The difficulty for school leaders does not recognise the need to plan; the difficulty is implementing the most appropriate planning method for the specific needs of a school. As a nationally recognised educational planner and past president of the Council of Educational Facility Planners, Myers (2000) pointed out that; in addressing facilities, 'Planning' has become the new educational word of choice. However, defining what it means, and who should be facilitating and participating in the process, is often difficult". Meanwhile, are there adequate school facilities available for the efficient teaching-learning process? To what extent are the available school facilities being utilised? Hence, this present study examined the influence of availability of school facilities (such as the library, laboratory, classrooms, and hostels) and utilisation on the academic performance of secondary school students in Kachia Local Government Area, Kaduna State.

Statement of the Problem

Recently, there have been public concerns about secondary school educational system in Nigeria which is overwhelmed with numerous problems that have affected the primary objectives of the teaching-learning process. Parents and other stakeholders in education have condemned the high rate of poor academic performance of students in external examinations. Poor performance is not limited to public schools alone. The reasons for failure range from outdated equipment in laboratories, inadequate classrooms and hostel accommodations, lack of information technology centre, and the paucity of trained and registered teachers. Other causes are a delicate and polluted

learning environment, poor physical plants, poor classes, and inadequate utilisation and improper maintenance of school facilities to bring out the best from the students.

This issue is susceptible and demanding because it bears direct significance to the funding of education and most significantly to the quality of outputs of the educational system. Existing facilities in most schools may well be regarded as obsolete regarding quality and quantity. The amenities were provided when the student populace in the school was practically low when compared to the population of the same school currently using the same facilities. These facilities no longer satisfy present day needs. An essential problem in facilities management is a deficiency of policy guidelines for infrastructural development in schools. In some schools, there are insufficient classrooms, staff offices, laboratories and workshops, libraries, study areas. While in some, these facilities are adequately provided. The situation arises because the Federal, State and Local Governments have failed to establish policy directives on minimum standards for school facilities. While some classes held under trees and students are exposed to harsh weather conditions, others hold in air-conditioned classrooms. While some others have well-equipped laboratories, workshops, libraries and other facilities for effective teaching and learning, others have none, and where they exist, such facilities are poorly equipped. It therefore, becomes imperative that the different levels of government should address the issue of development and implementation of minimum standards for facilities development and management. Therefore, the extent of availability and utilisation of school facilities and its influence on the academic performance of students in senior secondary schools in Kachia Local Government Area in Kaduna State is the thrust of this study.

Purpose of the Study

The purpose of this study is to examine the influence of availability and utilisation of school facilities (such as the library, laboratory, classrooms, and hostels) on the performance of secondary school students in Kachia Local Government Area, Kaduna State. The objectives of this study are to:

- i. examine the categories of school facilities available in Kachia Local Government Area, Kaduna State.
- ii. Examine the level of utilisation of school facilities in Kachia LGA, Kaduna State.

Research Questions

This study attempts to answer the following research questions:

1. What are the various school facilities available in Kachia LGA, Kaduna State?
2. To what extent are the school facilities being utilised in Kachia LGA, Kaduna State?

Hypotheses

The following hypotheses were formulated to guide the research and was tested at 0.05 level of significance.

H0₁: There is no significant relationship between the availability of school facilities and academic performance of students in Kachia Local Government Area, Kaduna State.

H0₂: There is no significant relationship between the utilisation of school facilities and the academic performance of students in Kachia Local Government Area, Kaduna State.

Methodology

The study adopted a survey design precisely ex-post facto research design. The population of this study was 2, 614 teacher and students. This was gotten from 25 public secondary schools in Kachia Local Government Area, Kaduna State made up of 343 teachers including schools principals and 2,271 students. The researcher used purposive sampling (total population sampling), the researcher choose to study the entire population because the size of the population (343) that has the particular set of characteristics was typically very small. Thus, the whole population was employed as respondents under the study. The research instrument used for this study was two set of instrument titled, "School Facilities Availability Inventory (SFAI) and School Facilities Utilization Questionnaire (SFUQ) with WAEC result between 2011 and 2015 to determine the academic performance of the students. It was made-up of one section and contains the items from the research questions which were made-up of twelve items formed to elicit responses from the selected teachers in the twenty-five public secondary schools in Kachia LGA, Kaduna State. The instrument was structured in a four-point scale format of Highly Utilized (HU), Moderately Utilized (MU), Under-Utilized (UU) and Never Utilized (NU), respectively for research question one and Available (A), Not Available (NA) with values of 1 and 2, for research question two. Therefore, mean with 2.5 and above was considered as criteria for facilities that were highly/efficiently utilised and 1.5 and above for facilities that were available. The items on the instruments were face and content validated by three experts, two from Department of Social Science Education, University of Abuja and one from Measurement and Evaluation, Faculty of Education, University of Abuja. This was done to ensure appropriateness of the language used and the content to measure accurately what it intends to measure. To test for the reliability, a pilot test was conducted on the instruments with 50 students WAEC results from five public secondary schools in Gwagwalada Area Council, FCT-Abuja which was not part of the study. The coefficient of reliability of the instrument was then calculated, using Pearson Product Moment Correlation Coefficient (r). The reliability index is 0.87, implying a highly reliability index. The administration of the instrument was done with the help of

