

**THE INFLUENCE OF SCHOOL FACILITIES ON ACADEMIC PERFORMANCE OF
JUNIOR SECONDARY SCHOOL STUDENT IN OBIO AKPO LOCAL
GOVERNMENT AREA OF REVERS STATE**

BY

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CERTIFICATION

We, the undersigned certify that this project work was carried out by **OKON Bright Ignatius** with matric number **EDU1702900** of Department of Educational Foundation, Faculty of Education and approve of it as adequate in scope and quality in partial fulfillment of the requirement for the award of a degree of Bachelor of Education (B.ED).

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DEDICATION

This research work is dedicated to God Almighty, who spared my life and made me to scale through all the hurdles.

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The researcher's gratitude goes to the God Almighty for His infinite mercy that saw him through this project in good health.

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ABSTRACT

This study was aimed at determining the influence of school facilities on the academic performance of Junior Secondary Students in Nigeria, using government secondary schools in Obio Akpor Local Government Area in Rivers State as a case study.

This study adopted the case study research design. The purpose of this study is to determine the influence of school facilities on the academic performance of students. The major instrument used for data collection is the questionnaire. On the presentation of data, the researcher uses the sample and sampling techniques to depict the responses of the respondents to a particular research question. The data collected from their responses were used in analyzing the study.

The findings of the study revealed that school facilities played a major significance in the academic performance of students in the junior secondary schools, Nigeria.

CHAPTER ONE

BACKGROUND TO THE STUDY

Introduction

One major index for measuring successful implementation of any educational institution is the provision, quality and management of the facilities for service delivery. School Facility is a valid criterion to measure the standard and quality of the education to be provided. Hence, school facilities, school plants and educational facilities will be used synonymously as they imply the same thing. Meanwhile, educational institutions have a link with the society at large. The school is a medium of knowledge and agent of social change and transformation (Bakar,2015). The general condition of schools, (universities and colleges)is of interest to the country as it plays a role of transforming students' personality.

However, School building design features and components in one way or the other influence the students' learning process (Earthman, 2002). For instance, school features and it's components like, air conditioning, presence

of good windows, adequate classroom etc, can influence students' learning positively or negatively depending on the conditions of the facilities.

As noted by Adesua (2016), the physical facilities can help to enhance students' motivation to learn. The physical facilities (laboratory, library, toilet, canteen, classrooms, field and computers) can increase students interest to learn. Roberts (2009), asserted that the quality of facility may not directly affect teaching and institution. On the other hand, Urick (2011), posited that the facilities maintenance is important to maintain students and teachers convenience and effective learning process because it can provide clean and safe environment.

The following are the educational facilities that enhanced quality service delivery in institutions by Facilities Management International (2013) and Federal Ministry of Education (2005);

(A) School building e.g classrooms, assembly halls, laboratories, workshops, libraries, offices, stores, dinning halls, administrative blocks, staff quarters, etc.

(B) Teaching AIDS e.g whiteboard or chalkboard, carbon papers, chairs, tables, devices such as modern educational hardwares and softwares in form of magnetic tapes, films, and transparent stripes. Meanwhile, Abraham (2013), concluded that the list that make up the school plants are almost inexhaustible and that the school plants covers everything used by the school in one way or the other to bring about teaching and learning. Hence, the absence of school facilities implies non-existence of any set-up that maybe referred to as school. The successful implementation of any educational programme depends mostly on the quality and availability of school facilities that are provided for such programme. This is supported by the view of Abraham (2013), who posited that the quality of education that our children get bears direct relevance to the availability or the lack of physical facilities and overall atmosphere where the learning takes place.

STATEMENT OF THE PROBLEM

Social and economic mobility is a function of a good educational qualification of which an effective management of secondary schools play a fundamental role. A good secondary education either from the public or

private schools, backed with complete O/level papers, qualifies the candidate for admission into tertiary institutions in Nigeria. This is the aspiration of most parents and secondary School students.

Succinctly, it has been observed that the secondary School system in Nigeria is to an extent not achieving the predetermined goals and objectives due to the problem of high rate of failures in public examinations. Researches has shown that there has been a public outcry on students poor performance in Senior Secondary Certificate Examinations. The focus of this study is on the academic performance of the Junior Secondary hence, any solid building is traceable to its foundation. Implicatively, the performance of a particular student in its junior secondary would definitely have an effect on its performance in the senior secondary.

However, the researcher has observed that due to the high tolerance of examination malpractice and the "I-don't - care- attitude" of parents towards their children/ wards academic performance, the students, the management and the staff in most (Junior) secondary schools in Obio Akpor Local Government Area of Rivers State, pay little or no attention to school

facilities which of course is one of the most relevant criterion for a standard and effective learning process.

In view of the above backdrops, the elements of the problem of this study, border on the influence of school facilities on the academic performance of Junior students in Obio Akpor Local Government Area of Rivers State, Nigeria. So, to further delineate the study, the researcher examined the following; availability of facilities, the relevance of the facilities on the students academic performance and the question of; Are the available facilities functional?

