

**IMPACT OF SCHOOL FACILITIES ON STUDENTS' ACADEMIC PERFORMANCES
IN PUBLIC SECONDARY SCHOOLS IN GIWA AND ZARIA EDUCATION ZONES,
KADUNA STATE, NIGERIA**

BY

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
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DECLARATION

I hereby declare that the study entitled “Impact of School Facilities on Students’ Academic Performances in public Secondary Schools in Giwa and Zaria Education Zones,Kaduna state, Nigeria” was conducted by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. The topic researched upon has not been presented for any higher degree.

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Date

CERTIFICATION

This research titled, “Impact of School Facilities on Students’ Academic Performances in Public Secondary Schools in Giwa and Zaria Education Zones” Kaduna State, Nigeria by Joy Nkechi Osuji meets the regulation governing the award of Master of Education (Educational Administration and Planning) in Ahmadu Bello University, Zaria and is approved for its contribution to knowledge.

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DEDICATION

This work is dedicated to God Almighty and my beloved Parents, who took the joy and pain to see me through this course of study.

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My appreciation goes to Almighty God who in His infinite mercy saw me through this course of study. My sincere and profound gratitude goes to my great parents Sir and Lady J.N.Osuji for their care and love they have always shown me. I wish to express my humble gratitude to my noble supervisors; Dr. A. A. Igunnu and Prof.B.A.Maina, for their unfailing support, patience, time corrections and encouragement I needed to sail through. Special thanks to my able lecturers Dr. E.I.Makoju, Dr.A.A.Dada, Dr. A. Jumare, Dr.M.I.Harbau, and Dr.A. Guga, for the training given to me during this course of study. I will not fail to acknowledge late Dr.M.O.Dare, who imparted knowledge on me. May his soul rest in peace Amen.

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ABSTRACT

The study was on the Impact of School Facilities on Students' Academic Performances in Public secondary schools in Zaria and Giwa Education Zones in Kaduna State, Nigeria. The study was conducted with the objectives among others to: determine the Impact of Teaching Facilities, Learning Facilities, Welfare Facilities, Health Facilities on Students' Performances in Public Secondary Schools in Giwa and Zaria Education Zones in Kaduna State. In line with the stated objectives, five research questions and five null hypotheses were formulated for the study. The study adopted the use of descriptive survey research design and out of the total population of 2093, 628 copies of questionnaire were administered, but only 600 were correctly filled and returned, consisting of 24 principals and 576 teachers. The instrument tagged, "School Facilities on Students Academic Performance Questionnaire,(SFSAPQ) in Public Secondary Schools In Giwa and Zaria Education Zones Questionnaire" was used to collect data from respondents. This instrument was validated and pilot tested and a reliability index of 0.85 was obtained. Data gathered were analysed using t-test at 0.05 level of significance. Findings of the study among others revealed that there is no significant difference in the opinions of teachers and principals on the impact of teaching facilities on students' academic performance in Public Secondary Schools in Giwa and Zaria Education Zones in Kaduna State. Also, finding shows that there is no significant difference in the view of respondents on the impact of welfare/health facilities on students' academic performances in secondary schools in Giwa and Zaria Education Zones in Kaduna State. In view of the findings, it was concluded that school facilities remain one essential factor in the realization of the goals of secondary education. The researcher recommended that: government and school managers should make effort to provide teaching and learning facilities such as chairs, tables, laboratories, computers/ICT, and classrooms in Public secondary schools in Giwa and Zaria Education Zones in Kaduna State, Nigeria.

Operational Definition of Terms

Impact: This is the likely effect of school facilities on the students' academic performance.

School Facilities: These are instructional materials, space, equipments structures, machines and accessories within the school which facilitates the teaching and learning activities and at the same time protects the physical well-being of the students.

Students' Academic Performance: This is the outcome or achievements of students after being subjected to the use of teaching, learning, health, sport and recreational facilities.

Teaching Facilities: These are the materials used by teachers to teach the students in other to making teaching and learning easier, such as projectors, specimens, instructional materials and public address system.

Learning Facilities: These are those materials that can easily enhance effective learning in the school such as classrooms, library, furniture, and laboratories.

Health Facilities: They are facilities that help the general well-being of students in relation to their health. They can be clinic, sick bay, drugs and first aid box.

Sport Facilities: These are things like football field, basketball court, table tennis, and volley ball among others that are used by students in other to keep them physically fit for learning.

Recreational Facilities: These are spaces such as gardens, parks playground among others that students spend their leisure on.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education for any Nation is believed to be veritable machinery for the development of a country. This is obvious because of the roles played by educated people in the development of science, social- economic and political structure to improve the individual, families and making the society a better place to live. In the light of these values, education today must prepare the child to function effective as an adult to be, and these cannot be achieved without adequate school facilities.

Education, either formal or traditional exists in every society. However, the history of school facilities could be traced to the era of formal system of education. It equally changes with the system of education, even though, such other facilities like money and human resources are required. Over the years, enrolment into the secondary education has been on the increase, following series of educational programmes being introduced. One of such is the Universal Basic Education (UBE) scheme. Also, successive governments have and are still allocating an appreciable percentage of their annual budgets to the provision and maintenance of school facilities meant to improve the sector.

It was reported by Balderstenb (1974) and Comb (1985) that, education in Nigeria began to expand first gradually, and then dramatically. The consequence is the demand for education in general and school facilities in particular can be enormous. This is supported by the fact that, the quality of education can be greatly affected if schools are deficient in essential facilities in the teaching/learning process.

An effective school facility is responsive to the changing programs of educational delivery, and at a minimum should provide a physical environment that is comfortable, safe, secure, accessible, well illuminated, well ventilated, and aesthetically pleasing. 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 outdoor learning, and vehicular access and parking.

The subject of school facilities had received great attention from the public as well as educators in recent times. According to Building educational success Together (BEST, 2005), it was reported that the responsibility of every administrator is to ensure that every child had access to quality education in school facilities that provide an educational setting that was suited for teaching and learning. Also, implementing educational policies that resulted in high quality, high performance, and 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) reveals that students in class rooms with large windows, natural lighting and well-designed skylights were found to perform well from 19 to 25% better than their peers in classroom without these features. Not only environmental conditions in schools affect the students but also the staff as observed by (Hunter, 2006) which include the inoperative heating system, inadequate ventilation and poor

lighting system. The overall building condition, the age of the building, and the windows as well as the instructional areas were positively related to students achievement in learning (Bullock, 2007).

It is evident in their contributions (Broome, 2005; Hughes, 2005; Lyons, 2001) that students' achievement depends upon the physical school facility, its age, the design and the condition of the school. School facilities played a significant role in directing the task of teaching and that of shaping students learning process in and out of school. No doubt, school building as a tool for instituting an effective teaching and learning process constituted sizeable investment of public funds over its development and maintenance by the administrators.

Today, most of the school facilities which are supposed to promote and enhanced teaching, learning and extra-curricular activities in secondary education are absolute and thereby, creating serious challenges to the 21st century educational needs of the learners.

Others are dilapidated and not suitable to motivate secondary students to learn. School/Educational facilities are otherwise referred to as school facilities. The school facilities are the physical facilities provided for in the school, such as the school site, the buildings and equipment. These facilities are likened to capital in any industrial settings. In understanding the national goal of developing the educational system so as to provide a satisfactory flow of men and women, capable of acquiring the skills necessary to exploit to the fullest, the natural resources of the country makes it imperative for facilities to be abundantly available in schools. Buildings are needed

to shelter staff and students, sports/games facilities are needed to develop the mental, social and physical aspects of the students.

School facilities are made up of the school land all the physical structure on it. It refers to the school building, the play grounds, the equipment and other material resources provided in the school for effective teaching and learning operations, (Onuorah,2004).The school facilities is the space interpretation of the school curriculum(Mgbodile,1986).Similarly, it was defined according to Ani (1997), thatSchool facilities include the fixed and mobile structure and materials in the school such as the classroom buildings, laboratory equipment, the furniture, the chalkboard, audio and visual aids. School facilities mean all facilities and equipment within the school, which are used by the members of the school community (Abraham, 2003).

It was asserted that no matter the strength of manpower resources in the system, educational processes must require conducive physical accommodation, libraries, furniture's and playground (Nwaogu,1985). When these instructional facilities are lacking, it can affect negatively the productivity of the teachers. Learning takes place better and faster in a school environment with high level of buildings, accommodations, furniture's, and equipment, than in an environment where all these items are lacking. Adesina and Ogunsanji(1984) in their recognition of the need for a well-equipped school noted that for effective teaching and learning situations, physical facilities and educational goals should be viewed as being closely interwoven and inter-dependent. Apart from protecting students from sun, rain, heat and cold, the school building represents a learning environment which has a

tremendous impact on the learners. Therefore, in order to facilitate this high level of teaching and learning process, there is need for well-planned and organized school facilities. A conducive teaching and learning environment is important to the quality of teachers engaged in the inculcation of desired attributes to the students. Stressing further, the impact of environment on teaching and learning to be effective, the school building and its surroundings must be free from threats, hostility and frustration. He suggested the following materials should be made available for teacher's use to enhance learning which are, textbook, programmed materials and devices, newspaper and magazines, and other library material, pictures, slides, film strips ,maps, globes ,charts, motion pictures, radio, television, chalkboards and chalks, specimens to concretize the ideas and stimulates imagination.

Undoubtedly, if the physical facilities and equipment are not adequate or in good state in secondary schools, the planning of the Programmes would be hampered. In Giwa and Zaria secondary schools, the problems of available structures, physical facilities and teaching equipment is acute. Most secondary school buildings today were built during the colonial era; many of them are so old that they are dilapidated and unsafe for human occupation. While those that are relatively good are congested by students. These buildings should be re-placed, reinforced or replaced so as to avoid catastrophic loss of lives of the occupants. These have led to the poor performance of students, attributed to poor learning environment and lack of facilities among others. Commenting on the state of facilities in the school, Nwuzor (1989:4) citing a news watch special report on "Nigeria in the Eye of the child "quoted a child as saying that "The classrooms are

full of potholes.....We need buildings, if they will provide electricity in the school, it will be okay: This observation agrees with that of Unachukwu and Nwaankwo (2005) who revealed the fact that learning environment in secondary schools is poor and non- motivating. This according to them starts from classroom environment citing of schools as in urban areas infrastructural facilities. This explains the physical condition under which learners learn and therefore the need to improve on it.

During the 1975 Universal Primary Education (UPE) scheme in Nigeria, there was phenomenal population explosion in the primary schools, which heat the secondary and tertiary institutions after some years .The school planned to take 500 pupils and had over 2000 pupils. This resulted in mango trees, melena trees and make shift buildings becoming classrooms (Bosah, 1996). One of the objectives of the UPE was to produce people who could read and write; due to inadequate school facilities and maintenance one wonders the degree of achievement of the set objectives.

1.2 Statement of the problem

There is no gain saying that, educational system in Nigeria has contributed in no small measures to support the Nation's economy through the provision of qualitative manpower and acquisition of knowledge, skills and values. In the 21st century, there has been a tremendous growth in students' populationwithout corresponding growth in the number of facilities as a result of economic depression and corresponding rise in cost. This has put much pressure on existing facilities. Thus, it appears that school facilities have been allowed to decay.

For any school to function effectively, the school facilities must be in good condition. Thus the general public has expressed concern over the insufficiency of school facilities in Giwa and Zaria schools. To many, the condition of facilities in the school is a major criterion for selecting school for their children. In spite of this concern and demand for a change, it appears that the management of physical facilities in Kaduna state schools leaves much to be desired.

It is not uncommon these days to see some classrooms full of potholes on the floor comparable to the scenes on the roads. Children scarcely find space to sit or move about. Lack of ceilings makes classrooms extremely hot for learning activities in hot weather. Some buildings have sagging roofs on them. When facilities are not maintained, they constitute health hazards to the users of the facilities. Teachers on their own will not perform effectively without facilities. The Students' academic performance will be negatively affected; the tone of the school will be at its lowest ebb and human and material resources.

Secondary schools in Nigeria require adequate teaching, learning, welfare/health sport and recreational facilities such as classroom, chalkboard, computer, internet/ICT, microscope, video CD player, audio CD player, textbooks, projectors, hostel accommodation, laboratories, security, libraries, sports and others recreational facilities to improve students' academic performances. The quality of education that our students receive bears direct relevance to the adequacy of school facilities and overall environment in which learning takes place. In other words, educational programmes and processes are greatly influenced by the school facilities.

The impact of classrooms, dormitories, libraries, laboratories and instructional materials such as textbooks, blackboards and furniture on students' performance constitutes the basics upon which many patrons make their initial judgment about the quality of the school and the educational programme. The absence of these facilities often leave a lot of doubt in the minds of stakeholders, parents, students and the general society as to what type of teaching and learning that could take place in such a situation. Appearance and general condition of school facilities are the striking basis upon which many parents and friends of any educational institution make the initial judgment about the quality of what goes on in the secondary schools. Fabunmi (2007) in support of this asserted that school facilities when provided will aid teaching and learning programme and consequently improve academic performances of students. Indeed, the supply of some welfare/health facilities, such as electricity, pipe born water, clinic, toilet.

Scholars like (Wilcockson, 1994; Lawal, 1995; Ajayi, 1996; Suleiman, 1996) have variously identified that poor facilities affects teaching, learning, mental stability, inter-personal relationship as well as the psychomotor domain of the students. They concluded that absence or poor quality of educational facilities can affect teaching and learning activities and invariably, academic performance of the students. Most public schools exist in vacuum with virtually no facilities to promote effective teaching and learning process. These facilities include textbooks, libraries, table, chairs, classrooms, laboratories. Musa (2013) opined that lack of school facilities result in depreciation in the academic programme and performance of students.

It is in view of the importance of school facilities to the attainment of educational objectives that the study investigated such activities in school, since the importance of school facilities is not in doubt and since it is in a very deplorable condition in Giwa and Zaria Education zones, a change for the better needs not be over emphasized. The problem of this study therefore is the impact of school facilities on students' academic performances in public secondary schools in Giwa and Zaria Education zones.

1.3 Objectives of the study

The main objective of the study was to examine the impact of school facilities on the students performances in public secondary schools in Giwa and Zaria education zones in Kaduna State, the study sought to:

1. determine the impact of teaching facilities on student academic performances in public secondary schools in Giwa and Zaria Education zones;
2. examine the impact of learning facilities on students' academic performance in public secondary schools in Giwa and Zaria Education zones;
3. investigate the impact of health facilities on students' academic performance in public Secondary schools in Giwa and Zaria education zones
4. find out the impact of sport facilities on students' academic performance in public secondary schools in Giwa and Zaria Educational zone and
5. ascertain the impact of recreational facilities on students' academic performances in public secondary schools in Giwa and Zaria Education zones.

1.4 Research Questions

The following research questions were formulated to guide this study.

1. What is the impact of teaching facilities on students' academic performance in public secondary school in Giwa and Zaria Education zones?
2. How do learning facilities impact the academic performance of students in public secondary schools in Giwa and Zaria Education zones?
3. What is the impact of health facilities on the academic performance of students in public secondary schools in Giwa and Zaria Education zones?
4. Do sports facilities impact the academic performance of students in public secondary schools in Giwa and Zaria Education zones?
5. What is the impact of recreational facilities on students' performance in public secondary schools in Giwa and Zaria education zones?

1.5 Research Hypotheses

For the purpose of this research, the following null hypotheses were formulated, to test at 0.05 level of significance.

Ho₁: There is no significant difference in the opinions of Principals and teachers on the impact of teaching facilities on students' academic performances in secondary schools in Giwa and Zaria Education zones.

Ho₂: There is no significant difference in the opinions of respondents on the impact of learning facilities on the academic performances of student in secondary schools in Giwa and Zaria Education zones.

H₀₃ There is no significant difference in the view of respondents on the impact of health facilities on students' academic performances in secondary schools in Giwa and Zaria Education zones.

H₀₄: There is no significant difference in the opinions of respondents on the impact of sport facilities on student academic performances in secondary schools in Giwa and Zaria Education zones.

H₀₅: There is no significant difference in the view of respondents on the impact of recreational facilities on students' academic performances in secondary schools in Giwa and Zaria Education zones.

1.6 Basic Assumptions

In respect to this study, the following assumptions were made.

1. If adequate teaching facilities are provided in schools, students' academic performance would improve greatly.
2. Academic Performance of students would be encouraged if appropriate learning facilities are put to place.
3. Inadequate health facilities in schools will affect the health condition of students as well as their academic performance.
4. Sports facilities promote students' performance in secondary schools.
5. It is expected that proper provision of recreational facilities enable students' academic performance.

1.7Significance of the study

It is believed that the life wire of any educational system is the extent of availability of school facilities (in terms of quality and quantity) which occupies a crucial place in the realization of its goals. However, the result of the findings in this research work shall assist every stakeholder (policy makers, school administrators, teachers, government and the students) in playing a sensitive role aimed at improving the standard of education through the provision of a conducive learning environment.

First, policy makers will be well equipped with reliable and factual information which serves as an input for effective law making on issues relating to allocation of funds, timely released period and the legal framework guiding its activities.

Secondly, it will provide an extensive knowledge of school facilities to the school administrators to initiate, sustain and put to use. It will afford other researchers to look into grey areas not covered in the present study and seek ways of improving over it.

Furthermore, teachers as major stakeholders in the school system, who play an intermediate role, seek to work harmoniously with the school in encouraging the students to use the facilities. This could be to solve assignments, observe practical knowledge and in the acquisition of essential skills. It will also place a great burden on the government to provide adequate funding to the school system, equipped the inspectorate unit to carry out its functions effectively.

1.8 Scope of the study

This research focuses on the impact of school facilities on students' academic performances in public secondary schools in Giwa and Zaria educational zone. In doing this, The research is narrowed to public secondary school to enable the researcher minimize the cost of covering a large area as an individual researcher, and to enable the researcher conduct a meaningful study within the short possible time as permitted for this Programme of study.

