

IMPACT OF PHYSICAL FACILITIES ON SCHOOL EFFECTIVENESS IN KWARA STATE PUBLIC SECONDARY SCHOOLS, NIGERIA

BY

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Abstract

This study examined the impact of physical facilities on school effectiveness in Kwara state public secondary schools in Nigeria. The research adopted a descriptive survey of correlation type. Stratified random sampling technique was used to select 20 secondary schools out of 41 schools in three local Governments from each senatorial district of the state. Two research instruments were used for data collection. They were “physical facilities questionnaire” (PFQ) and “Students Academic Performance Proforma” (SAPP). Research questions were raised for the study. Main and operational hypothesis were formulated to guide the study. Descriptive statistics of frequency counts mean and percentages were used to answer the research questions while inferential statistics of Pearson product moment correlation statistics was used to test the generated research hypothesis at 0.05 level of significance. Results showed that there was significant relationship between physical facilities and school effectiveness in Kwara state public secondary schools (calculated r -value of $0.301 >$ the critical r -value of 0.195). Based on the findings, it was recommended that Government should provide adnd enough physical facilities to make learning profitable and thereby encourage students in the classroom.

Keywords: Physical facilities, School effectiveness, Public secondary Schools, Teaching, Learning

Introduction

Physical facilities are fundamental for any educational institution and it is directly connected with school effectiveness as well as educational development. Obviously, physical facilities in the school motivate students to learn. Adequate attention is currently on physical facilities in Nigeria educational system and it has been repeatedly found to have positive relationship with standard and quality of educational system. Education is the primary agent of transformation towards sustainable development goals. All countries including Nigeria strive for quality education for their sustainable development. Government cannot satisfy the educational needs of its increasing population, so the private sector also plays a great role in educational development by creating schools known as private schools which operate at all level of education from nursery to tertiary and enroll a good number of students. It is the general opinion of people that private schools are better in terms of the availability of physical facilities and this situation has made many parents to enroll their children in private schools (Akomolafe & Adesua, 2016; Sanusi, 2018).

Olanrewaju (2016) noted that the importance of physical facilities cannot be relegated. Physical facilities like modern laboratories, libraries and classrooms are to be available in all schools to facilitate teaching and learning. Physical facilities refer

to the school plant, movable and immovable items like buildings, classrooms, library, laboratories, toilets facilities, offices, furniture and other materials and infrastructures likely to motivate students towards learning. Physical facilities are items that enable a skillful teacher to achieve a level of instructional effectiveness. Physical facilities enhance effective teaching and learning through the interaction of the learner within the teaching environment. The quality and quantity of physical facilities greatly enhances the quality of teaching and learning as well as school effectiveness. Sanusi (2018) in her study attested that there was positive relationship between school facilities, their availability, maintenance and planning and school effectiveness.

However, report indicates that most public secondary schools in Kwara State lack physical facilities such as classrooms, furniture, toilets, libraries, laboratories and equipment whereby cause major impediment to effective teaching and learning. Some of the schools kept empty libraries and where a library exists, it is full of obsolete textbooks. These problems cause hindrance for meaningful teaching and learning to take place. Nevertheless, it has been It is on this premise that this study examined

Concept of School Effectiveness

There are serious debates among researchers on what constitute an effective school. Arar and Nasra (2018) summarized the definition of effective school in the educational literature in four facets (a) the output goal approach, which claims that an effective school is a school whose achievement are above those that can be expected under defined prediction conditions; (b) the goal approach, according to which a school is effective if it achieves the goals it set for itself within a defined period of time; (c) the resources approach, according to which a school is considered effective if it can mobilize the necessary resources to fulfill its tasks; (d) the internal processes approach, by which a school is considered effective if its functioning is smooth and its organizational climate is healthy.