RESEARCH QUESTIONS

1. Are there School Facilities in Secondary Schools in Obio Akpor Local Government Area of Rivers State?
2. Are the available School Facilities in Secondary Schools in Obio Akpor Local Government Area of Rivers State functional?
3. Are the available School Facilities relevant to students learning?

4. Do School Facilities influence the academic performance of students in Secondary Schools in Obio Akpor Local Government Area of Rivers State?

PURPOSE OF THE STUDY

Generally, the study investigated the influence of school facilities on the academic performance of Junior Secondary Schools in English Language.

Specifically, the study aimed at finding out:

1. If school facilities influence the cognitive performance of students in English Language.
2. If school facilities influence the affective performance of students in English Language.
3. If School facilities influence English students' classroom performance.

SIGNIFICANCE OF STUDY

The study when completed would be of a tremendous benefit to the Government Schools, Teachers and the Students.

To the government, the study is important because findings of the study will make her to see the role of school facilities in promoting teaching and learning in junior secondary schools. To this effect, she will be persuaded to provide the necessary and relevant school facilities for effective teaching and learning of English Language in secondary schools.

To the teachers, the study is significant as it will help them in utilizing the appropriate school facility for a specific learning task and the achievement of the specific objectives.

To the students, the study is equally important because it will enhance their willingness to learn, readiness to learn, better comprehension and retention in English language.

SCOPE/DELIMITATION OF STUDY

The study was designed to cover all the secondary schools in Obio Akpor Local Government Area, but as a result of time and financial constraints, it was limited to three (3) randomly selected secondary schools in the Local Government.

LIMITATION OF STUDY

The research work was not a placid sailing all the way. In the process of carrying out the research work, the researcher faced a couple of challenges. Some of these challenges were:

1. **Scarcity of materials:** It would be surprising to note that as seemingly popular the research topic is, there were no adequate and relevant materials on it.
2. Finally, the researcher was faced with financial constraint in term of transport fare as he would have to travel down to his state of residence to carry out the research. And this was to be done twice as the instrument's reliability was carried out using test re-test method.

OPERATIONAL DEFINITIONS OF TERMS:

All definitions in context.

Facility: it's a place, especially including buildings, where a particular activity happens. (Cambridge Dictionary)

A special part of a piece of equipment or a system which makes it possible to do something. (Contemporary English Dictionary)

Something that makes an action, operation, or course of conduct easier and to serve a particular purpose (Merriam Webster).

School Facility: The school facility consists of not only the physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security, and fire suppression systems. The facility also includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds namely, athletic fields, playgrounds, areas for the outdoor learning and vehicular access and parking, teaching aids inclusive. (Encyclopedia.com)

Academic: characterized by a narrow concern for book learning and formal rules, without knowledge or experiences of practical matters. (The Free Dictionary)

Influence: the capacity or power of persons or things to be a compelling force on or produce effects on the actions, behaviours, opinions, etc, of others. (Dictionary.com)

It's a personal and unofficial power derived from deference of others to one's character, ability, or station; it may be exerted unconsciously or may operate through persuasions. (Thesaurus.com)

Performance: it's the action or process of carrying out or accomplishing an action, task, or function. (Wikipedia)

An act that involves a lot of effort or trouble, sometimes when it's not necessary.

(Oxford Advance Learner's Dictionary)

Management: it's the coordination and administration of tasks to achieve a goal. (Indeed.com)

It's the process of planning, decision making, Organizing, leading, motivation and controlling the human resources, financial, physical and

information resources of an organization to reach its goals efficiently and effectively.(iEduNote.com)

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The literature related to this study are reviewed under the following sub-headings.

- The concepts of School Facilitates
- The concepts of Academic Performance
- School Facilities and Students Academic Performance
- Availability and Functionality of School Facilities and Students Academic Performance
- Relevance of School Facilities to Students Academic Performance
- Influence of School Facilities on Students Academic Performance
- Summary of Review of Related Literature

The Concept of School Facilities

School first of all, is an educational Institution dedicated for teaching and learning. On the other hand, Facility is a place(equipment) especially including buildings, where a particular activity happens.

Then, School Facility consists of not only the physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security, and fire suppression systems.

Oni (1992), facilities constitutes a strategic factor in organizational functioning. This is so because they determine to a large extent the smooth functioning of any social organization or system including education.

Barbra (2006), the facility which in poor condition will give high rates of teacher absenteeism, reduce effectiveness on teaching, low morale and reduce job satisfaction. In the light of the above, it's significant that school facilitates is give almost credence to ensure the availability and Functionality of teachers.

Hallak (1990), facilities form one of the potent factors that contribute to academic achievement in the school system. They include the school buildings, classroom, accommodation, libraries, laboratories, furniture, recreational equipment, apparatus and other instructional materials. He went further to say that the availability, relevance and adequacy contribute to

academic achievement. He however quickly added that unattractive school buildings and overcrowded classrooms among others contribute to poor academic attainment.