CHAPTER TWO REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed related works on the impact of school facilities on students' academic performance in public secondary school in Giwa and Zaria Education zones. The review of literature is considered in the following sub-headings:

- Conceptual framework;
- Theoretical Framework ;
- Component of School Facilities;
- Importance of School Facilities;
- Evolution Of Educational Facilities;
- Maintainace of School Facilities;
- Benefits of School Facilities;
- Impact of Teaching Facilities on Students' Academic Performances in Secondary Schools;

- Impact of Learning Facilities on Students' Academic Performance in Secondary School;
- Impact of Health Facilities on Students' Academic Performance in Secondary School;
- Impact of Sport Facilities on Students' Academic Performance in Secondary School;
- Impact of Recreational Facilities on Students' Academic Performance in Secondary School;
- Empirical studies; and
- Summary

2.2 Conceptual Framework

The conceptual framework of this study is expatiated under the following headings that includes; concept of school facilities, teaching facilities, welfare/health facilities, sport facilities and recreational facilities

2.2.1 School facilities

The term school facilities refers to the school site, the buildings, the playgrounds, the equipment and other material resources provided in the school for effective teaching and learning operations.

School facilities can be defined as comprising of location, weather, lighting, ventilation, floor, space per pupil, health, and safety conditions, play areas, cafeteria and library. Also, Ogbaodo (2004) considers school facilities as synonymous with educational facilities which includes buildings such as classrooms, assembly halls, libraries, laboratories, workshop and instructional materials.

Similarly, Oyedeji in Durosaro and Ogunsaju(2002) defines school facilities to include the site, the building and other infrastructures. They went further to say that school facility embraces permanent and semi-permanent structures which includes items such as machines, laboratory equipment, the chalk board and office assistances tools such as brooms and cleaning materials. According to Abraham (2003), school facilities mean all physical facilities and equipment within the school, which are used by members of the school community. All the physical structures in the school fall within this category. Facilities are plants (buildings) equipment, materials (Ehiemetalor, 2001). Whereas, school buildings according to Olutola (2010) include classroom, dormitories, libraries and laboratory buildings, staff rooms, teachers' quarters, examination halls and administrative buildings; educational equipment include such items as machines, audio-visual materials, chalkboards, cleaner's tools and workshop equipment.

Osahon (2000) provides a much more comprehensive list of educational facilities and grouped them into two viz:

- 1) School building: These are tangible structures, which serves as shelter for educational activities. They include among others, classrooms, laboratories, workshops, teachers' common rooms/offices, toilets, rest rooms, reading rooms, dispensaries, libraries, hostels/dormitories, dining halls, assembly hall, staff quarters.
- 2) Equipment: School equipment refers to facilities or outputs such as machine and tools, which ease the operation of academic activities. Various equipment's are required in:

- a) Classrooms: For example, desks, chairs, blackboards, cupboards, shelves, dusting
Dusters, wash hand basins, napkins, teaching aids.
- b) Laboratories: For example, physics, chemistry, biology, agricultural science,
languages, Geography.
- c) Workshop: For example, woodwork, metal works machineries, electronics
/electrical, business studies.
- d) Sports/games: For example, football, table tennis, volley ball, net ball, hockey,
tourniquet, Short put, high jump stands/crossbars, javelin, hurdles, trophies,
jersey, bells, notice boards, electric generator, typewriters, photosetting
machines, computers .

School facilities have been defined by Ani (2007) as the location of the school buildings, the equipment in the school and other material resources provided in the school for the purpose of enhancing teaching and learning processes. To him school facilities include the fixed and mobile structures and materials in the school such as the classroom buildings, laboratories and laboratory equipment, the school furniture, the chalkboards, tools and machines, the chalk, audio and visual aids . School facilities can also be taken to mean the site where the school Programmes and activities take place or the environment where the school curriculum is implemented. Thus Obi &Ezegbe (2002) defined school facilities as the space interpretation of the school curriculum. In other words, school facilities can be said to be physical expression of the school programmes and activities. It is a consciously designed and controlled environment with the sole aim of promoting teaching and learning activities within the school. It is putting together of facilities to protect the physical

well-being of the individuals associated with the school. School facilities are the operational inputs of every instructional programme. The school is like a manufacturing organization where plants and equipment must be in a top operational shape to produce result. Efficiency in the production function depends on the quantity and quality of the facilities. Since the facilities are used in one way or the other in the day-to-day business of the school, there is need for its proper management. Teachers and students are affected and impact by their environments.

2.2.2 School Performance

The school performance is used to evaluate school performance in terms of student achievement using a variety of measures, both status and growth related. School performance is a comprehensive system to help school focus on strengths and areas for targeted improvement. A wide range of measures are used to calculate ratings of how well each school supports growth and achievement and how well it serves students families.

2.2.3 Teaching Facilities

Olaitan and Agusiobo (2000), teaching can be defined as an attempt to bring out desirable changes in human learning, activities and behaviour. The aim of teaching therefore, is to impact learners to make those desirable changes in their behaviour that contribute to better living. These changes are:

1. It can increase and store useful information and the understanding of basic principles in the subject matter.

2. Acquisition of skills abilities and habits for instance, psychomotor skills, the physical competence required to perform certain activities efficiently.
3. Possession of desirable attitude and ideas, such as developing satisfaction about learning outcomes or achievements obtained through the process of sharing meaning.

Saylor et al. (2011: 10) define teaching as a process whereby one person mediates between another and the substance of this world to facilitate learning. This is deceitful of teaching since everybody is accorded the status of a teacher. Besides, helping one to learn something does not make one a teacher.

Teaching facilities involves some complex activities on part of both teachers and learners in the school such as classroom, chalk board, laboratory, chairs, tables, public address system, flip charts, models, specimens and workshops .

According to Bello (2001) teaching involves activity in which the learners participate so that they can understand the process and learn.

Instructional materials of facilities are easily identified with direct teaching functions. They serve essentially as centers for learning and teaching in the school set up. Enaohwo and Efferetteya (2000) defined instructional facilities as a systematic way of designing, carrying out and evaluating the total process of learning and teaching in terms of specific, objective to bring about more effective learning’.

2.2.4 Learning Facilities

Learning may be defined as a change in behaviour which is more or less permanent in nature that results from activity, training or observation. Max (2010) defines learning as “a relatively enduring change in behaviour which is the function

of prior behaviour (usually called practice)”. The idea of prior behaviour connotes some formal experiences. In other words, learning may be defined as a process whereby, as a result of experience, some change in patterns of adjustment occur.

psychological definition of learning is change, or modification of behavior or responses as a result of some forms of experiences.

To understand the concept of learning from the point of view of the psychologist one needs to examine key words, that is change, which implies that learning is a change of behaviour as a different person from one which he was before he went into it. This change is the intellectual and emotional functioning which is important meaning that the learner now begins to reason in a different way he sees a problem from a different perspective becomes increasingly aware of the complexity of a particular problem and interacts in a more socially acceptable way with other people in his environment (Obanya 2011).

Learning facilities according to Afolabi (2002) refers to the site, building, furniture and equipment that contribute to a positive learning environment and quality of education for all students. The learning facilities available within an educational institution have a positive relationship with the quality of teaching and learning activities which in turn leads to the attainment of goals set. The learning facilities of the school building and furniture will determine how long such will last while comfortable classroom.

2.2.5 Health Facilities

Health facilities are those facilities that are provided to protect and promote the health of staff and students in an educational institution. Preventive and emergency

school based health facilities are provided in accordance with local school health facilities which is jointly developed by the country's health department, school district and school health advisory committee. School based health facilities are important component of the school health system.

2.2.6 Sport Facilities

Sports has been identified by Coakely (2001) as an institutional competitive activity that involves vigorous physical exertion and use of relative complex physical skills by individuals whose participation is motivated by a combination of the intrinsic satisfaction associated with the activity itself and external rewards earned through participation. Moronkola (2005) and Ajayi (2009) both postulated that sports are fascinating. To focus on one institution-sports-is just a technique for understanding the complexities of the larger society (Jeroh,2007). Sports, according to Laker (2001), provides scientific observers with a convenient laboratory within which to examine values, socialization, stratification, bureaucracy to name a few structures and processes that also exist at the societal level.

2.2.7 Recreational Facilities

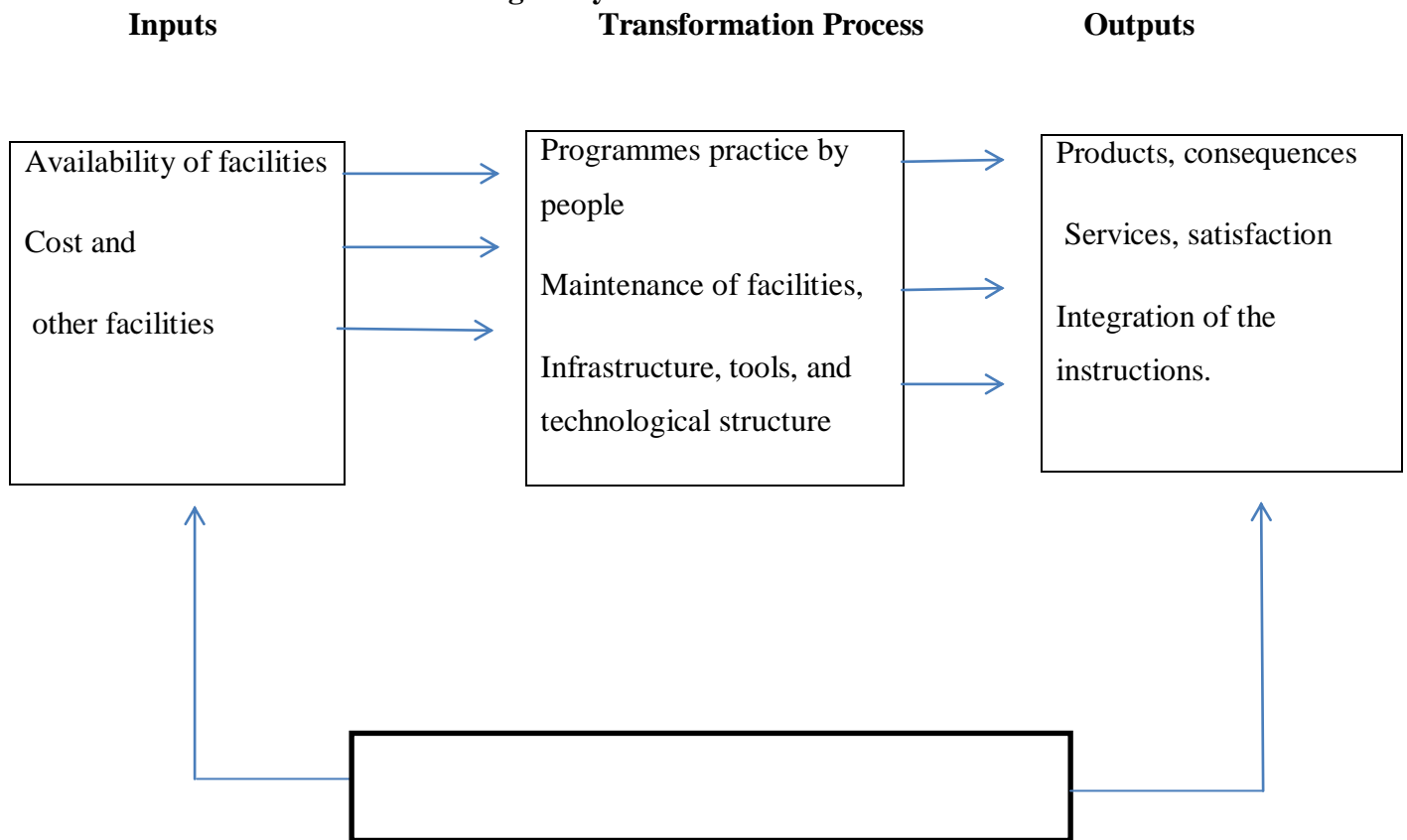
Recreational facilities have been defined by Ezeanichinedu (2009) as type of the instructional material and other infrastructural facilities such as building tools, equipment and other teaching-learning aids that are necessary for the students to learn at leisure hours. The author however described recreational facilities as materials that are necessary for the students teaching and learning process. The author describes recreational facilities as an aid to effective students' academic performance. The author also noted that there are some recreational facilities that the

students can use subject could aid effective teaching learning process. Ezeanichinedu (2009), stated that every subject has her own recreational facilities for instance in mathematics, there are abacus, computer, calculations pyramid, Ayo, whots, ludo, shopping corner. In English Language there are Novels, dramatization, reading corner. Also, in science subjects there are scientific equipment in the laboratory. Every type of facilities played with has significant impacts on the teaching learning processes in the schools and they have positive impacts on the students' academic performance.

2.3 Theoretical Frame work

The basis of this research work can be traced and related to the system theory. A system is a sum total of parts working independently interdependently to achieve required results or outcomes based on needs, (Ovwigbo, 1991). This implies that a collection of people, resources, concepts and procedures intended to perform some identifiable function or to achieve a goal. A system is made up of input, transformation process, and output; meanwhile, these are surrounded by an environment. The environment of the system is made up of several elements that is outside the system. In essence they are not input output processes, but have influence on the goals and thus the operation of the system. Figure 1 explains the details.

**Fig. 1: System and its Environment
Transformation Process**



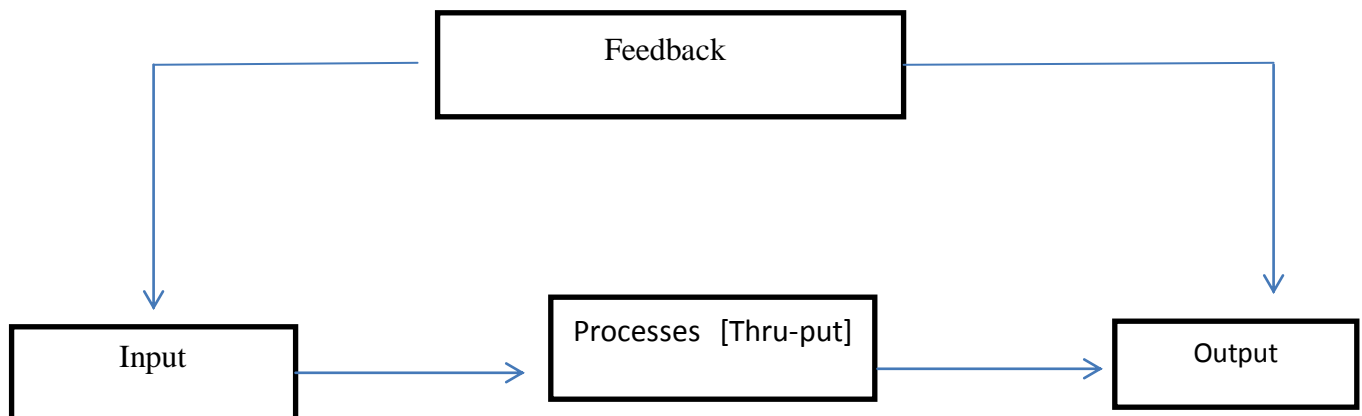
Source: Adopted Ovwigbo (1999) cited in Musa (2014)

System is often analyzed in terms of their effectiveness and efficiency. The system effectiveness refers to the extent to which goals are achieved in the school environment. Therefore, effectiveness is considered to measure the degree of goals attainment of the school of learning. While efficiency refers to how the activities of a school could be conducted to minimize waste of resources for the purpose of attaining the objectives. Efficiency therefore, aims at minimizing cost and measure how well facilities are being utilized for maintenance of available facilities. This is dependent on ratio of output to input.

The system theory considers a school as a social system which survival depends on the system's ability to main the relative consistency of its processes and the relationship

within and outside the systems. The ability to maintain the relative consistency of its processes and the relationship within and outside the system. The process involves a model of energetic input-output system with energetic returns. That is to say that the outputs reactivate the system. This is illustrated in figure 2.

Figure 2: Input Output System



Source: Adopted Ovwigho (1991), cited in Musa (2014)

Figure 2 shows that the inputs into the system are processed within the system and the outputs are obtained. Some of the outputs are sent to the environment i.e. in the school while others find their way back to constitute further inputs.

The theoretical frame work notes that the influence of school facilities on students performances hold a very important position in any school (especially secondary schools), this provides and allows smooth planning, directing, organizing, staffing and controlling within the school. The main aim of school facilities is to ensure that students as well as teachers are comfortable to teach and learn in order to achieve a great performance. Students, academic and non-academic staffs operate the school facilities in order to produce effective and accurate product to the society at

large. In additions, it answers the increasing needs of schools as it allows staff and students to have access to all relevant school facilities which enables them to take active role within and outside community.

2.4 Components of School facilities

There are three major components. These are:

- i. Infra structural facilities
- ii. Instructional facilities
- iii. School physical environment.

Infrastructural facilities include buildings such as administrative block, (which comprises the principals' office, vice principal and staff rooms, classroom) laboratory, stores, sick-bay, records office, school shop, library, music room, cafeteria, Intro technology laboratory, security post, staff quarters' and school farm as well as storage house, electricity, water supply, sport field. Instructional facilities are teaching materials and equipment, that comprises laboratory equipment, introductory technological equipment, wall clock, puzzles, television, radio V.CD plates and players, piano, flute, chalkboard, cardboards, duster, apparatus for science practical, models, picture charts.

Government policy on school facilities vary,while in some schools, parents buy the textbooks needed for studies, and in some schools, government buys or provides the textbooks and gives them free to students. Library books are bought from public funds (taxes). Whatever the government policies maybe, it is the responsibility of the school head (principal or headmaster as the case may be) to put the furniture, equipment, buildings and playing grounds in good condition. The

constituents of school physical environment include building and scrape parking lot, playground, sport field, agricultural farm, fire extinguisher, school bus, car park and sand bath. Also, school facilities include mechanical material like technological machines, generator, photocopier machines, computer machines, and plumbing materials like water taps, bore hole – electrical telecommunication like speakers, radios, network system, security and fire suppression systems.