Scheerens (2004) and Abass et al. (2017) defined school effectiveness to be effective enhancing conditions at the school level which includes all the factors associated and related with school such as teaching, learning, administration, students' motivation, financing and community involvement. In the early studies on school effectiveness, emphasis was on the enhancing conditions of schooling and output measures, mostly achievement of the students. Other studies rejected this stand and stated that school effectiveness should not focus on mere academic achievement but other factors such as classroom behavior, student participation rates, and attitudes towards learning. The pioneer in school effectiveness studies concluded that student background characteristics were far more powerful in determining students' achievement than any school-level factors (Feng & Ha, 2016).

Olanrewaju (2016) observed that lack of vision, unfocused leadership, dysfunctional staff relationships, and ineffective classroom practices are mechanisms through which the school effectiveness can deteriorate. The correlates of effective schools can be defined as the means of achieving high and equitable levels of students learning. It is expected that all children regardless of their socioeconomic and background characteristics will get at least the essential knowledge and skills (Jones, 1998 and Olanrewaju 2016). the study concluded that effective schools are those that successfully progress the learning and personal development of all their students. The

definition of effective schools differs from one researcher to the next. Some researchers have focused on academic achievement of the students, while others focused on other school factors such as differences in attitudes and behavior of students towards learning, classroom conduct and student participation rate. The researchers identified some variables strongly correlated with school effectiveness such as strong administrative leadership, basic skill acquisition, high expectations for students' achievement, a safe and orderly environment and frequent assessing of student achievement (Horner *et al.*, 2009; Olanrewaju, 2016)

The effectiveness of a school is dependent more on its 'processes' and gauged by its 'outcomes' than on its 'intake'. Hence, it can be argued that school effectiveness is dependent on the school processes which plays a major role as seen in its outcomes and intakes and not just a marginal role, there is no consensus yet on what constitute an effective school. In practice, school effectiveness is a very much broader concept. There exists a conceptual hierarchy of bivalence where effective and ineffective schools are measured by characteristics. Critics dismiss this sort of approach to school effectiveness as positivist and this means end construction reduces educational success to factors that can be measured. School effectiveness research does not seek to measure the impact of schooling as a whole; instead it examines differences in the impact of one institution in comparison with another, taking accounts of the intakes. It is recognized that there can be internal variation in effectiveness at the department or class level, and teachers' effects tend to be substantially larger than school differences (Abbas *et al.*, 2017)

Impact of Physical Facilities Planning on School Effectiveness

Physical facilities and school effectiveness are very closely interwoven and related. Apart from protecting learners from sun, rain, heat, cold, the school building represents a learning environment which has tremendous impact on the comfort, safety and performance of the teachers and students. Sanusi (2018) stressed the importance of physical facilities in the management of educational system. The study opined that all stakeholders need to ensure adequate provision of physical facilities in all educational system; be it primary, secondary and tertiary levels to enhance learning and improved productivity.

It is true that the central figures in any learning situation are always the students and not the teachers, but it is equally true that teaching and learning may be greatly enhanced by the utilization of the physical facilities available in the school. Olanrewaju (2016) corroborates Ahmed (2003) view and observed that it is imperative that teachers be thoroughly acquainted with the teaching resources and services available to them. These resources are quite important in achieving school effectiveness. A school with conducive classrooms and facilities improve teaching and learning process. Unfortunately, there are inadequate infrastructures and facilities in many secondary schools in Nigeria which dampened teachers' morale and also affects students negatively.

Ahmed (2003) in Olanrewaju (2016) stressed that teaching and learning take place under unconducive environment in most secondary schools in the country, lacking the basic materials, thus hindering the fulfillment of educational objectives. Teaching resources are the different kinds of materials or resources that teachers and classes use

in the teaching-learning processes in order to make it more effective and productive. Sometimes the term teaching resources is used interchangeably with other terms like teaching-learning materials, instructional materials, instructional aids, instructional resources, audio-visual aids, curriculum materials, educational materials and so on. One element tends to unite them and that lies in their use. They are all used to make teaching and learning effective.