Deweees (1999), lack of facilities has an adverse effect on the performance of students in the less endowed schools, Professor Kwesi Adam, former Vice Chancellor of the Kwame Nkrumah University of Science and Technology. (KNUST), has stated. He noted that students of less endowed schools could therefore not compete with other students in major public examinations, which determined admission to universities and other tertiary institutions.

The Concept of Academic Performance

Young (2003), noted that the academic performance and student behavior has significant relationship with the environment (classroom). Hence, lighting is one of the most important factors for a positive learning environment, (Mirrahimi, Ibrahim and M. Surat, 2003).

The benefits of natural daylight are increasing students' and teachers' attendance, increasing achievement rates, reducing fatigue factors, and improving students' health and the enhancement of general development (Edwards and Torcellini, 2002; Mirrahimi et al., 2013). The students in the classroom without windows had negative attitudes than the students who were exposed to the natural lighting, (Mcgowen, 2007).

Meanwhile, the surrounding and physical environment can give impact on the students' behavior which can become discipline problems. According to Earthman and Lemasters (1996), they noted that the classroom with the thermal environment can be important to children well-being.

Steve Higgins (2005), noted that noise can affect students in conducting the narrow task and the subject that involves memory such as English. He further posited that noise annoyance, distraction and direct masking of cognitive process which have noise will affect impairing performance. Then, outside noise will distract students in their classroom and can cause stress on students.

Young (2003), asserted that less external noise can give positive impact on students' performance.

As a result of this performance therefore, teaching and learning which cannot be separated from its adoption to school facilities, becomes an effective process.

School Facilities and Students' Academic Performance

The academic performance of students is affected by numerous independent factors that can be within the school or outside the school system. These include socioeconomic status of students' family, school Administration, students' learning skills and study habit, student-teacher ration and school facilities which is the focus of this study.

Marks (2010), argues that students at better resourced schools would be expected to perform better at higher level than students attending poorly resourced schools.

Jebson and Moses(2012) also observed that learning resources play a paramount role in the teaching and learning of science subjects and thereby contributing to students' academic performance.

Review of relevant literatures on the relationship between instructional materials and educational facilities on the academic performers of the learners show conflicting views from previous researchers.

However, Owolabi (2012) attributes poor or low performance in science in school in Nigeria, for instance, to inadequate good instructional materials, equipment, facilities, lack of qualified teachers and laboratories.

Studies have also established positive association between library and students' academic performance (Jaiyeoba and Atanda, 2011). Ola (1990) as cited in Owoeye and Yara (2011) underscores the importance of a well equipped library arguing that it constitutes a major facility and enhances good learning achievement of high educational standards. Popola (1989) as cited in Owoeye and Yara (2011) also reports that library correlates well with academic performance or achievement and those well equipped ones

normally maintain high academic performance. However, Farombi (1998) as cited in Owoeye and Yara (2011) warns that school library may not be effective if the books are not adequate and up-to-date. Farombi (1998) as cited in Owoeye and Yara (2011) also adds that the library's impact is dependent on how often and length of time it is accessible to students.

Positive links between resources and students academic achievement have been reported by Siddhu (2011). Engin Demir (2009) states that merely equipping schools with such facilities is not enough to raise Students achievement rather what matters most is weather this facilities are utilised properly.

School Environment and Students' Academic Performance

A serene and comfortable environment is said to enhance Students learning. A well organized, ventilated, clean and spacious classroom will help Students to settle and concentrate both physically and mentally when instruction is been passed by the teacher. This will in turn positively influence students' academic performance.

According to Schneider (2002) clean, quiet, safe, comfortable and healthy environment constitutes an important component of successful teaching and learning process. Evidences show that student achievement lags in shabby school buildings, those without science labs, inadequate ventilation and faulty heating system (Schneider, 2002), Siegel (1999:4) as cited in Victoria Institute of Teaching(nd) observes that: the arrangement of space has immediate and far reaching consequences for teachers ability to effectively and efficiently as the sharing of information and knowledge.

The condition of learning facilities in the school is also important during learnings. For example, noisy equipment will distract the learners rather than attract their attention. Also, faulty equipment's will not give optimum result when used to carry out experiments not demonstrations. It can also predispose the health of both Students and teachers hazardous conditions. Bad condition of classroom, laboratory and library furniture will inconvenience the learner and the desired objective will not be achieved afterwards.

Phelps et al, (1998) observe that safe and good conditions of buildings have been linked to student success. According to Earthman and Lemasters (1996) studies evidence indicate the existence of a relationship between students' performance (both achievement and behaviours) and the conditions of the built environment. Important factors influential to learning include control of thermal environment, propy illumination, adequate space and availability of equipment and furnishings more especially in the science education (Earthwell and Lemasters, 1976), Lyons (2001) and Earthman (1998) report that Students who attend better buildings have test scores varying from 5-17 percentile points higher than Students in substandard facilities. The Department of Education (USA)(2000) wasn't that decaying environmental conditions such as pecling paints, crumbling plaster, non-functional toilets, poor lightning, adequate ventilation, inoperative heating and cooling system can affect the learning as well as the health and the staff morale of staff and students."