2.5 Importance of School Facilities

The character of school facilities determines, to a considerable extent, the types and quality of curricular and co-curricular activities that take place in it. The nature and size of the school building determine the shape and size of the classrooms. The shape and size of the classrooms with their equipment, furniture and the types and variety of educational materials available affect the ways in which learners can be organized for instruction, the possible methods of teaching that can be adopted by teachers and the types of learning activities that the students can be engaged in. If home economics, technical education, music and fine arts, for instance, are part of the curriculum, the appropriate rooms and workshops must be provided with the relevant equipment and materials. Otherwise, the implementation of those aspects of the curriculum will be greatly impaired. Practical lessons cannot be organized for science students in schools without science laboratories, or in schools with science laboratories but without the relevant materials and equipment.

The only option for students in such schools who may wish to sit for science subjects in external examinations is the ‘Alternative to Science’ paper, whether or not

the school building is adequately planned to accommodate the educational programme, it affects the life and activities that go on within it.

The importance of school facilities has been highlighted by many educational administrators and planners. The importance attached to it as a vehicle for effective teaching and learning cannot be over emphasized to Saiyida in Sidhu (2012), the importance of school plant was quoted thus: A school or a college is a vital and life-giving environment to the extent that it brings into the life of its students' an abiding love and appreciation for all that is best and most significant in national and human life. Kocheny (2012) asserts that as school heads and their academic staff plan and think together about the present and future needs of school facilities as vital factor that can contribute to the enrolment of students in the school. He further observes that through adequate planning of school facilities, they can determine the type of instructional materials teachers' would need for effective instructions and whether the available classroom are adequate for the anticipated number of students'. Mgbodile, (2000) stressing the need for school facilities, observed that the physical appearance and general condition of school physical facilities are the striking basis upon which many parents and friends of any educational institutions may make their initial judgments about the quality of what goes on in the school. In short, the physical facilities play a major role in determining the type of relationship between the school and the community. This is because parents and pupils make their judgments and take their decisions on whether to associate themselves with a particular school after a careful evaluation and consideration of the facilities in the school. Ani (2007) while supporting the above statement opined that if the quality and quantity of

physical facilities attracts the admiration of a parent, the conviction of the parent will be that since the quality and quantity of facilities is of such level, the quality of the staff and school programme will be of high standard. Thus Obi (2001) said that the general landscaping of the school speaks succinctly of the tone of the school and the disposition of the management. Therefore to attract the admiration and acceptance from the community, there is need for a well-planned school physical facilities and equipment. In the present day Nigeria, schools cannot be divorced from the communities. Therefore, there is need for the planner of the school facilities to bear this observation in mind while structuring and procuring the plant. In most communities that form the neighborhood of schools, certain activities like club or village meetings, marriage ceremonies, church services or other forms of gathering which require the use of good and appropriate environment take place in the school.

A school with poorly planned environment in terms of accommodation, furniture and other forms of equipment cannot attract the attention of the community and thus fail to satisfy the social needs of the community. Onwurah (2004) citing Whelers stated that the school facilities plays a crucial role in the development of the three domains of Bloom's Taxonomy of educational objectives namely; cognitive, affective and Psychomotor. Educational facilities are needed for developing cognitive area of knowledge, abilities and skill, which are prerequisites for academic achievement. They are essential for developing values, commitment, positive emotions and social interactional sensitivity in learners. In addition, they help the school to develop the hands and muscles of learners. Ejikeme (2008) citing Longman & Longman also called attention to the fact that Montessori, a specialist in educating

children laid emphasis on “the importance of providing an environment physically and psychologically adjusted to the stages of growth, so that the child could generally master his environment. Some authorities such as Obi (2001) and Abraham (2003) have seen school management as judicious use of human and material resources as to achieve the objectives of the school. In other words, if there are no human and material resources in school, there will be no administration. Therefore, there is need for a well-planned and organized school facility to make for effective school administration and management. If there is shortage of accommodation, furniture, equipment or other material resources, this can affect the productivity of the teachers, the administrator – teacher relationship and even administrator – pupil relationship. Moreover, the academic performance of the students and their outward behaviour are major yardstick for assessing the effectiveness of school principals and this criteria as earlier mentioned, is closely tied to conducive school environment. Obi (2001) also noted that environment can impact the leader and the led. Therefore, the extent to which the leader will achieve organizational success depends upon a combination of variables among which effective management of school facilities is one. Moreover, Adesina and Ogunsaji noted that for effective performance of educational programmes, the school facilities and educational goals should be viewed as being closely interwoven and interdependent. Apart from protecting pupils from the sun, the rain, heat and cold, the school building represent a learning environment which has a tremendous impact on the comfort, safety and performances of the children.

It is therefore an incontrovertible fact that school facilities are an important factor in the achievement of educational objectives. It is also obvious that the insufficiency, non-availability and poor maintenance of the plants would hamper the management of educational programmes. As the main focus of this study is on the strategies to improve the management of school facilities, the planning, provision and management of the school facilities will be looked at more closely.

2.6 Evolution of Educational Facilities

The development of school facilities has its own history traced to the western countries. This ranges from ancient Greece to Rome and India. In ancient India, the ‘gurus’ imparted education to their pupils in ideal settings. They used to set up their shramas on the sites known for its scenic beauty. This underscores the importance attached to site location and purpose for which the facilities are meant for. The Ashramas were situated far away from the towns, in the natural surroundings of greenery, rivers, streams, hills, and trees. There was no need for buildings and furniture.

The Ashramas were the embodiments of simple living and high thinking, with every small population of pupils. In the Buddhist age, ‘maths’ were erected for elementary education, and for higher learning, big buildings were constructed. The main schooling continued to be imparted in temples and maths. Muslims also housed their “maktabas” in the mosques. The prayer halls of the temples and mosques served as the classrooms. School buildings seldom enjoyed independent and separate existence. Following the Wood’s dispatch during the British period, the government undertook the responsibility of opening up schools most especially in the

urban areas, and a modest beginning was made in setting up school facilities. In ancient Greece, temples were the seats of learning, while wayside constructions used to serve the purpose of schools in the ancient Rome. Castaldi (2011:7] observes that during the Hellenistic 500BC-200BC, there were no school buildings as we have today. He noted that instructions were generally conducted in the open air, sometimes in the shadow of the temple or in an enclosure that hardly protect the students from harsh weather. The meeting place was thus incidental to the learning process. Before the introduction of formal western education in Nigeria, traditional system of education existed in every society in one form or the other. Anywhere the child could stay and learn from thus considered as a classroom and any person capable of passing useful knowledge – be regarded as a teacher, Castaldi (2011:3) affirms that recent advances in the field of educational psychology and electronic programming have stimulated the development of wide variety of effective teaching aids which had and still have profound effect on modern educational thinking. He also emphasized that excellent school facilities and dedicated teachers are the basic ingredients of a good educational program.

Similarly, Nwagu (2010) states that classrooms constitute the most basic facilities that every school must have. He pointed to the Nigerian situation where many school buildings and facilities have been constructed without enough consideration for the comfort of students' and teachers' who use them. Castaldi (2011) states that one of the first forms of teaching aids appeared at the turn of the 20th century in the form of an arch pattern and the next generation of teaching aids marked the beginning of a wide spread use of supplementary instructional devices. Cushen (2006) maintains

that educational aids have been used for centuries, sand, tray and slates preceded the blackboard specimen to illustrate lessons from the earliest days of schooling. Alcorn says equipment and materials are necessary to efficient learning. Moreover, Ozigi (2013) pointed out that every school needs a wide range of educational equipment such as textbooks, laboratory, workshop and workshop equipment, audio-visual materials and items of furniture among others to aid the performance of its operation.

2.7 Maintenance of School Facilities

Maintenance of school plan is very crucial ascertaining its lifespan and efficiency. Maintenance of facilities implies activities put in place to restore the physical conditions of facilities. Maintenance is therefore, defined as any action or group of actions taken to keep a facility in good working condition for as long as possible without failing to restore it to its operational state after a failure occurrence.

According to Knezevich (1975) in Dare (2010) stated that the time it takes for a building to become physically obsolete depends on the quality of the original construction and materials as well as the quality of facility keeping and maintenance. According to Udoh and Akpa (1987:287) “maintenance of school facilities is concerned with keeping grounds, buildings and equipment in their original condition of competence or efficiency”. Ezeigbo (2000) stated that maintenance involves caring and repairing of the components of plant. Caring he said is done when adequate administrative attention is given to the protection of the facilities such as the laboratories, farm, fields, classrooms and other teaching aids and materials. Protection from damage or vandalization is hereby emphasized. For proper effects,

the facilities and equipment must be in perfect condition. The rate at which a facility or equipment gets defaced to a very large extent depend on the materials with which it is made, utility and maintenance. This view is supported by Udoh&Akpa (1987:287) as they opined that, the time it takes for a building to become physically obsolete depends on the quality of the original construction and materials as well as the quality of maintenance. The untidy compound, the in-service equipment and the poorly maintained buildings not only tarnish the image of the school but shorten the life span of the facilities. The Federal Government of Nigeria has continued to advocate better maintenance culture of Nigerians, school administrators inclusive. This will help to avoid incurring heavy expense in replacing damages or worn-out items with new ones. This is in line with Forbis (2005) who identified three types of maintenance services which include:

Regular Maintenance

This is the type of maintenance given to special equipment in the school on periodic basis. For example, servicing of machines is aimed at keeping the equipment working and minimizing cases of total breakdown of the equipment. These repairs are usually done by some skilled workers in or outside the school.

Emergency Maintenance

This type of maintenance is seldom carried out in the school. It happens once a while. Take for example, the wall of a dormitory may crack, requiring urgent repairs to avoid total breakdown of the building. Also, the engine of a machine may start to produce cracking sound, which calls for emergency repair to avoid engine knock.

Preventive Maintenance

This is aimed at reducing the possibility of repairs or break down of equipment. It is very economical since it is believed that prevention is better than cure. According to Candoh (1988), preventive maintenance is that programme for servicing machines, systems and structures devised to prevent a breakdown of the system or one of its components. Preventive maintenance allows an equipment or building to remain in its original useful life. Maintenance is carried out before there is malfunction of equipment. Manufacturers usually indicated parts of equipment to be replaced at intervals to avoid break down and give the equipment maximum useful life. Adherence to manufacturer's advice on repairs enables the school to operate efficiently and effectively.

In Nigeria situation, equipment preventive maintenance is usually neglected or often postponed until there is total breakdown. In a lot of instances, there may be no budget for funds for such maintenance. The principals may not have any idea of equipment maintenance and need for period maintenance. Added to the three types of maintenance above, Ehiametalor (2001) included recurring maintenance.

Recurring Maintenance

This type of maintenance is tied to operation of the equipment. One day-to-day operation of equipment, recurring equipment maintenance maybe necessary to keep at full operational status, irrespective of the number of times such services are required. The maintenance of the school facilities as earlier mentioned is as important as its acquisition if not more important. The school administrators or principals must use everything at his disposal to bring about adequate maintenance

of the school facilities. Obi &Ezegbe (2002) listed some activities, which the school administrators should carry out to ensure effective school facilities maintenance.

They include:

- i. Engaging an experienced custodial supervisor to assist the administrator
- ii. Keeping the compound tidy by sweeping the floors of the buildings and compound.
- iii. Repairing machines, vehicles whenever there is breakdown
- iv. Re-flooring and repairing cracked walls.
- v. Replacing broken window blades and roofing sheets.
- vi. Engaging knowledgeable carpenters, plumbers, electricians, laborers, painters to effect necessary repairs in school.
- vii. Purchasing requisitions, equipment and materials for custodial duties such as diggers, rakes, wheelbarrow, .
- viii. Instilling in staff and students to be clean conscious at all times, establishing sanitary and health societies in the school.

Onwurah (2004) in support of the maintenance activities as part of the school facilities management added the following:

- i. Selection of special personnel for operating and maintaining the school facilities must be carefully based on skill and knowledge. Proper work orientation should also be given to them to avoid damage of certain items.
- ii. Periodic inspection of school facilities is very necessary to detect defects and effect repairs for replacement. All staff of the schools should be involved since they are direct users of these facilities. They should identify and report defective facilities to ensure prompt repairs.

- iii. School administrators should mobilize the communities and philanthropists to assist in rehabilitating, remodeling and replacement of school facilities. This supplements government funding, the school facilities as an essential component in the school system, consumes a large proportion of the educational budgets. Consequently, these educational facilities must be properly maintained to ensure good returns and attainments of educational goals. Bosah (1996) has stressed that plant maintenance will enhance physical environment that promotes teaching learning processes and will protect the financial and material investments of the community. The school administrator under whose care the school and all that is in it falls should therefore ensure that the enormous investment by both the government and community is not wasted.

2.8 Benefits of Maintenance of School Facilities

The need to consider the national goal of education could not have arisen if there is no equal benefit maintaining the new or existing facilities in the school. Developing the educational system in such a way as to provide a satisfactory flow of men and women capable, of acquiring the skills necessary to exploit to the fullest, the natural resources of the country makes it imperative for facilities to be abundantly available in schools. Buildings are needed to provide shelter to staff and students, laboratory facilities to generate manipulate skills in students, sports/games facilities to develop the mental, social and physical aspects of the students only if well maintained. According to Ogbodo (1995:44), school facilities imply substantial cost to the school system for their establishment, if not properly managed and

maintained. They dilapidate and wear out faster than their "life span" and also if not properly utilized, the school system will not derive maximum benefit from their use.

Ideally, safety takes priority over cleanliness, orderliness, cost effectiveness and even instructional support. Others includes:

1. It prevents buildings from deterioration.
2. It encourages future public investment in the education system
3. It provides clean and safe environments for children or students' to learn and understand.
4. It creates a physical setting that is appropriate and conducive for learning.
5. It updates old school buildings.
6. It ensures facilities are available to yield maximum benefits to students' and Staff.
7. It protects operating personnel and service facilities.
8. It extends the life of the facilities for maximum benefits.

School facilities need to be adequately managed in order to ensure both effectiveness and efficiency of the system (Ajayi, 2001 and Ijaduola ,2008). Above all, the common goal of operation and maintenance as remarked by Ojedele (2008) is to keep physical plants in the best possible condition at all time. Olagboye (2008) from a different perspective identified the under listed importance of school facilities maintenance as follows: Proper maintenance of school facilities ensures safety for those occupying the school building.

It facilitates effective teaching and learning process.

It saves cost; this is because reactivating a collapsed building may cost more than to make early repairs on the building. It ensures the suitability of school facilities for continued use because repairs and replacement of various equipment make such to be in good shape.

It reduces students' unrest and demonstration because students' can protest or demonstrate when school facilities are not well maintained e.g toilet facilities, poor electricity. In view of the aforementioned points, Anderson (2004), Abe (2007) and Ijaduola (2008) advised that professionals in the area of architecture and engineering should be involved in its planning, right from the initial stage as each professional has unique expertise to contribute toward effective and efficient school facilities.

2.9 Impact of Teaching Facilities on Students' Academic Performance

The lists of teaching facilities that teachers can use are inexhaustible. The teachers' level of Resourcefulness, creativity and imagination are in fact not limited. Teaching facilities will therefore, include all forms of information that can be used to promote and encourage effective teaching learning activities. These are textbooks, supplementary books, workbooks, reference book, charts, magazines, maps, journals, periodicals, pamphlets, newspapers, posters, programmed texts and non-printed materials like, film, filmstrips models, models, mock-up, slides, pictures, audio and videotapes, records, transparent, globes, board and a host of others. There are also the range of teaching facilities such as sciences apparatuses and chemicals (National Education Research Center, 2002).

According to Gidado (1990) made reference to a study carried out in Kano on secondary School administration revealed that most of the schools were devoid of

necessary facilities among which are the teaching facilities. Textbooks in form of teachers guide and students' texts, his tasks are made difficult as he is expected to use his initiative and creativity in planning his lessons. Teaching facilities are required for the various activities of the school program as well as for the extra-curricular activities. To meet these requirements of the schools, the National policy on Education (2004: section 3 paragraphs) has mentioned government commitment to ensure that all schools are properly equipped to provide sound and effective teaching to embark on a scheme for the provision of inexpensive textbooks''. This is not an easy task and therefore the federal government was to make a provision of setting up of a National Committee to advise on the federation (NCAF 1981, Section 3, Paragraph the National Policy on Education was first published in 1977 and reprinted in 1981, 1998. The fourth and recent edition was printed in the year 2004.

The issue of school facilities has only been partially provided in some schools, but nothing has been done in many schools. Blunt et al (1968) also presented for categories of resources and facilities which are used for teaching and learning. These are;

- (i) Reading materials
- (ii) Audio-Visual materials
- (iii) Demonstration and experimentation materials
- (iv) School community resources including personnel.

Thus, most of the authorities cited above, have given ideas that can help us to understand the embracing nature and the potency of the concept of teaching facilities in school, for effective teaching and learning.

Teaching facilities are facilitators of teaching learning activities when properly used. Agun (2009), teaching facilities are designed, produced, and used for the following reasons:

- (i) The achievement of specific curriculum objectives textbooks and supplementary facilities
- (ii) To encourage and promotes self-instruction i.e programmed learning package
- (iii) For enrichment of learning
- (iv) To aid teachers presentation of the learning task
- (v) To arouse interest and motivate learners. Most of his ideas about the uses of teaching facilities are in agreement with the principles of learning and motivation theoretical framework.

Moreover, Alcon (2007) also enumerated fourteen uses or benefits of a wise use of various teaching facilities. These are listed below:

1. They provide for a direct interaction of students with the realities of their social and physical environment.
2. They promote greater acquisition and longer retention of factual knowledge
3. They provide objectivity for the study of a delicate
4. They provide increased, interest in learning
5. They simulate interest of voluntary reading
6. They allow all members of a group the opportunity to share a joint experience.
7. They get and hold attention
8. They reinforce verbal message
9. They bring experts and variety of resources to the classroom

10. They provide for a direct interaction of students with the relatives of their social and physical environment.
11. They provide integrated experience that vary from concrete to abstract
12. They are valuable for all age and ability groups
13. They facilitate attitudes and behaviour changes
14. They illustrate and clarify nonverbal symbols and images quantitative relationship, complex relationship, abstract concepts, spatial relations and specify details.