research assistants. The WAEC results were collected from Ministry of Education, Education Resource Centre, Kaduna having followed due process. Mean scores were used to answer the research questions, while Pearson Product Moment Correlation Coefficient was used to test the hypotheses at 0.05 level of significance.

Results

Research Question 1: What are the various categories of school facilities available in Kachia LGA, Kaduna State?

Table 1: School facilities available in Kachia LGA, Kaduna State

N = 343							
S/n	Availability of various school facilities	A	N	FX	\bar{X}	S.D	Decision
1.	The school library with latest books.	32	21	685	1.9	0.2	Available
		2			9	4	
2.	The furnished laboratory room for students.	32	17	669	1.9	0.2	Available
		6			0	2	
3.	The classrooms with furnished chairs and tables for both teachers and students.	32	15	671	1.9	0.2	Available
		8			6	5	
4.	The computer laboratory for practical and use of the students and teachers,	32	43	683	1.9	0.2	Available
		0			9	0	
5.	Hostel accommodation readily available for all boarding students.	3	34	346	1.0	0.0	Not
			0		1	9	Available
6.	The school has restrooms/toilets for both teachers and students.	33	11	675	1.9	0.1	Available
		2			7	8	
	Pooled Mean				1.8		Available
					0		

Source: Field Survey (2017).

Table 1 revealed the various school facilities made available in the secondary schools Kachia LGA of Kaduna State considering the pooled mean of 1.80. This was because out of 343 respondents in the study, 322(93.9%) claimed that there was library service made available in the schools while 21(6.1%) claimed not available with a mean score of 1.99 and a standard deviation of 0.24. Also, out of the 343 respondents, 326(95.0%) agreed that there were furnished laboratories made available in the schools while only 17(5.0%) claimed not available with a mean score of 1.90 and a standard deviation of 0.22. The data reveals that 328(95.6%) agreed that there were classrooms made available in the schools while only 15(4.4) claimed not available with a mean score of 1.96 and a standard deviation of 0.25. More so, 320(93.3%) agreed that there were laboratory facilities made available in the schools while only 23(6.7%) claimed not available with a mean score of 1.99 and a standard deviation of 0.20. Nevertheless, 340(99.1%) agreed that there were no hostel accommodations made available in the schools while only 3(0.9%) claimed was available with a mean score of 1.01 and a

standard deviation of 0.09. From the result, 332(96.8%) agreed that there were restrooms/toilets made available in the schools for both staff and students while 11(3.2%) claimed not available with a mean score of 1.97 and a standard deviation of 1.18. Therefore, school facilities were available in Kachia LGA, Kaduna State.

Research Question 2: To what extent are the school's facilities being utilised in Kachia LGA, Kaduna State?

Table 2: Utilization of school facilities in Kachia LGA, Kaduna State

N = 343									
S/ n	Utilization of school facilities	H U	M U	U U	N U	F X	\bar{X}	S. D	Decision
7.	The students and staff are often permitted to make use of the computers in the ICT centres.	1	2	3	8	68	1.	0.	Under
				3		2	99	27	Utilised
				2					
8.	The students and staff are making use of school library appropriately.	1	1	2	5	63	1.	0.	Under
				8	8	1	84	40	Utilised
				3					
9.	The teachers understand the uses and importance of laboratory equipment.	4	15	2	2	68	1.	0.	Under
				9	5	4	99	27	Utilised
				9					
10.	The students utilize the rest room/toilet suitably.	3	5	2	1	59	1.	0.	Under
				2	0	1	72	56	Utilised
				9	6				
11.	The teachers often make use of scientific laboratory efficiently and efficiently for teaching-learning improvement.	1	1	2	4	64	1.	0.	Under
				9	5	4	88	39	Utilised
				6					
12.	Most of the students reside in the hostel accommodation provided in the schools.	0	0	3	1	68	1.	0.	Under
				4		5	99	27	Utilised
				2					
	Pooled Mean						1.90		Under Utilised