Availability and Functionality of School Facilities and Academic Performance

The basic facilities needed for the implementation of this programme are still not fully provided by the government. Few schools are being renovated while no new ones are being built. Most of the renovation works are in the hands of the politicians who are not interested in executing the jobs according to specification. Even in some areas where the Secretaries of the local Education boards were given the money to ensure that the Head Teacher executed the projects, the Secretaries gave them money far below the cost of the jobs. The implication is that the jobs were not completed, (Lawanson 2011).

The facilities provided by government for the execution of education projects in Nigeria are inadequate and irregular as highlighted by the frequency of industrial actions in the education sector. Moreover, due to the general level of poverty in the country, the contributions of communities and households to educational provision have been negligible. Consequently, the best alternative is prudence in the use of available resources. This is because when a given level of resources is efficiently utilized, more services are provided and more goods are produced than when inefficiency abounds.

Prudence in the use of education resources begins with the identification and exploration of all sources of resources relevant to education. It also includes the careful harnessing, rational distribution, efficient utilization and adequate maintenance of the identified resources (Chinyere, 2010).

According to Romina, (2012) many scholars, researchers, administrators and educational planners have confirmed that school facilities in Nigerian schools are inadequate and few available ones are being over utilized due to the astronomical increase in school enrolment.

Ikoya (2008), reported that only 26% of secondary schools across the country have school infrastructures in adequate quality and quantity. Ajayi (1999), reported that most of the Nigerian primary schools are dilapidated due to inadequate funding while most tertiary institutions are living in their past glories. Such situation hinders effective teaching and learning, making the process rigorous and uninteresting to students and teachers. Similarly, Owuamanam (2005), noted that the inadequacy of infrastructural facilities and lack of maintenance for available facilities were the major problems facing Nigerian educational system. The school facilities are grossly

inadequate to match the students population and the available facilities were poorly maintained. The inadequacy, deterioration and lack of maintenance of school facilities will spell doom for the teachers and students in the teaching and learning activities. Negligence in the maintenance of school facilities has many negative consequences. When school facilities are not well managed and maintained, they constitute health hazards to pupils and teachers who use the facilities. For instance Ogonor (2001), reported the killing of pupils and teachers of a primary school in Nigeria when the school walls and roofs collapsed. Even large amount of money invested on school facilities are wasted when school buildings and equipment are left to deteriorate without maintenance, Romina, (2012).

Facilities tend to depreciate as soon as they are provided and put into use. Therefore, there is need for maintenance through repair and servicing of components in order to restore their physical condition and sustain their working capacity. Maintenance enhance performance and durability. It also prevent wastage. There are preventive, corrective, breakdown and shutdown of maintenance service. Preventive maintenance occurs regularly by

checking and rechecking the available facilities and taking the necessary measures to prevent malfunctioning and non functioning of a particular facility. Prevention is not only better, but cheaper than any other measure, it's proactive in nature. Corrective maintenance involves reactivation or replacement of facilities in order to normalize their performances.

Neligence in the maintenance of school facilities has many negative consequences.

School Facilities which are well managed are durable.

Relevance of School Facilities on Students' Academic Performance

spring board. According to Hallak (1990), facilities form one of the potent factors that contribute to academic achievement in the school system, they include the school buildings, classroom, accommodation, libraries, laboratories, furniture, recreational equipment, apparatus and other instructional materials. He went further to say that their availability, relevance and adequacy contribute to academic achievement. He however, quickly added that unattractive school buildings and overcrowded

classrooms among others contribute to poor academic attainment. Describing where these facilities should be located, he ascribed that educational facilities should be located in appropriate places while the needs of the users should be put into consideration. In another development, Aliyu (1993) as cited by Johnson (1998) found that there was no significant difference between students in secondary schools with and without adequate instructional facilities. However, he submitted that instructional facilities were indispensable to academic achievement of students in English Language while students could perform well in other subjects without adequacy of sophisticated instructional materials

Influence of school facilities on the students' academic performance

Emphasizing the influence of school facilities on students academic performance, Oluchukwu, (2000) asserted school environment is an essential aspect of educational planning, he went further to explain that unless schools are well suited, buildings adequately constructed and equipment adequately utilized and maintained, much teaching and learning may not take place.

The high levels of students' academic performance may not be guaranteed where instructional space such as classrooms, libraries, technical workshops and laboratories are structurally defective. However, the impact of school facilities on students academic performance in School facilities have been observed as a potent factor to quantitative education. The importance to teaching and learning of the provision of adequate instructional school facilities for education cannot be over-emphazied. The dictum that "teaching is inseparable from learning but learning is not separable from teaching" is that teachers do the teaching to make the students learn but the students can learn without the teachers. According to Akande (1985), learning can occur through one's interaction with one's environment. Environment here refers to facilities that are available to facilitate students learning outcome. It includes books, audio-visual, software and hardware of educational technology so also size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practicals are arranged.