The uses and impact of teaching facilities enumerated above clearly direct one to Knezevich's statement that the administrative leadership carried the responsibilities for obtaining and allocating teaching facilities necessary to promote educational programme development. It is therefore, the duties of federal and state government ministry officials, school administrators to endeavour to produce, select and distribute a variety of teaching facilities to all schools in the local government, in order to ensure teachers and students' resourcefulness, creativity, and imaginative use of these facilities. This may be one way for ensuring effective teaching and learning at the secondary school level as well as to facilitate the achievement of the secondary school goals and curriculum objectives.

Flip Charts: A flip chart is a stationery item consisting of a pad of large paper sheets. It is typically fixed to the upper edge of a whiteboard, typically supported on a tripod or four-legged easel. Such charts are commonly used for presentations. The flip chart is thought to have been invented by Peter Kent who built one to help him in a presentation.

According to Stetson (2008), flip charts are large sheets of paper, usually positioned on a tripod, to be used with thick and differently colour marking pens. They are a simple tool that may seem “old school”, but they have many advantages when making presentations. First, they provide a useful way of interacting with your audience: not only can you present your own ideas and results on flip charts, but you can also use them to immediately record input, feedback and ideas from your audience.

Models:models play a very important role as instructional facilities especially when the object under study is a human part. For example the human eye, were the students is supposed to study the external and the internal part. Ofoefuna (2011) sees a model as simple representation of the real thing. It is made in such a way that it is easily recognized, as the representation of the object, it is made to represent. It is a 3-dimensional object. With the use of model, students can learn the properties of an object effectively without seeing the object itself, which can save a lot of inconveniences.

Overhead Projector (OHP):- These are used for teaching English language subject structures such as grammatical structure, new words, reading .for instance, if a teacher wants to teach preposition, he/she can take a picture from a textbook, draw it on transparencies and project it. This makes the lesson interesting and easy to understand.

According to Aguokogbuo (2012),who observes equally that “with the selections of teaching facilities, it will enable the teacher to know how suitable the

content and language is to the development level of the students, if the facilities are audio-visual.” According to Agun (2008), teaching facilities enable teachers present learning tasks and when properly used, they can help to make the participation of learners in the teaching learning process more meaningful and useful. In the same vein, Dale (2012) is of the view that the trend towards increasing use of resources materials is thus a broader and more interesting place. Brown (2013) in the other hand; outlines same importance of teaching facilities as follows:

- i. To get and hold the learner’s attention
- ii. To provide for a direct interaction of students with realities of social and physical environment.
- iii. To re-enforce verbal message.
- iv. To promote greater acquisition and longer retentions of factual knowledge.
- v. To provide opportunities for independent and individual learner.

Teaching aids: A teaching aid is a tool used by the teacher as a facilitator to the process of teaching and learning inside the classroom. It is one of the means by which teachers bring life into the theoretical texts by bringing environment inside the classroom indirectly. Also, it is a means of personification to the concrete texts in the students' books. The final purpose remains as a means of relating teaching with the environment that students live in and communicate with.

Every individual has the tendency to forget. Proper use of teaching aids helps to retain more concepts permanently. Students can learn better when they are motivated properly through different teaching aids. Teaching aids develop the proper

image when the students see, hear taste and smell properly. Teaching aids provide complete example for conceptual thinking. The teaching aids create the environment of interest for the students. Teaching aids helps to increase the vocabulary of the students. Teaching aids helps the teacher to get sometime and make learning permanent. Teaching aids provide direct experience to the students.

There are several types of teaching Aids that are available these days. We may classify these aids as Visual Aids, Audio Aids, Audio - Visual Aids. Visual Aids are aids which use sense of vision are called Visual aids. For example :- actual objects, models, pictures, charts, maps, flash cards, flannel board, bulletin board, chalkboard, overhead projector, slides . Out of these black board and chalk are the commonest ones.

Audio Aids: These are aids that involve the sense of hearing are called Audio aids. For example: - radio, tape recorder, gramophone.

Audio - Visual Aids The aids which involve the sense of vision as well as hearing are called Audio- Visual aids. For example: - television, film projector, film strips.

Teaching aids play very important role in Teaching- Learning process. It motivates the students so that they can learn better. Through teaching aids, the teacher clarifies the subject matter more easily. Teaching aids can facilitate the proper understanding to the students which discourage the act of cramming. Teaching aids helps to increase the vocabulary of the students more effectively. When using teaching aids, it saves him from the long explanations that may take time for students understand Classroom Live and active Teaching aids make the classroom live and active. Avoids it makes the class more active, lively and this

means the class becomes more active, lively and participatory .Teaching aids provide direct experience to the students which make them learn easily.

2.10 Impact of Learning Facilities on Students' Academic Performances

Learning may be defined as a change in behaviour which is more or less permanent in nature that results from activity, training or observation. Max (2010) defines learning as “a relatively enduring change in behaviour which is the function of prior behaviour (usually called practice)”. The idea of prior behaviour connotes some formal experiences. In other words, learning may be defined as a process whereby, as a result of experience, some change in patterns of adjustment occur.

Learning facilities are those materials that can easily enhance effective learning in the school. With the provision, utilization and maintenance of learning facilities the student in the class will have better understanding in the learning process. These learning facilities can be includes; computer, library, internet/ICT, microscope, projectors, video CD player, textbook, stationeries and exercise book.

Learning facilities play significant roles in the teaching and learning process. Agwu (2013) stated that: Learning facilities is a crucial component of the entire classroom control and management; this is because the excitement usually generated by the provision, utilization and utilization of Learning facilities can generate a lot of noise, undue movement of pupils, chairs and tables but make the student participate. The Learning facilities and aid are used to supplement and complement the teacher verbal effort. Learning facilities can be broadly classified as follows (although some facilities can be placed more than one category)

Library: The school library has been described as the whole stock of books and other resource materials in a school. It is a collection of a wide variety of learning and teaching materials which were housed in a place and centrally organized by staff and indexed to serve readers (Waite, 1989). It could comprise not only books or periodicals but also non-print materials, films and slides and tapes. These resources could be seen in two ways namely material resources such as books, journals, materials such as CD Rom, microfilm, microfiche and dissertation abstracts and human resources such as the librarian and supporting staff. Thus, the school library is the resource centre of any school. (Vanguard, 2004; Library Land Index Project, 2006). It is a service point and a self-development centre. It is also the hub of individual studies in schools (Jones, 1990). As such, the old days of relying on textbooks were past. A good student should be able to locate and extract information from primary and secondary sources in the library (Gibbs, 1990).

The school library offers learning services, books and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media. School Libraries link to the wider library and information network in accord with the principles in the UNESCO Public Library Manifesto.

School libraries help in supporting and enhancing educational goals as outlined in the school's mission and curriculum; developing and sustaining in children the habit and enjoyment of reading and learning, and the use of libraries throughout their lives; offering opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment; supporting

all students in learning and practicing skills for evaluating and using information, regardless of form, format or medium, including sensitivity to the modes of communication within the community; providing access to local, regional, national and global resources and opportunities that expose learners to diverse ideas, experiences and opinions; Organizing activities that encourage cultural and social awareness and sensitivity; working with students, teachers, administrators and parents to achieve the mission of the school; Proclaiming the concept that intellectual freedom and access to information are essential to effective and responsible citizenship and participation in a democracy; promoting reading and the resources and services of the school library to the whole school community and beyond.

They also get acquainted with organized information and get to know different information sources and learn to use these selectively. Also, they find quality prose suitable for their age. They familiarize themselves with the possibilities different media offer. And have access to databases and information networks outside of school. As well as having the possibility to concentrate on their own assignment in peace. (Hannel, Kaarina, Seija, 2002)

White and black boards: A blackboard or chalkboard is a reusable writing surface on which text or drawings are made with sticks of calcium sulfate or calcium carbonate, known, when used for this purpose, as chalk. Blackboards were originally made of smooth, thin sheets of black or dark grey slate stone. Modern versions are often green because the colour is considered easier on the eyes.

A blackboard can simply be a piece of board painted with matte dark paint (usually black or dark green). Black plastic sign material, using

the trade name sintra is also used to create custom chalkboard art. Examples can be seen at Chalk It up Signs. A more modern variation consists of a coiled sheet of plastic drawn across two parallel rollers, which can be scrolled to create additional writing space while saving what has been written. The highest grade blackboards are made of rougher version porcelain enameled steel (black, green, blue or sometimes other colours). Porcelain is very hard wearing and blackboards made of porcelain usually last 10–20 years in intensive use. Class rooms may contain a number of blackboards in a grid arrangement. The teacher then moves boards into reach for writing and then moves them out of reach, allowing a large amount of material to be shown simultaneously.

The chalk marks can be easily wiped off with a damp cloth, a sponge or a special blackboard eraser consisting of a block of wood covered by a felt pad. However, chalk marks made on some types of wet blackboard can be difficult to remove. Blackboard manufacturers often advise that a new or newly resurfaced blackboard be completely covered using the side of a stick of chalk and then that chalk brushed off as normal to prepare it for use.

Black boards and white board have great impact on the learners performances because it make learning clearer for the students to understand as illustrations are made on the board. It is reliable at all time and does not need electricity, batteries, network or software to function. Boards are easy to use with other teaching tools, it is inexpensive to purchase and maintain and its life span is long.

Class room Furniture: Educational furniture should be considered an investment in the future of an institution so choosing high quality classroom furniture is top

priority. Quality furniture plays a vital role in education and can even improve learning among students. It plays a key part in education and is necessary for students, faculty and staff members alike. School furniture includes desks, chairs, tables and shelves among many other pieces and the ingredients that make each piece quality depend on its particular functions.

If the school facilities is to function effectively suitable furniture and equipment has to be provided. It plays an extremely important part in the physical, moral and mental welfare of the scholars. Proper furniture and equipment are essentials for the successful working of a school. Improper seating arrangements lead to physical deformities and thus, endanger the health of the learners. The fact that furniture may need to be shifted frequently in today's secondary classroom implies that it may be movable besides being flexible, adaptable and durable. It is true that sufficient furniture, good apparatus and useful appliances in the hands of a first class teacher can produce results which cannot be obtained under any other circumstances.

The classroom furniture's design can help students learn (and teachers teach) in several subtle and not-so-subtle ways. Some of the more obvious ways are through meeting physical requirements like size, making sure the furniture is properly scaled to fit the size of the student. Classroom furniture that fits eliminates a distraction and helps students to concentrate. Recent studies indicate movement can contribute to concentration, and is considered beneficial to physical health. With Smith System student seating, educators can allow varying degrees of movement

Computer: Today, due to technological development, computer is used to aid teaching and learning. Nowadays, in the developed countries, the micro-computer is

seen as powerful equipment because it appears to be capable of keeping track of individual students and responding to them, or prescribing to them, in spite of independent variation ability, learning styles and learning rate (Scalon and O'Shea, 2009).

Laboratory:-It helps to provide regular practices in listening to models, in initiating these models and also practice in the spoken language, the mechanical and electronic room equipped with mechanical and electronic device by means which students can hear and repeat recorded materials in foreign language. The use of this device is helpful in the following ways:

The near-ideal pronunciation of native speakers is always available in the school laboratory for science subjects such as physics, chemistry, biology, agric and geography. In the laboratory, the students can listen repeated. "Repetition master d: studio-run". The device allows immediate correction.

Lightening: Classroom lighting plays a particularly critical role in student performance (Phillips 2010). Obviously, students cannot study unless lighting is adequate, and there have been many studies reporting optimal lighting levels (see Mayron et al. 1974, Dunn et al. 1985, 866). Jago and Tanner's review (1999) cites results of seventeen studies from the mid-1930s to 1997. The consensus of these studies is that appropriate lighting improves test scores, reduces off-task behavior, and plays a significant role in students' achievement. Recently there has been renewed interest in increasing natural daylight in school buildings. Until the 1950s, natural light was the predominant means of illuminating most school spaces, but as electric power costs declined, so too did the amount of day lighting used in schools.

According to Benya, a lighting designer and consultant, recent changes, including energy-efficient windows and skylights and a renewed recognition of the positive psychological and physiological effects of day lighting, have heightened interest in increasing natural daylight in schools (Benya 2001). Lemasters' (2000) synthesis of fifty-three studies pertaining to school facilities, student achievement, and student behavior reports that daylight fosters higher student achievement. The study by the HeschongMahone Group (2008), covering more than 2000 classrooms in three school districts, is perhaps the most cited evidence about the effects of daylight. The study indicated that students with the most classroom daylight progressed twenty percent faster in one year on math tests and twenty six percent faster on reading tests than those students who learned in environments that received the least amount of natural light (also Plympton, Conway, and Epstein 2000). There were some questions that could not be answered by the original Heschong study, such as whether the higher performance was driven at least in part by better teachers being assigned to the classrooms that received more daylight. A follow-up study surveyed teachers in one of the districts and added information on teacher characteristics to the analysis. This new report found that the effect of day lighting remained both positive and significant. Other studies are currently in process to try to validate.

2.11 Impact of Health Facilities on Students' Academic Performance

Health facilities are those facilities that are provided to protect and promote the health of staff and students in an educational institution. Preventive and emergency school based health facilities are provided in accordance with local

school health facilities which is jointly developed by the country's health department, school district and school health advisory committee. School based health facilities are important component of the school health system.

School health facilities provided for the promotion of positive health status of school staffs and students in a learning environment, Mohammad (2003) in Ajisafe (1980) to develop physical mental, social and spiritual health of students and staff schools, health facilities should be curative and use in nature. The reforms, the specific goals of school health facilities should be the promotion among learners and staff. School health facilities should as a matter of priority place emphasis on treatment of diseases rather than on preventing diseases.

The joint committee on health problems in education of the national education association (NESA) and the American medical association (AMA) view school health facility as the health facilities provided for school students and staff by physicians and allied health personnel in order to protect and improve the health of the school students thus aiding their growth and development and enabling them to benefit from school experience. Nwachukwu (2000) is of the opinion that "school health facilities can be utilised to provide school health care, immunization facilities, infectious disease prevention and control of endemic diseases, providing appropriate treatment of common diseases and injuries and provision of essential drugs supply". The above assertion could be realised with the corporate activities of school teachers. Physicians, dentist, nurses, in order to appraise, promote, protect and maintain the health of all school students and the school personnel through:

- i. An appraise of the health status of the school children and the school personnel

- ii. Counselling school students, parents and others about appraisal findings
- iii. Assisting in the identification and education of handicapped students and staff.
- iv. Encouraging the correction of remediable defects
- v. Helping to prevent and control diseases.

Providing emergency facilities for injury and sudden sickness. World Health Organisation (2004)

2.12.1 Components of School Health Programmes.

Frank (2007) asserted that in developed countries of the world, there are some basic components of school health facilities. They are:

- i. Curative; providing care for the sick students and staff
- ii. Preventive; for the protection of the health of the school students and staff.
- iii. Special services: dealing with specific problems e.g. malnutrition or specific groups e.g. pregnant women
- iv. Social welfare: availability support facilities for the disadvantages groups e.g. chronic sick, mentally and physically handicapped, orphans .
- v. Health education: giving the people essential information to modify their behaviour in matters affecting their health.
- vi. However, the above classification can be used as a simple check list for reviewing the health facilities in any community and other learning environment.

2.12.2 Development of School Health Programme

Numerous public health initiatives have promoted the development of school health since American era; In fact, Frank (2007) advocated a “healthy situation” that promotes physical exercise during school period. However, prior to the mid -1800s efforts to introduce school health programme into the school were isolated. It was not until 1840 Rhode Island passed the first legislation to make health education mandatory and other states adopted the concept of comprehensive school health facilities maintenance.

In Africa, the failure of school health facilities maintenance services to meet up the health status of school students and staff is a major problem; the quantity and quality of the health teachers in relation to the existing health situations in most schools is very poor. Most African countries have not been able to provide or maintain adequate healthy environment and assistance in varying degree in solving problems such as food, housing, recreation, and personal problems. A successful school health facility maintenance programme is considered in a four dimensional perspective which are health services, health situation, healthy school living and relationship, on the community setting. These four dimensional ways were opined by Norman (1972) and Adegbite, (1990). Against the above background however, it has become very essential to consider the school health facilities maintenance as a very important tool in promoting the health of the school students and staff. To achieve this target, it is the major responsibility of the school health facilities management teams or department and other professional’s within the community and in a learning

environment to promote the health status of the school students and staff. This assertion was made by (Adegbite, 1990).

Most communicable diseases are with school students, because they are exposed to a lot of health hazards in the learning environment, hence health facilities maintenance is an instrument in the prevention of diseases in school. According to Park (2000), most of our learning environments are plagued with infections and parasites due to poor health habit maintenance attitude and poor sanitation system which usually are d causes of morbidity and mortality in many developing countries. Most of school students environmentally related diseases such as malaria, typhoid, diarrhoea and dysentery are constant threat to life as opined by Lucas and Gillies (2003).

Lack of good portable drinking water supply and poor environmental sanitation in the school environment are the reasons why diseases associated with un hygienic disposal of students and staff faeces and refuse due to lack of good health facilities programme, are very common in the learning environment. The most important incidence, that is, as a result of poor environment includes diarrhoea and intestinal worm infections which account for over 100% of the total disease in most of our learning environment (WHO, 2005).

More importantly, inadequate supply of portable water increases the risk of schistosomiasis, guinea worm and skin infections (Park, 2000). The environmentally related diseases can be controlled and prevented through good health facilities maintenance programme and improved environmental sanitation in the society.

Ugbonnaya (2000), remarked that proper and well planned school health facilities maintenance program is usually aimed at increasing the students, ability to withstand stress in the learning environment through good nutrition and proper availability and maintenance in schools.