Source: Field Survey (2017)

Table 2 revealed that school facilities were not adequately utilised in Kachia Local Government Area of Kaduna State. The result was supported by below average mean score of 1.90. The analysis indicated that out of 343 respondents, only 1(0.3%) claimed that computers were highly utilised 2(0.6%) moderately utilised 322(96.8%) underutilised and 8(2.3%) said never utilised. The above result was supported by a mean score of 1.99 and a standard deviation of 0.27. The result above also indicated that out of 343 respondents, only 1(0.3%) claimed highly utilized 1(0.3%) moderately utilized 283 (82.5%) underutilized and 58 (16.9%) reported never utilized. Findings

also revealed that only 4(1.2%) claimed highly utilized 15(4.4%) moderately utilized 299(87.2%) underutilized and 25(7.3%) said never utilized. The result was supported by a mean score of 1.99 and a standard deviation of 0.27.

The students do not utilise the restrooms/toilets suitably. Out of 343 respondents, only 3(0.9%) claimed highly utilized 5(1.5%) moderately utilized 229(66.8%) underutilized and 106(30.9%) said never utilised. The situation was supported by a mean score of 1.72 and a standard deviation of 0.56.

Moreover, the teachers did not often make use scientific laboratory effectively and efficiently for teaching-learning improvement. Out of 343 respondents, only 1(0.3%) claimed highly utilized 1(0.3%) moderately utilized 296(86.3%) underutilized and 45(13.1%) said never utilized. The outcome was supported by a mean score of 1.88 and a standard deviation of 0.39.

The analysis indicated that all the students did not reside in the hostel accommodation, as it was not available in all the twenty-five secondary schools. Out of 343 respondents, 0(0%) claimed highly utilized, 0(0%) moderately utilized, 342(99%) underutilized and 1(1%) said never utilized. The outcome was supported by a mean score of 1.99 and a standard deviation of 0.27. Therefore, school facilities were under utilised in schools in Kachia LGA, Kaduna State.

Test of Hypotheses

The Pearson-Product Moment Correlation Coefficient (PPMC) of analysis was employed to test the hypotheses as follows:

H₀₁: There is no significant relationship between the availability of school facilities and academic performance of students.

Table 3: Summary of WAEC result between 2011 – 2015 in 25 public secondary schools, Kachia LGA, Kaduna State

YEAR	No. of Students Registered	5 Credits above including Maths & English	5 Credits above including Maths English	5 Credits without Maths & English	Below 5 Credit
2011	3067	151	402	516	1998
2012	1926	44	101	44	1737
2013	2090	201	344	210	1335
2014	2119	197	301	241	1380
2015	2157	291	384	194	1285
Total	11359	884	1532	1205	7735
Average	2271	177	306	241	1547

Source: Ministry of Education, Education Resource Centre, Kachia Zone, Kaduna State (2016)

Table 4: The correlational analysis between the availability of school facilities and academic performance of students.

Variables	N	X	SD	Correlation index r	df	P
Availability of School Facilities	343	1.80	0.38	0.997**	341	0.03
Academic Performance of Students		6.40	2.78			

The outcome of the Pearson Product Moment Correlation (PPMC) statistics above showed that significant relationship exist between the availability of school facilities and academic performance of students in Kachia Local Government Area, Kaduna State. This is because the calculated p-value of 0.03 was found to be lower than the 0.05 alpha levels of significance at a correlation index r level of 0.997. The correlation between the two variables is directly proportional, the higher the availability of school facilities the higher the academic performance of students in Kachia Local Government Area, Kaduna State and vice versa. Therefore, the null hypothesis which states that there is no significant relationship between the availability of school facilities and academic performance of students in Kachia Local Government Area, Kaduna State is hereby rejected.

H0₂: There is no significant relationship between the utilisation of school facilities and the academic performance of students.

Table 5: Correlational analysis between the utilisation of school facilities and academic performance of students.

Variables	N	X	SD	Correlation index r	df	P
Utilisation of School Facilities	343	1.90	0.22	0.954**	341	0.02
Academic Performance of Students		6.40	2.78			

The outcome of the Pearson Product Moment Correlation (PPMC) statistics above showed that significant relationship exist between the utilisation of school facilities and academic performance of students in Kachia Local Government Area, Kaduna State. This is because the calculated p-value of 0.02 was found to be lower than the 0.05 alpha levels of significance at a correlation index r level of 0.954. The correlation between the two variables is directly proportional, the higher the utilisation of school facilities the higher the academic performance of students in Kachia Local Government Area, Kaduna State and vice versa. Therefore, the null hypothesis which states that there is no significant relationship between the utilisation of school facilities and academic performance of students in Kachia Local Government Area, Kaduna State is hereby rejected.