According to Oni (1992), facilities constitute a strategic factor in organizational functioning. This is so because they determine to a very large extent the smooth functioning of any social organization or system including education. He further stated that their availability, adequacy and relevance influence efficiency and high productivity. In his words, Farombi (1998) opined that the wealth of a nation or society could determine the quality of education in that land; emphasizing that a society that is wealthy will establish good schools with quality teachers, learning infrastructures that with such students may learn with ease thus bringing about good academic achievement. Writing on the role of facilities in teaching, Balogun (1982) submitted that no effective science education programme can exist without equipment for teaching. This is because the facilities enable the learner to develop problem-solving skills and scientific attitudes. In their contribution, Ajayi and Ogunyemi (1990) reiterated that when the facilities are provided to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher but individual students

will also learn at their own paces. The net effect of this is increased overall academic performance of the entire students.

Yeloye (2002), states that in terms of the availability of the libraries as one of the school facilities, a great many of our secondary schools have no functional libraries, and where some libraries are found, there are no new or current books that are relevant to the current secondary school programmes. In effect, there are no library facilities in most of the secondary schools.

The importance and uses of the library cannot be under-rated. Libraries and books give great assistance to both the teachers and the learners. In a situation whereby our secondary school students are left with no choice to make their textbooks as their source of knowledge, the danger of exposing them to obsolete knowledge in old books donated by the British Council several years ago as one normally finds with old secondary schools should not be overlooked.

Dada (2004), any one who is familiar with secondary school classrooms in Nigeria, especially in Lagos State, will agree that no

meaningful teaching/learning activities can effectively take place in most of them, even if teachers are God-sent and the learners are celestial pack of highly intelligent personalities, the problems that where there are classrooms, they are overcrowded to the extent that rooms originally meant for between 30 and 40 students, take between 60 and 80 students with a good number of them sitting on windows. In this situation, neither the teacher nor the students can move freely as expected in our secondary school classrooms. This is why many teachers do not give assignments to much large number of students regularly as expected. And this has affected students academic performance drastically.

Summary of Review Literature

In this context of the review of related literature, every attempt have been made to bring to light the influence of school facilities on Students' academic performance in English.

After a careful research, it became evident that of a truth school facilities influences students' academic performance and there are also some factors associate with it which the research has discussed.

Firstly, school facilities are resources or equipment that makes performance or academic performance of the students ignited to achieving the cognitive, psycomotor and affective objectives of learning attainable.

Secondly, it was discovered that for these Facilities to be used effectively it is important to ensure their availability, adequacy and functionality. The researcher made it clear that it's impossible for working school facilities to make a poorly planned lesson but that the efforts by the teacher and a well planned lesson plus the use of these facilities, the student is bound to understand the essence of the lesson as well as remember for a long time.

Thirdly, school facilities in this study extensively encapsulated the instructional materials such as textbooks, board, lesson note etc. This implies that for a complete positive Academic Performance of the students, school

facilities and instructional materials are twain that is, they both work hand-in-hand.

Fourthly, the researcher was able to establish the fact that although school facilities make teaching and learning process more exciting, that the most basic facilities must be attended to and their maintenance sacrosanct. When these are taken into consideration, the goals, aims and objectives of the teaching and learning process would be achieved.

Fifthly, school facilities are useful both to teachers and the students as well as increases the imaginative ability of the same time stimulating the students desire to learn and make something out of his/her life.

Sixthly, there are some factors that limit/affect the utilization of the school facilities.

There's the factor of no maintenance culture where the school management and the teacher are care-free as students at times, are not supervised or restricted from the undue usage of these facilities. Teachers to some extent mis used these facilities as there is no system of accountancy.

Another, is the political factor were every leader that comes into office and from using educational sector and all that it represents.

The economic factor that determines the much to be spent on school facilities coupled with the financial/ economic downturns affecting the country.

Finally, apart from the factory above, there are still some other problems. Some of these problems include corruption, financial issues, employment technique that is adopted by the Federal Ministry of Education, students' inability to sit and listen to the teacher while teaching is taking part amongst others.

CHAPTER THREE

RESEARCH DESIGN

This study adopted the case study research design. It's the collection of data from the sample of a particular group, organise, analyse and conclude based on the data obtained, using the result as a representative generalization for the entire population of the group. It further gives in-depth information on precise problem situation facing a particular institution or setting. This design is deemed appropriate because it focuses on obtaining information about school facilities in respect to students' performance right from the principals, teachers and students who will give information about the state of the problem facing the educational sector in Obio Akpor Local Government Area of Rivers State.

Study Area

The study was carried out in Obio Akpor Local Government Area of Rivers State, Nigeria. It's located on the coordinates of 449'56 "N6 59'12" E, it has a land cover of 260km/2 with a population of 464,789. It has eleven Secondary Schools owned by the government.

Population of Study

The population of the study comprises the principals from the three selected schools, the teachers and the Junior Secondary students from the same schools in Obio Akpor Local Government Area of Rivers State.

Sample and Sampling Techniques

The sample consist of all the three principals in the selected schools, 36 secondary School teachers and 78 junior Secondary School students within the local government area.

Simple random sampling technique was used to select 12 teachers (including permanent and non permanent like corpers staff) and 26 Students from each school in the Local Government Area. According to Ali (2006) asserted that an appropriate size of sample to be used in a study should be 30% of the population. Therefore, a total number of 116 respondents (teachers, principals and Students) we're involved in the study.