Teaching resources are the materials or objects which help the teacher to make a lesson explicit to learners. They transmit information and ideas to the learners and disseminate information in such a way that their aptitude, habits and practice are modified in a complex task. In a general sense, teaching resources usually supplement rather than substitute in a lesson. Teaching resources in the context of this study are equipment or materials employed by teachers to facilitate learning and retention in the learners in order to achieve some stated objectives (Olanrewaju, 2016). Facilities are very important in teaching and learning processes and effective management of physical facilities yield good result.

School with insufficient buildings, overcrowded classes, inadequate seats, children are forced to sit on the floor, thus, learning becomes difficult. Facilities like human resources need to be managed to increase productivity. Olanrewaju (2016), reported that school facilities are the operational inputs of every instructional programme, schools with well managed facilities, instructional and learning materials (visual and audio-visual) are expected to perform better than schools with poorly facilities. In other words, adequate educational infrastructures are needed to meet teaming population seeking for formal education. Effective and efficient running of schools to achieve necessary results can hardly be without adequate educational resources, such as libraries, Audio-Visual aids, and classrooms building so that memorization and understanding of facts will not become a permanent feature of learning as it have always been the case, especially, in primary school being the foundation of education (Maduabum, 2000; Olanrewaju, 2016).

Purpose of the Study

1. To know the perceived level on availability of physical facilities in Kwara State Public Secondary schools.
2. To examine the relationship between physical facilities and school effectiveness in Kwara State Public Secondary schools.

Research Questions

1. What is perceived level on availability of physical facilities in Kwara state public secondary schools?
2. Is there any relationship between physical facilities and school effectiveness in Kwara State public secondary schools?

Research Hypothesis

1. There is no significant relationship between physical facilities and school effectiveness in Kwara State Public Secondary Schools.

Methodology

This study adopted a descriptive survey of the correlation type. The research type is appropriate for this study as it allows the researcher to collect data from sample of a population, analyze the data and make relevant conclusion about the population. It also sought to establish what relationship exist between the physical facilities and school effectiveness.

Table 1: Sample Frame

S/N	Senatorial District	Studied LGAs	Population of secondary schools in 3 LGAs studied	Population of Teachers in Kwara State
1.	Kwara North	Edu	10	1023
2.	Kwara South	Ifelodun	15	2307
3.	Kwara Central	Ilorin West	20	3564
	Total		45	6894

The population of this study was 6,894 teachers in the 305 public secondary schools in all 16 Local Government Areas of Kwara State, Nigeria. Proportional stratified sampling technique was used to select 25 (60 %) secondary schools out of the 45 schools in Ilorin West, Ifelodun and Edu Local Government Areas of Kwara Central, Kwara South and Kwara North senatorial districts respectively were considered. Proportional sampling technique using (Krejcie and Morgan, 1970) sample size determination table) was adopted to select 310 teachers representing (49%) out of 630 teachers in the areas were sampled using simple random sampling technique.

Questionnaire used for the study was “Physical Facilities Questionnaire” (PFQ). The questionnaire was subdivided into two parts A and B. Part A dealt with the demographic data of the respondents on gender, academic qualification, teaching experience, job status, professional qualifications and part B of PFQ contained 20 items relating to the variables that were generated on physical facilities. Questionnaires were administered to school principals and teachers of the sampled secondary schools. These questionnaires were collected, data clean up done and further analyzed.

The data collected was analyzed using SPSS version 21. The generated research questions for this study were answered using descriptive statistics of frequency counts and percentages while the formulated research hypotheses were tested using inferential statistic of Pearson Product Moment Correlation statistic at 0.05 level of significance. This was used in order to determine the relationship between the two variables.

Results

Research Question 1: What is the impact of physical facilities on school effectiveness in Kwara state public secondary schools?