An improved health standard of school students should not be based entirely on curative services but also acquiring scientific facts, hence Tons (2010) opined that in any health scheme, there should be provision of social and basic knowledge of science of hygiene, which would enable people to live in harmony with their environments. This could be accomplished through health facilities maintenance services in other words; their environment should be clean and tidy and also observe some good health rules of preventive medicine.

In another development, a good school health programme aid students in selecting and maintaining a life style that would give a better life as well as better society; regular inspection as opined by Dorothy (2002) of school students in the respective hostels and classes is at all-time attained through good standard of personal cleanliness.

Since the health needs of the ever growing school students are specific and it takes a joint effort of their parents the school and the entire community to ensure that health of the school students and staff is not eventually jeopardised. It is because of this background that the national health Policy (NHP, 2006) in Nigeria recognises the value of school health facilities and therefore, makes provisions further under the primary health care program (UNICEF, 2013).

The school health facility maintenance will strive very well in an atmosphere that is devoid of all ill health. Ikeh (2000) supported that to be truly healthy; a person should enjoy a balanced relationship of the body, mind and complete adjustment to the environment. He went further to emphasis on the physical surrounding of land, the school building outlay, individual in the environment, planting equipment, air, the virus, bacteria, and other organising all these components made up a learning environment.

In the aspect of welfare facilities, Park (2000) maintained that regular supply in providing welfare facilities need to be considered in both pre-school setting and post school setting, earth and safety condition are very important in managing human resources. In every organisation the following facilities need adequate maintenance:

Toilet Facilities: Provision of toilet facilities in schools ought to be one of the prerequisite (Sharma 2011) adequate toilet facilities fall under other important amenities and these have to be made in conjunction with the number of students that are studying in the school. Regular cleaning and washing of toilets is also essential and schools must have separate non-teaching staff for this purpose. In case of a coed school, girl's toilets must be available at a distance away from boy's toilets.

In school setting, facilities should be provided by other arrangements. Provide means accessible within the building for instance, within the classes, within staff offices for easy and simple access to toilet for staff and students. This could be a portable toilet facility required for suitable and accessible to his or her needs.

The staff and students are always in school, never in any area, so therefore, they should be provided with portable facilities unless the time for working day planned to allow going outside. With regular maintenance or emergency work, one will still need to make arrangements for adequate welfare facilities to be available for staff and students at same time.

Washing facilities: Washing facilities must be provided and made available and accessible in the same way as toilets. They are very important for those people carrying out toilet maintenance and related tasks, and for those who may be exposed to areas like laboratories, students' dinning' hall, watering areas. Washing facilities are required immediately adjacent to toilets. Additional washing facilities may be needed where food is prepared;

Soap and water should be available in the toilet and labs where practical are taking place. Means of cleaning materials should be provided, together with drinking water. The school management will need to consider the provision of separate facilities for men and women. However, with respect to washing facilities this will make the comfortable and good atmosphere for teaching and learning.

Portable Water: A supply of drinking water must be made available like toilet and washing facilities. Published by health and safety. Executives supplies in a container, this must be clearly labelled and the water changed often enough to prevent it from becoming stale or contaminated.

1.12 Impact of Sport Facilities on Students' Academic Performances

Sports facilities remain one of the integral parts of a secondary school system. Care must be taken to give it the due prominence it deserves because of the development of the body and school environment, which extends to that of the mind and for the discovery of talents in the fields of sports, athletics and games. The school is bound to have a sufficient area as playground, which should be properly developed, labeled and made suitable for the free use of pieces of apparatus (Ibrahim, 2010). In educational institutions, the following sports and games are necessary in order to cater for all sundry. There are:

- i. Athletics: track and field activities.
- ii. Ball Games: Football, handball, netball, basketball, lawn tennis, table tennis, badminton, etc.
- iii. Swimming and gymnastics. Students are to be grouped according to their interest, skills, and abilities.

Students should be made to compete among themselves and with outsiders. Sports and games are in educational institutions to make students use their leisure time judiciously, develop in them a competitive spirit, fair play and good citizenship. Furthermore, sports and games competitions are sources of advertisements for educational institutions they give students a sense of self-actualization and help to provide talented ones with some careers in life (Murfwang, 2006).

Early participation in sports depended to some extent on children's level of education, their exposure to sport, their economic status and their parents' interest. Parents needed to provide the required equipment, thus children whose parents could

not afford to purchase equipment were deterred from sports. The availability of equipment and facilities during primary school through university encourages interest in sport. In most cases, it is the impact of significant others during childhood that results in later participation in sports (Boit, 2000). The fundamental objective of school sports in any country is to facilitate the total, wholesome and fullest development of each student in terms of enriching his / her intellectual, vocational, emotional, personal-social and psychomotor resources (Mgbor, 2002). The effort of the schools towards achieving these objectives in practice had in the past been limited to the activities of the schools with the classroom teacher as the leader. Interest and attention were then centered on the subject-matter studies as the sole avenue for influencing the educational gain of the students. But, because the subject-matter approached, tended to play major and in some cases exclusive attention to the intellectual upliftment of the students. It was soon realized that if other aspects of student's resources and life tasks are to be enriched by formal educational provisions, then the educational experiences of the school must have to go beyond what happens with the regular classroom environment (Imonikhe, 2007).

Sports have some relevance to societal growth hence it is widely perceived as a unifying force and an integral part of life itself right from ancient time to the modern era. Specifically the type of sport, the ways it is organized, who participates and who does not all provide clues to the nature of the society (Aiyejuyo, & Ayoade, 2002).

Today, the general recognition of the importance of sports has made it to become a vehicle for promoting national unity and projecting the country's image. This has brought about healthy rivalry among all the states of the Federation and has

helped to project the country's image beyond her borders. Sports- like any other human action, cannot however, be viewed, let alone analyzed, separately from surrounding culture because sports acquire their meaning through processes of cultural significance (Lindfelt, 2001). Sports thus reflect the cultural heritage and values of the surrounding society, in addition to which they also reveal the things which the members of the society consider valuable (Bales & Sang, 1996). According to Maquire, Jarvie, Mansfield &Bradeley (2002), sports development is simply making sure that people can start to play sport and then progress (if they wish) from taking part for fun to being the best they can be. Sports development is about helping people from all backgrounds start in sport, stay in sport, regardless of race, religion, age, gender, social class or ability (Laker, 2001).

Sports development is the process by which the sports administrator harmonizes the various divisions in the sports system, trying to accomplish the established goals of the sports systems (Omoregie and Jimoh, 2004). Sports provide positive images for the nation to the international community, studies on specific cases have shown that sport, especially football, can positively contribute to strengthening national pride and forming a cohesive national identity. Today, the general recognition of the importance of sports has made it to become a vehicle for promoting national unity and projecting the country's image. This has brought about healthy rivalry among all the states of the federation and has helped to project the country's image beyond her borders (Akraka, 2004).

2.13 Impact of Recreational Facilities on Students' Academic Performances

Recreational facilities are those materials put in place during teaching learning process that could also be interact with by the staffs and students during their leisure hours in the school premises. School recreation often relates to course material taught within the school system, but it provides learning experiences in addition to academic studies. Programs aimed at the school's student population are called extracurricular activities and include such things as bands, debating teams, choral groups, athletics and intramural activities, hobby groups, and interest clubs. For many students, these activities fill an important need in their school experience.

The recreational facilities necessary for effective teaching processes include laboratory, Gymnasium, library, computer set, and Cyber café. Gbadamosi (2001) described recreational facilities as all forms of information carrier that are used to record preserve, transmit or retrieve information through recreational activities for the instructional processes in the schools. The author described recreational facilities as an indispensable tool for effective teaching-learning processes the schools. Gbadamos (2001) mentioned different types of recreational facilities that the schools can put in place for the school use as film strips, flat pictures, projected and non-projected films, photographic materials, maps, globes, charts and diagrams. Adebajo (2006) noted that the children learn best, when the school environment is enriched with adequate teaching learning materials. Provision of recreational facilities in the schools created several avenues whereby individual students can develop intellectually according to their potentials and abilities. Adebajo however was the opinion that adequate supply of recreational facilities reduce students unrest

and vandalism, it also enhances smooth execution of educational programme for effective students' academic performance. Fakomogbon(2000) described recreational facilities as printed e.g. textbooks, workbooks, and electronics gargets such as software, non-printed forms which include: low cost aids e.g. charts, maps and models. Fakomogbon, noted that recreational facilities are important tools that the teacher make use during the teaching learning processes and for teaching effectiveness. The teaching materials mentioned are printed, Skhes, charts pictures, objects and machines. The author however noted that many teaching—learning facilities are needed to be kept by the teachers if effective teaching – learning processes are to be enhanced.

It was Aboyeji (2001) who stated that if the teachers in secondary schools make use of educational facilities like teaching aids be it instructional or recreational facilities the students will be able to excel higher in their academic activities. It will also aid high success rate in the school. It however shows that recreational facilities have significant impact on the students' academic performance especially in the secondary schools.

According to Ogunjobi (2001) which stated that effective utilization of the educational facilities, aid high success rate among secondary schools. The more the students see feel and practical the more success rate among the students in the school.

2.14 Empirical Studies

The research conducted by Ogundele (2007). Titled, “The relationship between Recreational Facilities and students’ Academic Performance of Secondary Schools in Kwara State, Nigeria”. The study was a correlation survey type. Stratified random sampling technique was used to select 1200 respondents comprising of the principals, Vice-principals, class teachers, core subject teachers. The research instrument used was Recreational Facilities Questionnaire (RFQ) and students’ academic performance format (SAPF). The instrument was validated by the experts. Split-half reliability method was used to determine the reliability index of .67 after subjected to spearman ranking order statistics. Pearson product moment correlation statistics was used to test all the three operational hypotheses at 0.05 significance level. The findings however revealed that high positive significant relationship exist between recreational facilities availability, utilization, improvisation and students’ academic performance of secondary schools in Kwara State Nigeria. It was therefore recommended that government, nongovernmental agencies and private sectors should come to the aid of secondary schools in the provision of recreational facilities in the interest of effective teaching learning process and positive students’ academic performance in Kwara State Nigeria.

This research work is related to the present study because it investigated the relationship between recreational facilities and student academic performance, which was one of the current study objectives. It also went further to test his hypotheses to 0.5 significant levels, which is what the present study did. Also the instrument used

for data collection was a questionnaire which is similar to the present study. The finding was accepted because recreational facilities determine how comfortable a student will be to receive lessons. The state of the recreational facilities will go a long way to prepare the student to receive instructions. The researcher carried out a good research in the state but the areas this differs from the present research work is that the location was Zaria and Giwa Education Zones. stratified random sampling techniques was used for the sample size but the present study used simple random sampling techniques. Also the research harmed more on recreational facilities but the present included health, welfare, teaching, learning, and sport facilities. Basically, the research was more on academic performance but the present study talks about the performance of student in general not limiting it to academic performance alone. . Also it is a Thesis work while the other one is a journal work. The area of uniqueness was study facilities.

Asiyai, (2012), investigated school facilitates in public secondary schools in Delta State, Nigeria. The purpose of the study was to find out the state of the facilities, the types of maintenance carried out on the facilities by school administrators, the factors encouraging school facilities depreciation and the roles of school administrators in the management and maintenance of school facilities. The study employed the ex-post-facto research design. The questionnaire was the instrument for data collection from 640 respondents selected through stratified sampling techniques from all the 358 public secondary schools in the state. Her Findings revealed that school facilities in the schools are generally in a state of disrepair. The findings further revealed that the maintenance carried out on school

facilities were inadequate or majority of the facilities. The factors encouraging school facilities depreciation included excess pressure on available facilities and delayed maintenance amongst others. The roles of school administrators in the management and maintenance of school facilities included periodic inspection of facilities and decentralization of maintenance. The study recommended that school administrators, teachers and students should develop and inculcate good maintenance culture; government should budget for facilities maintenance and allocate more funds to schools for effective management and maintenance of school facilities.

This work is related to the current study because it investigated school facilities in public secondary schools and this also concerns school facilities in public secondary schools. Questionnaire was the instrument used for data collection which was also used in the present study. Maintenance of school facilities was emphasized by her, which also was harmed on, such as periodic inspection. The finding was accepted because in most public secondary school, facilities are inadequate and the ones available are not maintained nor repaired. This in turns affects the performances of students in schools. It is obvious that student taught in schools where all facilities are readily available performs better in their academic work than those in schools where school facilities are inadequate or in the state of disrepair.

The research differs from the current work, because the previous was an investigation on school facilities while the present was on the impact of school facilities on student performances. Ex-post-facto research design was employed while the present study employed a descriptive survey design. The location was

in Delta State, Nigeria while the current study was in Zaria and Giwa Education Zones. A stratified sampling technique was used while the present study adopted a simple random sampling technique.

Auta, (2012), examined Impact of School Facilities on Teaching and Learning in Nigerian Air force Secondary Schools”. The purpose of this study was to find out how electricity, pipe-borne water, classroom and laboratory have impact on teaching and learning in Nigerian Air force Schools. Four research questions were asked and four null hypotheses formulated and tested using ANOVA at 0.05 level of significant. The research design adopted in the study was descriptive survey. Structured questionnaire was designed by the researcher and administered in Air force Secondary Schools Kaduna, Jos and Port Harcourt. The major findings of this study revealed that hypotheses one and two retained while the third and fourth hypotheses were rejected. Based on the findings, it was recommended that Nigeria Air force directorate should make effort to supply electricity at all times in schools, provide enough classrooms and other facilities in all the Nigerian air force Schools.

This study is related to the present study because it is based on the Impact of School Facilities on Teaching and Learning in Nigerian Air force Secondary Schools. Also it is a thesis work just like the present study. They share some similar objectives. The instrumentation is also the similar to the current study. They both adopt the same research design which is descriptive survey. The finding was accepted because it reveals that school facilities play a very important role in the performances of students as well as adequate maintenance promotes durability and effectiveness.

It is different from the present research because it is basically on student academic performances while the present looks in to the general performance of students in schools. The researcher streamlines the findings to only air force secondary schools in Nigeria. While the present study was limited to public secondary schools in Zaria and Giwa Education Zones, Kaduna State Nigeria. The area of uniqueness was study facilities.

The research conducted by Musa (2014), Titled: Evaluation of availability and maintenance of facilities in tertiary educational institutions in Kaduna state, Nigeria. The study examines the availability and maintenance of learning facilities, teaching facilities, welfare facilities and sport facilities, among others. The research design used is the survey method. The population of the study was 57967 and members of the population made up of academic and none academic staff, students as well as principals. Random sampling technique was used that amounted to a total number of 339. The instrument used to gather relevant data was a questionnaire .Simple descriptive statistical method was used to analyze the data collected. Six hypotheses were formulated and tested using Analysis of variance (ANOVA). The main findings of the study reveal that some of the facilities were inadequate, while some are not available at all. The ones available were not maintained and were only used occasionally. It was basically revealed that what was indicated as available by the respondents were mainly dilapidated structures and not maintained facilities. It was recommended that government should set up a committee for the renovation of structures and facilities as well as increase the funds allocated in Tertiary institutions in Kaduna state.

The research work is related to the present study because it investigated about school facilities. The research work was a descriptive survey just like the current study. Learning, teaching, welfare, health and sport facilities were investigated by the researcher which is also part of current research. The researcher went further to test his hypotheses to 0.5 significant levels, which was also done here. The instrumentation used for data collection is similar to the current study (questionnaires). Both researches were carried out in Kaduna state Nigeria. It is true that school facilities are not adequate nor properly maintain in most tertiary institutions in regards to the findings.

The researcher carried out a good research but some area differs from the current study. The research was based on Evaluation of availability and maintenance of facilities in tertiary Educational Institutions Kaduna State. While the current research was bases on the impact of school facilities on students performances in public secondary schools in Giwa and Zaria Education zones. The present research was limited to only two Education zones in Kaduna state, while this covered the whole of Kaduna state Tertiary Institutions.

2.15Summary of Reviewed Literatures

An attempt has been made in this research to utilize the relevant literature to examine the impact of school facilities on students' academic performances in public secondary schools in Giwa and Zaria education zones.school facilities refers to the school site, the buildings, the playgrounds, the equipment and other material resources provided in the school for effective teaching and learning operations. School facilities as viewed by different authors were found to be very much

important to teaching and learning in schools. Some basic concept such as teaching facilities, learning facilities, health/ welfare facilities as well as sport and recreational facilities were defined. Also the impacts of these facilities on students' performance were also given. Types of school facilities were noted, such as Infra structural facilities, Instructional facilities and School physical environment. Maintenance of school facilities were also discussed, such as preventive, regular, reoccurring, and emergency maintenance. Also the importance of school facilities were explained, which of course promote effective teaching and learning in schools. It is seen as the physical interpretation of the school curriculum. Four Empirical studies were also given. It was noticed that teaching and learning cannot take place if there are no adequate school facilities.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The researcher in this chapter examined the issues concerning research design. Also the population, sample and sampling technique that will be used in this work. The researcher also examined the instrument for collecting data, the validity of the instrument, pilot study, and reliability, procedure for data collection and procedure for data analysis.

3.2 Research Design

The design for this study is a descriptive survey method. The reason for using it, is because it can determine the quality of research, the significance result measure from the overall population and is an efficient way of gathering data to help address a research question. Bello and Ajayi (2000) opines on survey design that, is a method usually adopted when handling a large population especially on issue of the moment that involve systematic collection of data from population of study through the use of questionnaire. Rick (2014) asserts that the information gathered will allow you to measure the significance of your result on overall population you are studying, as well as the challenges of your respondents' opinions.

3.3 Population of the Study

The population of the study comprised all the principals and teachers in government owned secondary schools in Zaria and Giwa Education zones. There are 34 principals and 590 teachers in Giwa educational zone, while in Zaria educational zone there are 47 principals and 1422 teachers, therefore, the total population is two

thousand and ninety two (2092) in the secondary schools in the two education zones. Table 1 shows the summary of the population (see Appendix C)

Table 1: Population Distribution

S/NO	Zone	Principals	Teachers	Total
1.	Zaria	47	1422	1469
2.	Giwa	34	590	624
Total		81	2012	2093

Source: Kaduna State Ministry of Education, Zonal Office, 2015.