Instrument

Appropriate data for this study were collected through questionnaire and observation.

The questionnaire contained two sections (A and B). The A part captures the demographic features of the respondents such as name, age, gender, mobile number and education.

Section B of the questionnaire was made up of two parts that measured the availability and adequacy of school facilities, utilisation of school facilities, effect of school facilities on students' academic performance, the school facilities measured are classroom, library, laboratory (science and comfort), sporting facilities etc. The questionnaire is composed of closed ended items. The research instrument utilised a point Likert Scale questionnaire; agree and disagree. The scale values allocated we're 1 and 2 respectively.

Observation method of data collection was also employed to obtain relevant information. The schy facilities such as school buildings, classrooms, library and classroom facilities, laboratories, playgrounds, toilet and other educational inputs we're observed.

Validation of Instrument

The instrument for this study was validated by a senior lecturer, Dr. Monday in the Faculty of Education, University of Benin, Edo State. He requested content and face validity to be carried out on the Instrument. He proof-read, check for adequacy of language, confirm the relevance of the content to the context of the study, and appropriateness of the instrument for the study.

Reliability of the Instrument

The instrument's reliability was carried out using test re-test method. The questionnaire was randomly administered in two of the five schools, two weeks later, a retest was carried out to ascertain the reliability of the instrument. The Pearson's correlation was used to establish the correlation between the two weeks.

Method of Data Collection

The questionnaires were administered to the teachers and the students. A total number of 150 copies were distributed to the principals, teachers and students in the five schools. The questionnaires were retrieved from the respondents after they responded.

Method of Data Analysis

The data collected from the questionnaires were analyzed quantitatively and qualitatively. The analysis of descriptive statistics entailed frequency, percentages, means scores and scattered plot line graph. Inferential statistics analysis was done using Pearson's correlation at 0.01 significant level, using Statistical Package for Social Science (SPSS) version 16.0

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

This chapter deals with the presentation and interpretation of data generated for the study as well as discussion of result.

Research Question 1: Are there school facilities in Junior secondary schools in Obio Akpor Local Government Area?

Table 1: Availability of school facilities and students Academic Performance

S/N	Questions	Num. of Yes	% of yes	Num of No	% of No
A	There are facilities in my school	78	78	22	22
B	These facilities are basic e.g laboratory, conducive classrooms etc.	65	65	8	8
C	There is facility or facilities for workshop for subjects like Home Economics	68	68	32	32
D	The school building is standard	72	72	28	28

Source: Field Work

Research question 2: Are the available school facilities in secondary school in Obio Akpor Local Government Areas functional?

Table 2: Functionality of School Facilities and Student’s Academic Performance

S/N	Questions	Num. of Yes	% of yes	Num of No	% of No
A	The computers in laboratory are working	86	86	14	14
B	There is 24/7 electricity to power the necessary equipment in the labs	78	78	22	22
C	The classrooms are in good condition; no broken desks or leaking roots etc.	68	68	33	33
D	There are books in the library	61	61	39	39

Source: Field work

Research Questions 3: Are the available school facilities relevant to students learning?

Table 3: Relevance of the school facilities and students Academic Performance

S/N	Questions	Num. of Yes	% of yes	Num of No	% of No
A	Like the science laboratory, the apparatus are curriculum relevant	70	70	30	30
B	I use the internet in my school to do some difficult task.	61	61	39	39
C	I use the books in the library to do my assignment.	46	46	54	54
D	I learn a skill once a week in the school workshop	63	63	37	3

Source: Field work

Research question 4: Do school facilities influence the Academic performance of students in schools in Obio Akopr Local Government Area

Table 4: Influence of school facilities on students' Academic Performance

S/N	Questions	Num. of Yes	% of yes	Num of No	% of No
A	I do not understand subjects like mathematics and English in an overcrowded classroom with no electrical aid like fan	78	78	22	22
B	I do not retain more when learning science subjects without the appropriate apparatus	92	92	8	8
C	I enjoy and practice more of music because of the musical instruments	68	68	32	32
D	I broaden my knowledge of history by reading historical materials in my school library	65	65	35	35

Source: Field work

The analysis of research question 1 revealed that out of hundred and sixteen (116) responses to item 1 in table 1, 78(78%) of the respondents disagreed that there are school facilities in their schools, while 22(22%) of them agreed. Responses to item 2 on the table indicated that 65(65%) of the respondents

disagreed that these facilities are basic while 35(35%) of them agreed. Responses to item 3 in the table showed that 92(92%) of the respondents disagreed that there are facilities in the workshop for subjects like Home Economic while 8(8%) of them disagreed. Responses to item 4 in the table showed that the 68%(68) of the respondents disagreed that the school building is standard, while 32(32%) of them agreed.

Based on the result of the analysis of the research question 1, it was concluded that school facilities in teaching and learning influence the cognitive performance of students.