Summary of Findings

- i. The percentage (frequency counts) analysis shows that most of the school facilities considered in this study were available in 25 public secondary schools in Kachia LGA, Kaduna State which include a library, laboratory, classrooms, ICT.
- ii. The study also revealed that the school facilities were notadequately utilised in Kachia Local Government Area of Kaduna State. The students and staff were not permitted to make use of the computers in the ICT centres, and they were not using the school library appropriately. None of the students resides in the hostel neither there is any accommodation provided.
- iii. The study revealed that availability of school facilities and student academic performance (between 2011 and 2015) had a statistically significant linear relationship. There was an entirely positive linear relationship between them and the magnitude, or strength, of the association, was 0.997 correlation coefficient, i.e. r was approximately 100 percent.
- iv. The Utilization of School Facilities and Students Academic Performance had a statistically significant linear and perfectly positive relationship. Also, the magnitude, or strength, of the association was high with 0.95 correlation coefficient, i.e. r was approximately 95 percent.

Discussion of Findings

The findings show that that there is a strong positive relationship between the availability of school facilities and academic performance of students in Kachia Local Government Area, Kaduna State. The implication is that an increase in the availability of school facilities is associated with an increase in the academic performance of students in Kachia Local Government Area, Kaduna State. It was agreed that school facilities such as library, laboratory, class computer laboratory and hostel accommodation have a great impact on the students' performance in secondary schools in Kachia Local Government Area, Kaduna State. This is in line with Lawanson and

Gede (2011) that it is of utmost importance that the availability of school facilities will duly contribute to the successful implementation of school programme. These school facilities must be made adequate for it to impact on the students' performance and also in line with Emakuma (2013) who says that school facilities become important because of the extent that it helps in improving teaching-learning effectiveness. The above finding was also in accordance with Owoeye and Yara's (2011) whose study revealed a significant relationship between the performance of students in secondary schools and availability of library facilities, availability of textbooks, and availability of laboratory facilities. Their study revealed that facilities were potent to the high academic achievement of students;

However, this is not in agreement with Afework and Asfaw (2014) who observed that the availability of school facilities and instructional materials were available but less in quantity and quality and that created a significant challenge on teaching and learning activities that in turn had a negative impact on the improvement of the quality of education.

Furthermore, the finding shows that there is a strong positive relationship between the utilisation of school facilities and the academic performance of students in Kachia Local Government Area, Kaduna State. The implication is that an increase in the utilisation of school facilities is associated with an increase in the academic performance of students in Kachia Local Government Area, Kaduna State. It was agreed that school facilities such as library, laboratory, classcomputer laboratory and hostel accommodation have a great impact on the students' performance in secondary schools in Kachia Local Government Area, Kaduna State. This is in line with Lawanson and Gede (2011) Moreover, the study revealed that the school facilities were not utilised adequately in Kachia Local Government Area, Kaduna State. The prior result corroborates Babalola's (2001) findings that Nigeria schools were currently in crisis, he further stressed that laboratories had no essential apparatus, there was less money to spend on teaching facilities, research and community service, laboratory are ill-equip, classrooms were dilapidated and office accommodation are a mirage these had invariably led to the low quality of education. To enhance higher academic excellence in our educational system, there is the need for the development of excellent and adequate infrastructural facilities, instructional material, science laboratories and qualified teachers, furniture and equipment. Hence, it had been suggested that school facilities have considerable influence on student's academic achievement.

Conclusion

The study concluded that there were no school facilities made available in 25 public secondary schools in Kachia LGA, Kaduna State, i.e. no library, laboratory, classrooms, ICT and hostel accommodations. From the PPMC, it was revealed that Availability of School Facilities and Student Academic Performance had a statistically significant linear relationship. There was an entirely positive linear relationship

between them. More so, the study revealed that the school facilities are not adequately utilised in Kachia Local Government Area, Kaduna State. The students and staff are not permitted to make use of the computers in the ICT centres, and they are not using the school library appropriately. None of the students resides in the hostel. The Utilization of School Facilities and Students Academic Performance had a statistically significant linear and perfectly positive relationship.

R

ecommendations

The following recommendations are proffered under this study based on the findings.

- i. Library with latest books, furnished laboratory, furnished classrooms with quality chairs and tables, ICT centres, restrooms/toilets and Hostel accommodation for boarding students should be provided.
- ii. The school facilities should be properly utilised and maintained. Specifically, cracks in buildings, ceiling & roofs, electric fixtures should be detected and repaired, damaged louvres, doors and windows should be immediately replaced.

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