3.4 Sample and Sampling Technique.

The researcher used simple random sampling method. This is in order to give each school a chance of being selected. The sample selection was drawn based on the recommendations of Aderemo (1985) who suggest that 30% percentage of a population of this magnitude can be used as the sample size. With the assertion, Ajayi and Bello (2006), opined that the sample should be adequate in order to ensure an acceptable representation of the population, therefore simple random sampling and sampling techniques was adopted for the selection of sample for the study. To this end the total of (628) respondents was used as sample for the study; i.e. 24 principals, and 602 teachers from 24 schools, as shown in table 2:

Table 2: Sample of the study

S/NO	Zone	Population	Sample Principals	Population	Sample Teachers
1.	Giwa	34	10	590	177
2.	Zaria	47	14	1422	427
Total		81	24	2012	604

3.5 Instrumentation

A research instrument is a data collection tool that is used to elicit information in order to achieve the desired research objectives. (Ihemeje, Umeh and Ogbanje, 2011). One research instruments was used for this study which was Questionnaire and it is titled: School Facilities on Students Performances Questionnaires(SFSPQ), in Public Secondary schools in Zaria and Giwa Education zones, Nigeria, was used to collect data for this study by the researcher for the purpose of testing the stated hypotheses in chapter one. The reason for using questionnaire was based on the following advantages: Firstly, it can give objective and reliable information if it is carefully and well-constructed. Secondly, it is relatively effective and easier to score and administer. Questionnaire is a good representation of group test and owing to the nature and diversity of the population questionnaire methods becomes necessary. The questionnaire is divided into three sections to enable the researcher obtain information from the respondents, the questionnaires will be design in such a way that it provided the following information section (A) the respondents' personal data. Section (B) the respondents' understanding of school facilities (c) the impact of school facilities on students' performance. The five Likert scale (strongly agreed, agreed, undecided, strongly disagreed and disagreed) questionnaires will be adopted by the researcher. The Likert scale contain a list of statement that has relationship with the issue in the question, it does not only allow the respondent to check those statements in which they agree or disagree but allows the respondent to state the degree of agreement or disagreement with every statement (Osuala,2007).

3.5.1 Validity of the Instrument

In the view of Olaofe (2010), he asserts that validity is the ability of the research instrument to measure, as adequately as possible; the variables purported to be measured while Nkocha (2007) defines validity of an instrument as the degree to which it measures what it sets out to measure. Face and content validity is employed in this study. In order to make sure that the final copy of the questionnaire was valid for the study, the researcher employed the help of some senior lecturers from the department. After going through the work they advised the researcher to see a statistician who will scrutinize the objectives of the study, research questions, research hypotheses as well as methodology of the study.

3.5.2 Pilot Study

In order to establish the reliability of the instrument, pilot study was carried out in two different schools, Demonstration Secondary School and Model Learning Secondary school in Giwa Educational Zone. The reason for choosing the school was the fact that the schools are out of the study area and will not be any way used for the main study. The essence for pilot study was to test the adequacy and suitability of the instrument in measuring what it is supposed to measure and to ascertain any difficulty that the researcher may encounter. For the purpose of this, a total of forty (40) copies of the questionnaire were administered to students to represent principals and teachers in the above mentioned schools. They were filled under the supervision of the researcher. The filled questionnaires were collected and subjected to statistical analysis in order to determine the reliability co-efficient of the instrument as well as the internal consistency of the items within the instrument.

3.5.3 Reliability of the Instrument

The data collected from the pilot study was calculated using Cronbach Alpha techniques and reliability index of 0.85 was obtained. Bennett (2006) testified that, for a scale to be considered reliable, it should have an alpha value of 0.50 to 1. With this level of reliability index, the instrument was considered reliable for use in the main study.

3.6 Procedure for Data Collection

To administer the validated instrument of the study, an introductory letter was collected from the head of department and presented to schools that were randomly selected. The researcher carried out the research with the help of a research assistant. They were students and non-teaching staff research assistants in various schools. They were educated on how to distribute and collect the questionnaires and who is qualified to be given the questionnaire.

3.7 Methods of Data Analysis

The analysis of data for this study was done base on the hypotheses formulated. The researcher used descriptive statistical method for bio-data presentations. Measures of relationship between the variables were be carrying out using T- test. The simple percentage and mean was used to answer research questions. All hypotheses were tested using the independent T-test at 0.05 alpha level of significance like what is obtainable in other social science. The reason for adopting these statistical tools is to test whether there will exist some significant differences or not and either to retain or reject the null hypothesis

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSIONS

4.1 Introduction

The chapter presents the data collected, the analysis carried out and the discussion of the result obtained. The analysis is presented in sections. The first section presents the frequency and percentage distribution of bio data respondents and nominal questions as responded by respondents. The second section presents the answers to the research questions using descriptive parameters of mean scores, standard deviation and standard errors. The third section presents the testing and interpretation of five null hypotheses using parametric statistical techniques of independent t-test. All hypotheses were tested at 0.05 alpha level of significance. The major findings are then revealed before the discussion of the major findings.

4.2 Analysis of Demographic Information

Descriptive statistics was used to analyse the demographic information of the respondents; these included the use of frequency and percentage.

Table 3: Bio-Data of Respondents

S/N	Bio-data	Category	Frequency	Percentage
1	Status	Principals	24	96.0%
		Teachers	576	42.0
2	Genders	Male	322	53.7%
		Female	190	46.3%
3	Qualification	M.Ed/B.Sc	29	4.8%
		B.Ed/ B.Sc	287	47.8%
		NCE	259	43.2%
4	Years of Experience	Others	25	4.2%
		0-5years	211	35.25
		6-10years	169	28.2%
		11-15years	78	13.0%
		16-20years	37	6.2%
5	Location	21years and above	105	70.0%
		Urban	420	30%
6	Ownership	Rural	180	45.7
		Public	600	100%
7	Nature of school	Boarding	218	36.3%
		Day	323	53.8%
		Boarding and Day	59	9.8%

Source: Field survey (2015)

On the status of the respondents, 576 representing (96.0%) teachers, 24 representing (4.0%) were principals.

The table 3 above showed that 322 respondents, representing (53.7%) are male and 278 representing (46.3%) are females.

According to table 3, 29 people representing (4.8%) of the respondents had M.Ed/MA 287 people representing (47.8%) have B.Ed/B.Sc, 259 people representing (43.2%) had NCE, while 25 people representing (4.2%) had others.

On the respondents working experience from the table below showed that, 211 representing (35.2%) each had worked between 0-5years, 169 representing (28.2%)

had worked between 6-10 years, 78 representing (13.0%) had worked for 11-15 years, 37 representing (6.2%) had worked for 16-20 years while 105 respondents representing (17.5%) had 21 years and above working experience .

The ownership of school is basically public which had 600 representing (100%) of respondent.

On the location of school, the respondents, 420 representing (70%) are in urban areas while, 180 representing (30%) are in rural areas.

On the nature of school, the respondents, 218 representing (36.3%) were boarding schools, 323 representing (53.8%) were day schools, While 59 representing (9.8%) were boarding and day.

4.3 Answering of Research Questions

The researcher used 3.000 as the mean otherwise known as decision mean since the instrument was structured along a modified five point likert scale structure to take decision on whether to accept or reject the research question after comparing it with the cumulative mean. Therefore, a mean score of 3.0 and above indicate positive response to the research question and accepted while a mean score below 3.0 indicate negative answer to the research question and rejected. This is shown below:

SA	-	5point	
A	-	4point	
UD	-	3point	
SD	-	2point	
D	-	1point	
<u>5+4+3+2+1</u>		<u>15</u>	= 3.00 (Decision mean)
5		5	

Opinion of Respondents on the Impact of Teaching Facilities on Students' Academic Performances in public Secondary Schools in Giwa and Zaria Education zones

In order to provide answer to the stated research question, data was collected from principals and teachers via the instrument tagged, School Facilities on Students' academic performances in Secondary schools opinion questionnaire. The analysis of the data collected is presented on table 4:

Table 4: Opinion of Respondents based on Impact of Teaching Facilities on Students' Performances in public Secondary Schools in Giwa and Zaria Education Zones

S/N	Item Statement	Respondents	Response Categories						
			SA	A	U	D	SD	Mean	S.D
			%	%	%	%	%		
1	Internet /ICT facilities are available in this school for students' research; hence increase their learning and performance.	Teachers	45.66	37.15	1.74	12.85	2.60	4.104	1.047
		Principals	33.33	25.00	0.00	41.67	0.00	3.500	1.351
2	Audio visual disc is adequate for teaching, hence increase student learning and performance.	Teachers	24.31	38.89	10.07	20.31	6.42	3.543	1.236
		Principals	0.00	25.00	29.17	25.00	20.83	2.583	1.100
3	Projectors are used in this school to teach, hence increase the students' academic performance.	Teachers	13.37	33.85	12.33	27.60	12.85	3.072	1.288
		Principals	0.00	0.00	4.17	95.83	0.00	2.041	.2041
4	Computer sets are adequate for teaching, hence increase student learning and performance.	Teachers	9.55	49.31	9.38	22.92	8.85	3.277	1.176
		Principals	0.00	54.17	0.00	45.83	0.00	3.083	1.017
5	Public address system enables students with hearing problems to follow up in the lesson hence increase their performances.	Teachers	12.85	47.22	16.67	20.14	3.13	3.465	1.047
		Principals	0.00	54.17	0.00	45.83	0.00	3.83	1.017
6	Instructional materials are provided in this school and this enhances teaching in the class and ultimately helps students' performance.	Teachers	39.76	50.52	6.42	2.43	0.87	4.258	.75580
		Principals	75.00	25.00	0.00	0.00	0.00	4.750	.44233
7	Specimens are used to teach in this school hence increase the students' performance.	Teachers	36.63	41.49	10.07	9.03	2.78	4.001	1.0392
		Principals	4.17	75.00	0.00	20.83	0.00	3.625	.87539
8	Flip charts are used in this school to teach, which invariably increase the students' performance.	Teachers	12.33	43.23	1.74	24.83	17.88	3.347	1.134
		Principals	0.00	95.83	4.17	0.00	0.00	3.958	.20412
9	Public address system is used in this school to teach large population of students for effective learning.	Teachers	23.96	32.12	13.37	24.13	6.42	3.430	1.263
		Principals	33.33	41.67	0.00	25.00	0.00	3.833	1.167
10	Models in classes help students to always recall some concepts hence improve their performance in this school.	Teachers	25.52	46.18	14.76	10.42	3.13	3.805	1.031
		Principals	0.00	100.00	0.00	0.00	0.00	4.000	000

Source: Field survey (2015)

Table 4 reveals the opinion of principals and teachers on the Impact of teaching facilities in Secondary Schools. Item 1 shows whether internet /ICT facilities are available in this school for students' research; hence increase their learning and performance., this could be seen from the responses of the respondents where the decision mean of principals and teachers accept with their mean score 3.50, principals and teachers 4.10. From item 2, the responses of the respondents on whether Audio visual disc is adequate for teaching, hence increase student learning and performance, was accepted by teachers with mean score of 3.54 and rejected by principal with the mean score of 2.58. In respect to item 3, it was accepted by the teachers that projectors are used in the school to teach, hence increase the students' academic performance, with mean score of 3.07 while principals rejected it with the mean score of 2.04. In item 4, it was accept by principals and teachers that Computer sets are adequate for teaching, hence increase student learning and performance. With mean score of principals 3.08 and that of teachers 3.27. In item 5, it was accepted by all respondents that Public address system enables students with hearing problems to follow up in the lesson hence increase their performances, with mean score of principals 3.08, and teachers 3.46. in item 6, principals and teachers also accept that Instructional materials are provided in school and it enhances teaching in the class and ultimately helps students' performance with the mean score of principals 4.75 and teachers 4.25. In item 7, it was accepted by respondents that Specimens are used to teach in the school hence increase the students' performance. Item 8, it was also accepted with mean score of principals 3.95, and teachers 3.34 that Flip charts are used in the school to teach, which invariably increases the students' performance. Item 9, was accepted by all the

respondents that Workshop is available in this school to enable technical students carry out their practical work, hence improve their performance. Item 10, was accepted by teachers and principals that Models in classes help students to always recall some concepts hence improve their performance in the school.

Opinion of Respondents based on the Impact of Learning Facilities on Students' Academic Performance in Public Secondary Schools in Giwa and Zaria Education Zones

In order to provide answer to the stated research question, data was collected from principals and teachers via the instrument tagged, Impact of School Facilities on Students' academic performances in Secondary schools opinion questionnaire. The analysis of the data collected is presented on table 5:

Table 5: Opinion of Respondents Based on the Impact of Learning Facilities on Students' Academic Performances in Public Secondary Schools in Giwa and Zaria Education zones

S/N	Item Statement	Respondents	Response Categories					Mean	S.D
			SA	A	U	D	SD		
			%	%	%	%	%		
1	The library in this school is functioning adequately as expected and stocked with current educational materials to improve students reading habit, hence increase their performance	Teachers	23.96	39.24	10.07	17.36	9.38	3.510	1.281
		Principals	33.33	66.67	0.00	0.00	0.00	4.333	.48154
2	Laboratory facilities are adequate for practical exercise, hence increases students' understanding and performance in this school.	Teachers	15.45	44.10	8.68	20.31	11.46	3.317	1.273
		Principals	4.17	95.83	0.00	0.00	0.00	4.041	.20412
3	Stationaries (pencils, pens, erasers mathematical sets) are made available for students to use in learning so as to increase their performance.	Teachers	24.13	44.10	18.06	11.11	2.60	3.7604	1.022
		Principals	0.00	50.00	20.83	29.17	0.00	3.208	.88363
4	Workshop is available in this school to enable technical students carry out their practical work, hence improve their performance	Teachers	23.61	49.13	11.11	14.41	1.74	3.784	1.017
		Principals	50.00	50.00	0.00	0.00	0.00	4.291	.46431
5	Adequate furniture in this school makes the students comfortable for learning, hence increase their performance.	Teachers	21.18	53.99	9.38	13.72	1.74	3.791	.98422
		Principals	70.83	29.17	0.00	0.00	0.00	4.708	.45431
6	Text books are adequate in this school to improve students' learning and performance.	Teachers	22.74	42.19	18.92	13.02	3.13	3.6840	1.058
		Principals	20.83	25.00	0.00	54.17	0.00	3.125	1.295
8	A bulletin board in this school is used to disseminate information to students.	Teachers	11.48	39.83	24.17	22.61	1.91	3.357	1.023
		Principals	50.00	50.00	0.00	0.00	0.00	4.500	.5107
9	Adequate exercise books are provided for students to enable them participate during lessons.	Teachers	17.53	62.15	5.03	11.81	3.47	3.784	.98273
		Principals	20.83	79.17	0.00	0.00	0.00	4.208	.41485
10	Classrooms are adequate in this school to shelter the students from climatic conditions and improve their learning.	Teachers	26.91	42.71	15.28	11.46	3.65	3.777	1.077
		Principals	45.83	54.17	0.00	0.00	0.00	3.708	1.082

Source: Field survey (2015)

Table 5 reveals the opinion of principals and teachers on the Impact of Learning Facilities on Students' academic performances in Secondary Schools. Item

1 shows whether libraries in the schools are functioning adequately as expected and stocked with current educational materials to improve students reading habit, hence increase their performance, this could be seen from the responses of the respondents where the decision mean of principals and teachers are all accepted with their mean score teachers is 3.51 and principals 4.33. From item 2, the responses of the respondents on whether Laboratory facilities are adequate for practical exercise, hence increases students' understanding and performance in this school were accepted with the mean score of principal 4.04, and teachers 3.31. In respect to item 3, it was accepted that Stationaries (pencils, pens, erasers mathematical sets) are made available for students to use in learning so as to increase their performance, with mean score of principals 3.20 and teachers 3.05 while, principals and teachers were all rejected. In item 4, it was accept by teachers of 3.76 and principals 4.29, that Workshop is available in some schools to enable technical students carry out their practical work, hence improve their performance. In item 5, it was accepted by the respondents that adequate furniture in schools makes the students comfortable for learning, hence increase their performance. Item 6, was also accepted by the respondents. In item 7, it was accepted by respondents that bulletin board in the school is used to disseminate information to students. Item 8 was also accepted by all the respondents with mean score of principals 4.20, and teachers 3.78 that adequate space in classrooms encourages the movement of students and their level of concentration. Item 9 was also accepted by all the respondents. Item 10, was accepted by principal and teachers that Classrooms are adequate in the school to shelter the students from climatic conditions and improve their learning.

Opinion of Respondents on the Impact of Health Facilities on Students Academic Performance in Public Secondary Schools in Giwa and Zaria Education zones.