The analysis of the research question 2 in table 2 showed that out of hundred and sixteen (116) responses to item 5 in table 2, 86(86%) of the respondents disagreed that the computers in the laboratory are working, while 14(14%) of them agreed. Responses to item 6 in the same table revealed that 78(78%) of the respondents disagreed that there is 24/7 electricity to power the necessary equipment in the labs, while 22(22%) of them agreed. Responses to item 7 in the same table showed that 67(67%) of the respondents disagreed that the classrooms are in good conditions while,

32(32%) of them agreed. Responses to item 8 in the table showed that 61(61%) of the respondents disagreed that there are books in the library, while 39(39%) of them agreed.

From the analysis above it was concluded that the use of school facilities in teaching and learning influenced the affective performance of students' positively.

The analysis of research question 3 as shown in table 3 indicated that out of 116 responses to item 9 in the table, 70(70%) of the respondents disagreed that science Laboratory, the apparatus are curriculum relevant to students academic performance while, 30(30%) of them agreed. Responses to item 10 in the table showed that 61(61%) of the respondents disagreed that the internet is inaccessible to do difficult task, while 39(39%) of them disagreed. Responses to item 11 in the table revealed that 46(46%) of the respondents disagreed to the use of books in the library to do assignment, while 54(54%) of them disagreed. Responses to item 12 in the table showed that 63(63%) of the respondents disagreed to learning a skill once a week in the school workshop while, 37(37%) of them agreed.

The analysis above indicated that the use of school facilities positively influence the performance of students.

The analysis of research question 4 in the table showed that out of the 116 responses to item 13 in table 4, 86(86%) of the respondents agreed that they don't understand subjects like Mathematics and English in an overcrowded classroom with no electrical aid like fan, while 14(14%) of them disagreed. Responses to item 14 in the same table revealed that 78(78%) of the respondents agreed that they do not retain more when learning science subjects without the appropriate apparatus while, 22(22,%) of them disagreed. Responses to item 15 in the same table showed that 67(67%) of the respondents agreed that they do enjoy and practice more of music because of the musical instruments while, 32(32%) of them disagreed. Responses to item 16 in the table showed that 61(61%) of the respondents agreed that they broaden their knowledge of history by reading historical materials in their school library while, 39(39%) of them disagreed.

From the analysis above it was concluded that the use of school facilities in teaching and learning influenced the academic performance of students in all subjects positively.

CHAPTER FIVE

DISCUSSION

This research unambiguously study the availability, functionality, relevance and influence of school facilities on students' academic performance in secondary schools with specific reference to Junior Secondary Schools in Obio Akpor Local Government Area, Rivers State, Nigeria.

In this study, the availability, functionality and relevance to ten school facilities we're put under consideration. Classroom and classroom condition, library service, portable water and toilet were observed to be the most available. These nevertheless deal with the comfortability or the teachers and students with the school. Being comfortable makes teaching and learning much easier. Enough places for learning, reading, resting, portable water, toilet , noise free and clean environment are some of the major factors for being comfortable in the school.

Conversely, the libraries of the sampled schools were filled with books that are primarily relevant for the Junior Secondary Schools while the senior secondary which should have been the focus of the school only on information given to them by their teachers.

Ayemi and Akinola(2008) recorded that most secondary schools lack well equipped staffrooms and more conducive classrooms to achieve quality

assurance. According to Fafunwa (2010), there is a big gap in quality, resulting from large number of students in crowded classroom using inadequate and obsolete equipment and with disillusioned teachers.

Both the science and the computer laboratories are available but are not more than mere decorated empty structures whereas, practical work ought to be carried out by individuals either in science laboratories or in classes (Owoeye and Yara, 2011).

At school level, practical work is even more important because of the fact that we learn by doing. Scientific practices and applications are thus rendered more meaningful. Sport and Recreational facilities and equipment's and health care service are inadequate in the schools sampled for this study.

Availability of sport facilities and participation in sporting activities improve students' self esteem, leadership skills, sense of responsibility, winning mentality and sense of belonging which will have a resultant positive effect on their learning.

This agrees with (Broh 2002) that the participation in sports increases students' social capital which helps them improve their grades more than their test scores and help "build character", workshop and restaurant was outrightly missing in the sampled schools. This is observed to have a great consequential effect on the students such that they are lacking in vocational skills(psychomotor domain of learning) and they return very late from break. Equipment, machines, facilities and

instructional materials for the purpose of vocational and technical education should mean that these training items are provided in adequate quantity to a degree where it is possible for Individual Students to use during practical lesson in workshop (Umuradi 2008). Precisely, many of the school facilities seem available but they are outdated. (Owoeye and Yara, 2011) also reported similar result in their study that most of these materials that were even claimed to be available apart from being inadequate were obsolete.