Table 2: Perceived availability of school facilities

S/N	Items	Agreed total	%	Disagreed total	%
1	Availability of physical facilities plays important role in educational system.	254	46.1	56	53.9
2	School buildings in school are not in good condition for effective teaching and learning.	189	50.3	121	49.7
3	Physical facilities enhance pillars for the realization of educational goals and objectives.	267	62.9	43	37.1
4	Educational resources are vital to the achievement of national objectives.	205	66.1	105	33.9
5	Planning of physical facilities are always done	229	73.9	81	26.1
Average %			59.9		40.1

Source: Field Work, 2016

Table 2 shows that 59.9 % respondents that physical facilities have impacts on school effectiveness in Kwara State public secondary schools while 40.1 % disagreed. Therefore, physical facilities improve school effectiveness.

Research Question 2: Is there any relationship between physical facilities and school effectiveness in Kwara State public secondary schools?

Hypothesis Testing

There is no significant relationship between physical facilities and school effectiveness in Kwara State Public Secondary Schools.

Table 3: Impact of Physical Facilities on School Effectiveness

Variables	N	Mean	SD	Df	Calculated r-value	Critical r-value	Decision
Physical Facilities	310	10.99	2.29				
				308	0.301	0.195	Ho ₂ Rejected
School Effectiveness	310	25.78	9.45				

It was revealed in Table 4 that the calculated r-value of 0.301 is greater than the critical r-value of 0.195 at 0.05 level of significance for 308 degrees of freedom, the null hypothesis was rejected. This implies that, there was significant relationship between physical facilities and school effectiveness, indicating that physical facilities had positive impacts on school effectiveness.

Discussion

Result shows that 59.9% of the respondents on the percentage average agreed that physical facilities have impacts on school effectiveness in Kwara State public secondary schools while 40.1% disagreed. Therefore, the physical facilities improve school effectiveness. This finding is in line with study of Olanrewaju (2016) which revealed that schools with adequate classrooms and facilities such as chairs, lockers, libraries, textbooks, laboratories, and workshop are comfortable for pupils/students to learn and improve teaching and learning process. This study also revealed that learning facilities are materials that aid the teachers to clearly impact knowledge, skills and experience to his learners and also aid the learner to vividly have a clear vision and understanding of the teacher. Ahmed in Olanrewaju (2016) also revealed that in most secondary schools in the country, teaching and learning take place under unconducive environment, and agreed that lacking the basic materials, thus hindering the fulfillment of educational objectives.

Akomolafe and Adesua (2016) in their findings suggest that the availability and effective utilization of school facilities play a significant role in enhancing students' academic performance, while inadequacy of such physical facilities could contribute to poor academic performance in students. Therefore, if physical facilities are available, learning will lead to high performance. From Table 3, the result shows that a significant relationship between physical facilities and school effectiveness in public secondary schools. This finding is in line with study of Scheerens (2003) in Dominic et al (2017) concluded after a study on school environment and students' behavior that availability of physical resources enhances the effectiveness of schools and brings about good behavior. Maphosa and Shumba (2010) and Dominic et al (2017) reveals that most of the public secondary schools with adequate school facilities such as classrooms, school library with relevant books, science laboratories with apparatus and chemicals and sports ground can be said to have a healthy school climate which may lead to high levels of students' discipline and with that it influences the school effectiveness.

Conclusion

This study has shown that physical facilities planning had a positive and significant relationship with school effectiveness in Kwara state public secondary schools. This implies that physical facilities planning will go a long way in improving educational standard, school effectiveness as well as students' academic performance in Kwara State Public Secondary Schools. As enrolment in schools increases daily, the available resources may become overstretched, therefore, adequate and effective planning of physical facilities is needed to address the issue of ever increasing enrolment and the need to provide them with teachers who can help them achieve appropriate educational objectives

Recommendations

Based on the findings of this study, it was recommended that Government should provide adequate infrastructure and physical facilities to make learning profitable and thereby encourage students in the classroom. The head teachers should therefore not only take proper care of the available school facilities, they should also strive hard to create, design and generate alternative materials and resources from their immediate environment to facilitate proper teaching and learning process in secondary schools.

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