In order to provide answer to the stated research question, data was collected from principals and teachers via the instrument tagged, Impact of School Facilities on Students' academic performances in Secondary schools opinion questionnaire. The analysis of the data collected is presented on table 6:

Table 6: Opinion of Respondents Based on the Impact of Health Facilities on Students' Academic Performances in Public Secondary Schools in Giwa and Zaria Education zones

S/N	Item Statement	Respondents	Response Categories						
			SA	A	U	D	SD	Mean	S.D
			%	%	%	%	%		
1	Students have quick access to drugs such as panadol, and flagly for immediate treatment which keeps them healthy for learning.	Teachers	22.92	36.63	11.63	23.44	5.382	3.482	1.225
		Principals	4.17	66.67	0.00	29.17	0.000	3.458	.9770
2	Treated bed nets are used among students in this school to prevent malaria parasites and to protect their learning.	Teachers	15.80	45.31	18.06	16.49	4.340	3.517	1.076
		Principals	20.83	25.00	29.17	25.00	0.000	3.416	1.100
3	Insecticides are spread around the school compound to prevent disease and to protect learning.	Teachers	4.86	37.67	20.49	29.51	7.465	3.029	1.079
		Principals	0.00	45.83	0.00	54.17	0.000	2.916	1.017
4	Dust bins and incinerator for refuse disposal are available to keep the environment clean for learning.	Teachers	15.63	32.64	14.24	28.99	8.507	3.178	1.245
		Principals	0.00	29.17	0.00	70.83	0.000	2.583	.92861
5	Toiletries are provided for students in this school for hygiene sake, hence boast their academic performance.	Teachers	14.58	49.13	13.02	12.85	10.417	3.4462	1.192
		Principals	50.00	20.83	0.00	29.17	0.000	3.916	1.316
6	Sick bay is provided for sick students in this school hence create an avenue for quick recovery to promote learning.	Teachers	17.74	38.78	11.30	23.30	8.870	3.326	1.262
		Principals	0.00	75.00	0.00	25.00	0.000	3.500	.88465
7	Adequate toilets are available for both male and female students in this school to protect their learning.	Teachers	24.48	46.88	10.59	10.76	7.292	3.704	1.163
		Principals	20.83	25.00	29.17	25.00	0.000	3.416	1.100
8	Clinic is provided for the treatment of sick students hence improves their academic performance.	Teachers	11.81	46.01	17.53	12.15	12.500	3.324	1.204
		Principals	29.17	20.83	25.00	25.00	0.000	3.541	1.178
9	First aid box is stocked with drugs for immediate treatment of students in this school and invariably help their performances.	Teachers	16.32	35.94	18.40	11.98	17.361	3.218	1.334
		Principals	50.00	25.00	0.00	25.00	0.000	4.000	1.251
10	Dispensary is available in this school where drugs are kept for sick students for effective academic performance.	Teachers	20.83	54.17	9.72	10.07	5.208	3.753	1.057
		Principals	0.00	0.00	0.00	100.00	0.000	2.833	1.007

Source: Field survey (2015)

Table 6 reveals the opinion of principals and teachers on the Impact of Health Facilities on Students' academic performances in secondary schools. Item 1 show that

students have quick access to drugs such as panado, and flagly for immediate treatment which keeps them healthy for learning, since both principals and teachers accepted, with mean score of 3.45 and 3.48.

From item 2, the responses of the respondents on whether Treated bed nets are used among students in this school to prevent malaria parasites and to protect their learning, was accepted by the principal with mean score of 3.41, and teacher 3.51. In respect to item 3, it was rejected by principals with mean score of 2.91 and accepted by teachers that Insecticides are spread around the school compound to prevent disease and to protect learning. In item 4, it was rejected by principals with mean score 2.58, while it was accepted by teachers with 3.17 that Dust bins and incinerator for refuse disposal are available to keep the environment clean for learning. In item 5, it was accepted by respondents that Toiletries are provided for students in this school for hygiene sake, hence boast their academic performance. Item 6 was also accepted by all the respondents with mean score of teachers 3.32, and principals 3.50 that Sick bay is provided for sick students in this school hence create an avenue for quick recovery to promote learning. Item 7 was also accepted by the teachers and principals that adequate toilets are available for both male and female students in this school to protect their learning. Item 8 was also accepted by all the respondents with mean score of teachers 3.32, and principals 3.50 that Clinic is provided for the treatment of sick students hence improves their academic performance. In respect to item 9, it was accepted by principals with mean score of 3.21 and accepted also by teachers with 4.00 that First aid box are stocked with drugs for immediate treatment of students in schools and invariably increase their performance. In item 10, principals rejected that

Dispensary is available in this school where drugs are kept for sick students for effective academic performance with mean score of 2.83, while teachers accepted with 3.75.

Opinion of Respondents on the Impact of Sport Facilities on the Students Academic Performances in Public Secondary Schools in Giwa and Zaria Education zones.

In order to provide answer to the stated research question, data was collected from principals and teachers via the instrument tagged, Impact of School Facilities on Students' academic performances in Secondary schools opinion questionnaire. The analysis of the data collected is presented on table 7

Table 7: Opinion of Respondents Based on the Impact of Sport Facilities on Students' Academic Performances in Public Secondary Schools in Giwa and Zaria Education Zones

S/N	Item Statement	Respondents	Response Categories						
			SA	A	U	D	SD	Mean	S.D
			%	%	%	%	%		
1	Long jump facilities are used in this school to keep student physically fit for learning.	Teachers	16.32	39.93	13.72	22.74	7.29	3.352	1.203
		Principals	29.17	25.00	0.00	20.83	25.00	3.125	1.650
2	There is a standard football field in this school to perform very well in football matches hence improve their academic performance.	Teachers	17.19	38.19	14.06	20.14	10.42	3.316	1.261
		Principals	4.17	50.00	0.00	20.83	25.00	2.875	1.392
3	There is an adequate Volley ball facility in this school which helps to enhance student academic performance.	Teachers	21.70	27.08	17.53	27.60	6.08	3.307	1.251
		Principals	4.17	50.00	0.00	45.83	0.00	3.125	1.075
4	Long jump materials are provided for students' uses which in turns help their academic performance.	Teachers	19.79	43.58	18.40	17.53	0.69	3.607	1.251
		Principals	4.17	66.67	0.00	29.17	0.00	3.458	.97709
5	Basket-ball court is provided in this school as part of the sport activities to encourage students keep fit and perform better in sports.	Teachers	21.01	23.78	18.40	23.78	13.02	3.159	1.347
		Principals	4.17	50.00	0.00	20.83	25.00	2.8750	1.392
6	Badminton court and materials are provide for students to use in other to keep them physically fit and prepared for learning.	Teachers	17.53	43.06	13.72	14.06	11.63	3.408	1.254
		Principals	0.00	45.83	0.00	54.17	0.00	2.916	1.017
7	Table tennis equipments are used in this school and this makes students to perform well during competitions.	Teachers	14.58	32.47	15.63	24.48	12.85	3.114	1.287
		Principals	4.17	20.83	29.17	45.83	0.00	2.833	.91683
8	Lawn tennis facilities are provided in this school for students' which helps them perform well during lessons.	Teachers	10.42	21.70	24.31	22.74	20.83	2.7813	1.284
		Principals	4.17	50.00	0.00	45.83	0.00	3.125	1.075
9	Volley ball court is available in this school which encourages students' mental fitness and increases their academic performance.	Teachers	7.81	34.20	18.92	25.52	13.54	3.064	2.442
		Principals	0.00	29.17	0.00	70.83	0.00	2.583	.9286
10	Hand balls facilities are used in this school to promote physical health, hence improves their academic performance.	Teachers	11.11	32.29	16.15	21.70	18.75	3.033	2.466
		Principals	4.17	20.83	0.00	75.00	0.00	2.541	.97709

Source: Field survey (2015)

Table 7 illustrates the opinion of principals and teachers on the impact of Sport Facilities on Students' academic performances in secondary schools. Item 1 was

accepted by principals and teachers that Long jump facilities are used in this school to keep student physically fit for learning. Item 2 was rejected by principals with mean score of 2.87 while it was accepted by teachers with 3.35, that there is a standard football field in schools to perform very well in football matches. In respect to item 3, it was accepted that there is an adequate Volley ball facility in schools which helps to enhance student academic performance. In item 4, it was accept by the principal, teachers that Long jump materials are provided for students use which in turns help their academic performance. In item 5 was rejected by the principals While, teachers accepted. Item 6, was also rejected by the principal that Badminton court and materials are provide for students to use in other to keep them physically fit and prepared for learning while teachers accepted with mean score of 3.40. Item 7 shows whether Table tennis equipments are used in schools to make students to perform well during competitions, mean of teachers and accept with 3.11, while principals rejects with 2.83. From item 8, the responses of the respondents on whether Lawn tennis facilities are provided in this school for students' which helps them perform well during lessons were accepted by the principals and rejected by teachers. In item 9, it was rejected by principals that Volley ball facilities are available in school which encourages students' mental fitness and increase their performance while it was accepted by teachers. Item 10 was also rejected by the principal and accepted by teachers that Hand balls facilities are used in this school to promote physical health, hence improves their academic performance.

Opinion of Respondents on the Impact of Recreational Facilities on Students' Academic Performance in Public Secondary Schools in Giwa and Zaria Education Zones.

In order to provide answer to the stated research question, data was collected from principals and teachers via the instrument tagged, Impact of School Facilities on Students' academic performances in Secondary schools opinion questionnaire. The analysis of the data collected is presented on table 8:

Table 8: Opinion of Respondents Based on the Impact of Recreational Facilities on Students' Academic Performances in Public Secondary Schools in Giwa and Zaria Education zones

S/N	Item Statement	Respondents	Response Categories					Mean	S.D
			SA %	A %	U %	D %	SD %		
1	Gardens are provided in this school for student to relax at their leisure time.	Teachers	17.71	25.69	19.44	23.44	13.72	3.102	1.319
		Principals	4.17	66.67	0.00	29.17	0.00	3.458	.97709
2	Television sets are provided in the student's common room where they can watch movies at their leisure time for relaxation	Teachers	30.38	43.75	11.11	8.68	6.08	3.836	1.133
		Principals	29.17	45.83	0.00	25.00	0.00	3.791	1.141
3	Common rooms are available in this school where students relax and interact among themselves, which helps to increase their knowledge.	Teachers	10.90	29.41	9.34	31.83	18.51	2.822	1.329
		Principals	4.17	20.83	0.00	75.00	0.00	2.541	.97709
4	Cultural costumes (asoeke, beads, and calabash) are provided for student to use during their cultural day hence broaden their knowledge.	Teachers	9.20	30.21	14.06	26.39	20.14	2.819	1.307
		Principals	0.00	4.17	0.00	95.83	0.00	2.083	.40825
5	Playground facilities such as sea saw, Mary go round and swings are available for student to use during recreation.	Teachers	10.24	23.96	19.79	29.17	16.84	2.816	1.258
		Principals	0.00	54.17	0.00	45.83	0.00	3.083	1.017
6	Play grounds is spacious enough for students in this school to use during their recreation time hence keep them alert for learning.	Teachers	14.41	27.43	19.97	23.09	15.10	3.029	1.299
		Principals	0.00	50.00	0.00	50.00	0.00	3.000	1.021
7	There is art gallery for students to use and visit which help them improve on their academic performance.	Teachers	9.38	24.31	25.00	28.30	13.02	2.887	1.188
		Principals	0.00	50.00	0.00	29.17	20.83	2.791	1.284
8	Drama costumes such as masks, and make up are provided for students who are in drama club for effective performance.	Teachers	9.38	31.94	24.65	22.92	11.11	3.055	1.169
		Principals	0.00	20.83	29.17	50.00	0.00	2.708	.80645
9	Debate equipment such as lectern, podium and public address speaker to aid student participation and broaden their knowledge.	Teachers	14.06	24.31	26.74	23.78	11.11	3.064	1.219
		Principals	0.00	45.83	0.00	54.17	0.00	2.916	1.017
10	Parks are available for students during relaxation hence improve their academic performance	Teachers	12.15	26.91	14.24	32.47	14.24	2.902	1.281
		Principals	4.17	20.83	0.00	75.00	0.00	2.541	.97709

Source: Field survey (2015)

Table 8 reveals the opinion of principals and teachers on the Impact of Recreational Facilities on Students' Academic Performances in Secondary Schools.

Item 1 shows whether Gardens are provided in this school for student to relax at their leisure time. This could be seen from the responses of the respondents where the decision mean of principals and teachers are all accepted with their mean score 3.45 and teachers is 3.10. From item 2, the responses of the respondents on whether Television sets are provided in the student's common room where they can watch movies at their leisure time for relaxation were accepted by the principal with mean score of 3.79, and teacher 3.83. In respect to item 3, it was rejected by both principals and teachers that Common rooms are available in schools where students relax and interact among themselves, which helps to increase their knowledge with mean score of principal 2.54 and teachers 2.82. In item 4, it was rejected by all respondents, with mean score of principal 2.08, and teachers with 2.81 that, Cultural costumes (asofoke, beads, and calabash) are provided for student to use during their cultural day hence broaden their knowledge. In item 5, it was accepted by principals while rejected by teachers that Playground facilities such as sea saw, Merry go round and swings are available for student to use during recreation. Item 6 was accepted by the principals and teachers that Play grounds is spacious enough for students in this school to use during their recreation time hence keep them alert for learning. Item 7, was rejected by principals and teachers with mean score of principal 2.79 and teachers 2.88 that there is art gallery for students to use and visit which help them improve on their academic performance. Item 8, it was also accepted by teachers with mean score of 3.05, and rejected by principals with 2.70 that Drama costumes such as masks, and make up are provided for students who are in drama club for effective performance. Item 9, was rejected by principals and accepted by teachers that Debate equipment such as

lectern, podium and public address speaker to aid student participation and broaden their knowledge. Item 10, was rejected by teachers and principals that Parks are available for students during relaxation hence improve their academic performance, with mean score of teachers 2.90 and principals 2.54.

4.4Hypotheses Testing

This section deals with hypothesis testing. The hypotheses are related to variables identified in the research objectives. These issues include impact of teaching facilities, learning facilities, welfare/health facilities, sport facilities and recreational facilities in public secondary schools in Giwa and Zaria education zones, Kaduna State, Nigeria. The five (5) hypotheses were tested using T test at 0.05 level of significance. A hypothesis is rejected if the p-value is less than the level of significance set by the study.

Hypothesis 1: There is no significant difference in the opinion of teachers and principals on the impact of teaching facilities on students' performance in secondary schools in Giwa and Zaria Education zones.

Table 9 T-test showing no difference in the opinion of teachers and principal on the impact of teaching facilities on students' performance in secondary schools in Giwa and Zaria Education zones.

Table 9: Summary of T-test on the Opinions of Principals and Teachers on the Impact of Teaching Facilities on Students' Academic Performances in Public Secondary Schools in Giwa and Zaria Education zones in Kaduna State, Nigeria

Variables	N	Mean	S.D	T-cal	Df	Prob	T-critical
Teachers	576	36.3073	6.34249	1.414	598	.158	1.96
Principals	24	34.4583	4.32364				
Total	600						

Source: Field survey (2015)

The result of the above, T-test shows that the t-calculated value (1.414) is less than the t-critical value (1.96) at 598 degree of freedom and at 0.05 level of significance. The observed level of significance P (.158) is greater than 0.05. This means that there is no significant difference in the opinion of teachers and principals on the impact of teaching facilities on students' performance in secondary schools in Giwa and Zaria Education zones. Therefore, the null hypothesis is retained.

Hypothesis 2: There is no significant difference in the opinion of teachers and principals on the impact of learning facilities on students' performance in secondary schools in Giwa and Zaria Education zones.

Table 10 T-test showing no difference in the opinion of respondents on the impact of learning facilities on students' performance in secondary schools in Giwa and Zaria Education Zones.

Table 10: Summary of T-test on the opinions of Principals and Teachers on Impact of Learning Facilities on students' academic performances in Public Secondary Schools in Giwa and Zaria Education zones in Kaduna State, Nigeria

Variables	N	Mean	S.D	T-cal	Df	Prob	T-critical
Teachers	576	37.5729	8.28041	.286	598	.775	1.96
Principals	24	37.0833	8.60643				
Teachers	600						

Source: Field survey (2015)

The result of the above, T-test shows that the t-calculated value (.286) is less than the t-critical value (1.96) at 598 degree of freedom and at 0.05 level of significance. The observed level of significance P (.775) is greater than 0.05. This means that there is no significant difference in the opinions respondents on impact of learning facilities on students' performance in secondary schools in Giwa and Zaria. Therefore, the null hypothesis is retained.

Hypothesis 3: There is no significant difference in the view of respondents on the impact of /health facilities on students' performance in secondary schools in Giwa and Zaria Education zones

Table 11 T-test showing no significant difference in the view of respondents on the impact of provision of health facilities on students' performance in secondary schools in Giwa and Zaria Education zones.

Table 11: Summary of T-test on the opinions of Principals and Teachers on the Impact of Health Facilities on students' academic performance in Secondary Schools in Giwa and Zaria Education zones in Kaduna State, Nigeria

Variables	N	Mean	S.D	T-cal	Df	Prob	T-critical
Teachers	576	30.3368	9.05852	.763	598	.100	1.96
Principals	24	28.91488	4.61488				
Total	600						

Source: Field survey (2015)

The result of the above, t-test shows that the t-calculated value (.763) is less than the t-critical value (1.96) at 598 degree of freedom and at 0.05 level of significance. The observed level of significance p (.100) is greater than 0.05. This means that there is no significant difference in the view of respondents on the impact of provision of welfare/health facilities on students' performance in secondary schools in Giwa and Zaria Education zones Therefore, the null hypothesis is retained

Hypothesis 4: There is no significant difference in the opinions of significant difference in the opinions of respondents on the impact of sports facilities on students' performance in secondary schools in Giwa and Zaria Education zones

Table 13 T-test showing no significant difference significant difference in the opinions of respondents on the impact of provision of sports facilities on students' performance in secondary schools in Giwa and Zaria Education zones.

Table 12: Summary of T-test on the opinions of Principals and Teachers on the Impact of Sport Facilities on students' academic performances in Public Secondary Schools in Giwa and Zaria Education Zones in Kaduna State, Nigeria

Variables	N	Mean	S.D	T-cal	Df	Prob	T-critical
Teachers	576	32.1858	9.99262	1.321	598	.187	1.96
Principals	24	29.4583	7.56410				
Total	600						

Source: Field survey (2015)

The result of the above ,t-test shows that the t-calculated value(1.321) is less than the t-critical value(1.96) at 598 degree of freedom and at 0.05 level of significance. The observed level of significance P (.187) is greater than 0.05. This means that there is no significant difference in the opinions of respondents on the impact of provision of sports facilities f on students' performance in secondary schools in Giwa and Zaria Education zones. Therefore, the null hypothesis is retained.

Hypothesis 6: There is no significant difference in the opinions of significant difference in the opinions of respondents on the impact of provision of recreational facilities on students' performance in secondary schools in Giwa and Zaria Education zones

Table 14.T-test showing no significant difference significant difference in the opinions of respondents on impact of recreational facilities on students' performance in secondary schools in Giwa and Zaria.