Optimal functionality of most of the available school facilities is lacking in the schools sampled in this study. However, portable water and toilet seems to be considerably functional to a great extent. This facilities does cut across most of the sampled schools as bore hole with overhead tank and toilet for both males and females are constructed for both students and teachers use. Contrarily, the available classrooms were not functional to its capacity as some of the unused classrooms are characterized with dilapidated walls, roof and windows. Many of the students need to squeeze themselves into the provided tables and chairs. It is a known fact that this type of uncomfortable learning condition will reduce the attention span of the students in the class. This condition was also reported by (Ayemi, 2012) that some critical challenges facing the secondary school system in terms of congested classroom condition, inadequate staffroom accommodation,

Recreational facilities and poor maintenance of learning infrastructure. It was learnt that the use of their laboratories particularly science laboratories only come to existence during external examinations such as WAEC and NECO. The laboratories are often locked throughout the session. Equipment's, specimen, apparatus, furniture, chemicals and so on are grossly inadequate and underutilized. Despite the fact that this part of the nation is blessed with expanse of land suitable for sporting activities, it is observed that sporting events rarely occur within the schools and between schools. Football pitches, volleyball court, basket ball court, table tennis construction in the past all waste away within the school premises. School authorities however show little or no concern about this not knowing it is one of the major force that is affecting Students learning. Taking care of students' health is paid a very little or no attention to as observed in the sampled schools. Students are often forced to stay away from school within the slightest health problem (headache) because they are facilities in the school to cater for the health needs. A slight high functionality of the library was gotten from the respondents. This does not translate to efficacious use of the school library in reality. Many of the students use the library to run away from classroom to play with new colleagues. The library of the sampled

schools are far from a modern or a standard library because it is characterized with few books and furniture that can barely take a few number of students at a time. (Bello, 2002) stated that the use of appropriate teaching equipment and teaching method is critical to the successful teaching and learning. Also, Lorton and Wallet(1979) opined that learning experience are richest when the environment which have physical laboratory equipments should meet their needs through its functionality, influence and availability.

School facilities such as classroom, library, computer laboratory, portable water, toilet were most important in their influence on the academic performance of the students in the sampled schools. These can also be attributed to their availability and functionality to a certain extent. The classroom appears to have the most effect on the academic performance of Students in this study. This is because the classroom is the only school facility where instruction is often given in the school whereas laboratories and work shop should have been annexed sometimes to enhance instruction.

As sport education helps for physical, social and mental development of a child, when schools do not actively involve students in sport education due to lack of sport materials, they do not have a good result in sport competitions with other schools (Tadesse and Maeregn 2014). An important school facility that affects students' academic performance in rural areas but is often overlooked is " the canteen or restaurant", Students' in the sampled school often come to school daily on empty stomach and flee the school to find food at break times without coming back or coming back late. This does not only hamper school activities, classroom activities and timetable, it also negatively affect students' cognitive, affective and psychomotor performance. Many of the students frequently lose focus in class and sometimes sleep during instruction because they are hungry. They also miss classes, explanation by teachers and have incomplete note whenever they leave school for their homes to get breakfast during break. This relates with observation by (Tadesse and Maeregu, 2014) that Students at the break time is passed. This also have a negative impact on the teaching and learning process to continue smoothly.

Moreso, academic performance of students in schools can be improved if necessary school facilities are made available, functional and relevance.

CONCLUSION

For the Nigeria school system to achieve its desired objectives, attention should be placed on providing educational resources that facilitates learning in all the domains of learning. This study revealed that a significant permanent change in behaviour can only be attained if the school facilities are adequately provided and functional. Many a times, it is when teachers are been accused of lack of competence whereas the intervening factor is what will be used to teach the students with the problem of underfunding in the Nigeria education system, students' parents, researchers, school Administration and other educational stakeholders have great role to play in ensuring good students' academic performance

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APPENDIX

QUESTIONNAIRE

Respondent Details:

Name: _____ Age: _____ Gender:
Male/Female _____

Mobile number _____ Education _____

1. School Facilities to students' Academic Performance

Direction: Please check () and vote yourself honestly based on what you actually do give the statements using the following scales:

		Agree	Disagree
No.	Items	1	2
1	Are there school facilities in junior secondary schools in Obio Akpor Local Government Area?		
A	There are facilities in my school		
B	These facilitates are basic e.g. laboratory, conducive classrooms etc.		
C	There is facility or facilities for workshop for subjects like Home Economics		
D	The school building is standard		
2	Are the available school facilities in junior secondary schools in Obio Akpor Local		

	Government Areas functional?		
A	The computers in the laboratory are working		
B	There is 24/7 electricity to power the necessary equipment in the labs		
C	The classrooms are in good condition; no broken desks or leaking roofs etc.		
D	There are books in the library		
3	Are the available school facilities relevant to students learning?		
A	Like the science laboratory, the apparatus are curriculum relevant		
B	I use the internet in my school to do some difficult task (assignment)		
C	I use the books in the library to do my assignment		
D	I learn a skill once a week in the school workshop		
4	Do school facilities influence the academic performance of students in junior secondary schools in Obio Akpor Local Government Area of Rivers state?		
A	I do not understand subjects like mathematics and English in an overcrowded classroom with		

	no electrical aid like fan		
B	I do not retain more when learning science subjects without the appropriate apparatus		
C	I enjoy and practice more of music because of the musical instruments		
D	I broaden my knowledge of history by reading historical materials in my school library		