Table 13: Summary of T-test on the opinions of Principals and Teachers on the Impact of Recreational Facilities on students' academic performances in Public Secondary Schools in Giwa and Zaria Educational Zone in Kaduna State, Nigeria.

Variables	N	Mean	S.D	T-cal	Df	Prob	T-critical
Teachers	576	32.7691	6.52837	2.500	598	.013	1.96
Principals	24	36.1250	3.77995				
Total	600						

Source: Field survey (2015)

The result of the above ,t-test shows that the t-calculated value(2.500) is greater than the t-critical value(1.96) at 598 degree of freedom and at 0.05 level of significance. The observed level of significance P (.013) is greater than 0.05. This means that there is a significant difference in the opinion of respondents on the impact of recreational facilities on students' performance in secondary schools in Giwa and Zaria Education zones. Therefore, the null hypothesis is rejected.

Summary of the Five Null Hypotheses tested using Independent t-test at 0.05 level of significant.

Table 14: Summary of hypotheses

S/N	Hypotheses statements	Statistical test	Results	Level of significance	Decision
1	There is no significant difference in the opinion of teachers and principals on the impact of teaching facilities on students' performance in secondary schools in Giwa and Zaria Education zones	Independent t-test	Prob.Value .158 is greater than 0.05	0.05	Retained
2	There is no significant difference in the opinions of respondents on the impact of learning facilities on the academic performances of student in secondary schools in Giwa and Zaria Education zones	Independent t-test	Prob.Value .775 is Greater than 0.05	0.05	Retained
3	There is no significant difference in the view of respondents on the impact of health facilities on students' academic performances in secondary schools in Giwa and Zaria Education zones	Independent t-test	Prob.Value .100 is Greater than 0.05	0.05	Retained
4	There is no significant difference in the opinions of respondents on the impact of sport facilities on student academic performances in secondary schools in Giwa and Zaria Education zones	Independent t-test	Prob.Value .187 is Greater than 0.05	0.05	Retained
5	There is no significant difference in the view of respondents on the impact of recreational facilities on students' academic performances in secondary schools in Giwa and Zaria Education zones.	Independent t-test	Prob.Value .013 is Less than 0.05	0.05	Rejected

From the table 14 it is evident that four hypotheses were retained while one hypothesis was rejected. The reason why the four hypotheses were retained was because the P.value was higher or greater than the significant value of 0.05 set for the study. While one hypothesis was rejected because the P values is less than the level of significant used for the study (0.05). The hypotheses can then be restated or interpreted as follows;

Ho₁:Hypothesis one was retained which means that there is no significant difference in the opinions of Principals and teachers on the impact of teaching facilities on students' academic performances in secondary schools in Giwa and Zaria Education zones.

Ho₂:Hypothesis two was retained which means that there is no significant difference in the opinions of respondents on the impact of learning facilities on the academic performances of student in secondary schools in Giwa and Zaria Education zones.

Ho₃:Hypothesis three was retained which means thatthere is no significant difference in the view of respondents on the impact of health facilities on students' academic performances in secondary schools in Giwa and Zaria Education zones.

Ho₄:Hypothesis four was retained which means that there is no significant difference in the opinions of respondents on the impact of sport facilities on student academic performances in secondary schools in Giwa and Zaria Education zones.

H₀₅:Hypothesis five was rejected which means that there is a significant difference in the view of respondents on the impact of recreational facilities on students' academic performances in secondary schools in Giwa and Zaria Education zones.

4.5 Summary of Major Findings

The study revealed that:

1. the adequacy of teaching facilities such as projectors, VCD, chalkboard, flip chart, specimen, , and public address system have great impact on the students, hence increases their understanding and academic performance in secondary schools in Giwa and Zaria education zones in Kaduna State;
2. the supply of learning facilities such as library, computers/internet, chairs, tables, bulletin board, classrooms, and microscope have impact on the students, as it improves their reading and learning habits hence increase their performance in secondary schools in Giwa and Zaria education zones in Kaduna State;
3. health facilities such as bed nets, first aid, sick bay, toilets, refuse disposal and insecticides have positive impact on the students' academic performance hence improve their health status;
4. sport facilities such as playground, football field, basketball pitch, volley ball and hand ball facilities have impact on the students' academic performance hence improve interpersonal relationship in secondary schools in Giwa and Zaria education zones in Kaduna State; and
5. recreation facilities such as cultural facilities, common rooms, gardens, drama facilities and art galleries if adequate, have impact on the students' academic

performance hence increase their psychomotor domain of knowledge in secondary school in Giwa and Zaria education zones.

4.6 Discussion of the Findings

This study was aimed at assessing the impact of school facilities on students' academic performances in public secondary schools in Giwa and Zaria Education zones in Kaduna state. Its objectives were to examine the followings: the impact of teaching facilities on student performances in public secondary schools in Giwa and Zaria Education zones, the impact of learning facilities on students' performance in public secondary schools in Giwa and Zaria Education zones, the impact of welfare facilities on the performance of students in public secondary schools in Giwa and Zaria Education zones, the impact of health facilities on the performance of students in public secondary schools in Giwa and Zaria Education zones, the impact of sporting facilities on the performance of students in public Secondary schools in Giwa and Zaria education zones, the impact of recreational facilities on the performance of students in public secondary schools in Giwa and Zaria Educational zone.

The hypotheses formulated were tested using t- test. However, to give general description of the respondents on the issues raised, frequencies mean and simple percentage were used. The following are discussions arising from the major findings of the study.

Objective one assessed the opinion of principals and teachers on the impact of teaching facilities on students' performance. It was revealed that there is no significant difference in the opinions of the respondents. It was agreed that teaching

facilities such as class room, laboratories, workshops, and public address system e.tc have a great impact on the students' performance in secondary schools in Giwa and Zaria education zones in Kaduna State. Just as Lawanson and Gede (2011) opined that "it is of utmost importance that the availability of teaching facilities will duly contribute to the successful implementation of school programme. These teaching facilities must be made adequate for it to impact on the students' performance. In view of Emakuma (2013) who says that "school facilities become important because of the extent that it helps in improving teaching-learning effectiveness".

The objective two of this study investigate the impact of learning facilities. Responses were draw from principals and teachers to gauge their perception. There is no significant difference in the opinions of the respondents on this objective. The results reveal that learning facilities such as library, computer with internet, textbooks/exercise books, projector, chairs and tables in the schools have great impact on the students' performance. In the opinion of Adeboyeje (2000) adds that learning facilities are mandatory in order to make the school a pleasant, safe and comfortable centre that will increase students' attendance, motivation and willingness to participate adequately in both curricula and co-curricular activities

The third objective examined the impact of health facilities on students' academic performances in secondary schools in Giwa and Zaria education zones in Kaduna State. From the data analysis, there is no significant difference in the opinion of respondents on this hypothesis. It shows that health facilities such as first aid box, toiletries, and treated bed net gateshave impact on student performances. According to Mohammad (2003) in Ajisafe (1980) to develop physical, mental, social and

spiritual health in schools, health facilities should be curative and used to foster effective teaching and learning environment.

The fourth objectives sought to assess the impact of sport facilities on students' performance in public secondary schools in Giwa and Zaria education zones in Kaduna State. The result shows that there is no significant difference in the opinions of the respondents on this question. In the hypothesis related to this, the respondents agreed that sport facilities such as football field, handball, playground, table tennis. have impact on the students' performance in secondary schools. Finkel (2014) posits that "quality sports programs are needed to increase physical competence, health related fitness, self-responsibility and enjoyment or relaxation". Undie also added that recreational activities act as an outlet for releasing tension, and anxiety and facilitates emotional stability and resilience. In furtherance of this Orunaboka and Nwachukwu (2012), posits that "sports can be a force in helping students and staff socializes with each other and provides opportunities to learn positive people skills. That is why it is imperative to provide staff and students with facilities for this purpose.

Objective fifth reveals the opinion of some stakeholders on the impact recreational facilities on students' academic performances in public secondary schools in Giwa and Zaria education zones. It was revealed that there is a significant difference in the opinions of the respondents. It was agreed that creational facilities such as common rooms, television, drama facilities, cultural facilities and garden facilities if adequate, will impact on the students' academic performances in secondary schools in Giwa and Zaria education zones in Kaduna State. In line with

Adebanjo (1996) was of the opinion that adequate supply of recreational facilities reduce students unrest and vandalism, it also enhances smooth execution of educational programme for effective students' performances.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a general summary of the present research work carried out by the researcher. The outlines of areas discussed were the conclusions, recommendations and suggestions for further studies.

5.2 Summary

This study has empirically examined the impact of school facilities on students' academic performances in public secondary schools in Giwa and Zaria Education zones in Kaduna, Nigerian. The study is keen at identifying, determining and ascertaining the extent by which the various school facilities provided or not had enhanced effective students' academic performances in the understudy areas. The objective of the study was to find out the impact of the following: teaching facilities, learning facilities, welfare/health facilities sports and recreational facilities. Five research questions and hypotheses each were formulated as guide for the study. The study covered all public secondary schools in Giwa and Zaria education zones in Kaduna State and it is significant because it would help stakeholder (policy makers, school administrators, teachers, government and the students) in playing a sensitive role aimed at improving the standard of education through the provision of a conducive learning environment. The key variables are operationally defined to conclude the chapter.

In chapter two, some literatures considered related to the present study were reviewed. The conceptual framework provided a base as it explores the concepts of

school facilities. Scholarly works on the variables such as teaching facilities, learning facilities, welfare/health facilities, sport and recreational facilities. An empirical study of related works to show the relationship of the study to previous studies was carried out. It revealed some similarities to the present research, but its uniqueness in terms of scope and variables covered are highlighted.

The third chapter of this study examined the methodology used in carrying out the research work. The research design used is the descriptive survey. The population of the study comprises eighty one (81) secondary schools in the two education zones. The study population was therefore made up of principals and teachers. There are eighty one (81) principals and two thousand and twelve teachers (2012). Making a total of two thousand and ninety three (2093). A sample of 628 was randomly selected from twenty four schools out of eighty one. A questionnaire titled “Questionnaire for the impact of school facilities on students’ academic performances in public secondary schools in Giwa and Zaria Education Zones in Kaduna State” containing 50 items was deployed to collect data for the study. The instrument was validated by lecturers in the Department of Educational Foundations and Curriculum Educational Administration and planning section of Ahmadu Bello University Zaria, a pilot study was carried out before it was finally deployed to the field.

The fourth chapter presented the analysis of the data in form of frequency and percentage tables. The research questions were answered using mean scores and standard deviation. The five null hypotheses were tested using T-test at 0.05 alpha levels and four were retained and one was rejected.

5.3 Conclusions

On the basis of the findings, the study concluded that:

1. most of the schools didnot have sufficient teaching facilities, but the available ones have great impact on the students' academic performance such as flips chart, videos CD players, and models;
2. learningfacilities have beendescribed as an effective tool for educational development in general, had a positive impact on the students' academic performance. Study also identified that it is the government that shows negative attitudes on the adequate provision of learning facilities. Schools managers play their parts only when there is adequate provision of these facilities;
3. health facilities such as sick bay, toiletries, and first aid had positive impact on the students' academic performance. It was revealed that some of these facilities are not adequate;
4. there was inadequate sport facilities but the ones available such as football field, basketball court, and table tennis have impact on the students' academic performance; and
5. recreational facilities such as gardens, parks, common room, and art galleries among others had impact on the students' academic performances ifadequately provided and used.

5.4 Recommendations

On the basis of findings and conclusions, the following recommendations are made:

1. school administrators and government urgently need to upgrade teaching facilities to meet up with modern demands of secondary school education. Digital facilities should be provided in schools. While the schools managers on their part should also try to maintain and manage flip chart, models, public address system, slide picture and projector facilities provided in the school;
2. effort should be made my alumni to support the school with some learning facilities such as laboratory, workshop, and furniture among others;
3. in order to promote higher productivity in schools, good and adequate sick bay, treated bed nets refuse disposal first aid box should be provided to the school. While regular school inspection and a good maintenance programme are recommended to protect the existing school facilities;
4. In order to enhance higher productivity of staff and students fitness in schools, good and adequate sport facilities such as basketball court, volley ball court, table tennis and hand ball facilities should be provided to the school;and
5. Principals should solicit help from philanthropist to support them with funds that would be used to provide adequate recreational facilities such as common room, garden,seesaw, swings, and playgrounds.

5.5 Suggestions for Further Studies

The study makes the following suggestions for further studies:

1. appraise the roles played by every stakeholders aimed at putting the facilities into functional use to enhance students' performance process in schools;
2. research be conducted in other states or zones of the countryon the importance of school facilities in teaching and learning;
3. a replication of this study could be carried out in another States in Nigeria to compare and contrast the findings;
4. the same study could be carried out in Giwa and Zaria education zones after 5 to 10 years to check for possible improvement in the Zones; and
5. a comparative study could be carried out in the topic based on two or more States to ascertain positive differences in opinions.

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APPENDIX A
LETTER OF INTRODUCTION

**QUESTIONNAIRE ON THE IMPACT OF SCHOOL FACILITIES ON STUDENTS’
ACADEMIC PERFORMANCES IN PUBLIC SECONDARY SCHOOLS IN GIWA
AND ZARIA EDUCATION ZONES.**

Educ. Admin & Planning Section,
Department of Educ. Found. & Curr.,
Faculty of Education,
Ahmadu Bello University, Zaria
Kaduna State.
10th November, 2015.

Dear Respondent,

This questionnaire is for the purpose of soliciting responses from you on the Impact of School Facilities on Students’ Academic Performances in Public Secondary Schools in Giwa and Zaria Education Zones, Kaduna State, Nigeria. It is purely an academic exercise, which is part of the requirements for the award of M.Ed Certificate in Educational Administration and Planning in Ahmadu Bello University, Zaria. Please, give honest response to the issues raised. Your responses will be treated with high degree of confidentiality. Your co-operation in this regard is highly appreciated.

Thank you.

Yours Sincerely,

Osuji Joy Nkechi

P13EDFC8054

APPENDIX B

SCHOOL FACILITIES ON STUDENTS' ACADEMIC PERFORMANCES QUESTIONNAIRE.

Personal Data of Respondents

Instructions: Please tick (✓) in the appropriate box that relates to you.

Tick [☐] in the appropriate box that relates to you.

1. Status
 - (a) teacher [☐]
 - (b) principal [☐]
2. Gender
 - (a) Male [☐]
 - (b) Female [☐]
3. Qualification
 - (a) M.ed/MA [☐]
 - (b) B.ed/BSC Ed [☐]
 - (c) NCE [☐]
 - (d) Others, please specify
4. Years of Working Experience
 - (a) 0-5 years [☐]
 - (b) 6-10 years [☐]
 - (c) 11-15 years [☐]
 - (d) 16 -20 years [☐]
 - (e) 21 years and above [☐]
5. Ownership of School
 - (a) Public [☐]
 - (b) Private [☐]
6. Location of School
 - (a) Urban [☐]
 - (b) Rural [☐]
7. Nature of School
 - (a) Boarding [☐]
 - (b) Day [☐]
 - (c) Boarding/Day [☐]

Section B: Impact of Teaching Facilities on Students' Academic Performances in Secondary Schools in Giwa and Zaria Education zones

S/NO	Items	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
1	Internet /ICT facilities are available in this school for students' research; hence increase their learning and performance.					
2	Audio visual disc is adequate for teaching, hence increase student learning and performance.					
3	Projectors are used in this school to teach, hence increase the students' academic performance.					
4	Computer sets are adequate for teaching, hence increase student learning and performance.					
5	Public address system enables students with hearing problems to follow up in the lesson hence increase their performances.					
6	Instructional materials are provided in this school and this enhances teaching in the class and ultimately helps students' performance.					
7	Specimens are used to teach in this school hence increase the students' performance.					
8	Flip charts are used in this school to teach, which invariably increase the students' performance.					
9	Public address system is used in this school to teach large population of students for effective learning.					
10	Models in classes help students to always recall some concepts hence improve their performance in this school					

**Section C: Impact of Learning Facilities on Students' Academic
Performances in Secondary Schools in Giwa and Zaria
Education zones**

S/N	Items	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
11	The library in this school is functioning adequately as expected and stocked with current educational materials to improve students reading habit, hence increase their performance.					
12	Laboratory facilities are adequate for practical exercise, hence increases students' understanding and performance in this school.					
13	Stationaries (pencils, pens, erasers mathematical sets) are made available for students to use in learning so as to increase their performance.					
14	Workshop is available in this school to enable technical students carry out their practical work, hence improve their performance.					
15	Adequate furniture in this school makes the students comfortable for learning, hence increase their performance.					
16	Text books are adequate in this school to improve students' learning and performance.					
18	A bulletin board in this school is used to disseminate information to students.					
19	Adequate exercise books are provided for students to enable them participate during lessons.					
20	Classrooms are adequate in this school to shelter the students from climatic conditions and improve their learning.					

Section D: Impact of Welfare/Health Facilities on Students' Academic Performances in Secondary Schools in Giwa and Zaria Education Zones

S/N	Items	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
20	Students have quick access to drugs such as panadol, and flagly for immediate treatment which keeps them healthy for learning.					
21	Treated bed nets are used among students in this school to prevent malaria parasites and to protect their learning.					
22	Insecticides are spread around the school compound to prevent disease and to protect learning.					
23	Dust bins and incinerator for refuse disposal are available to keep the environment clean for learning.					
24	Toiletries are provided for students in this school for hygiene sake, hence boost their academic performance.					
25	Sick bay is provided for sick students in this school hence create an avenue for quick recovery to promote learning.					
27	Adequate toilets are available for both male and female students in this school to protect their learning.					
28	Clinic is provided for the treatment of sick students hence improves their academic performance.					
29	First aid box is stocked with drugs for immediate treatment of students in this school and invariably help their performances.					
30	Dispensary is available in this school where drugs are kept for sick students for effective academic performance.					

**Section E: Impact of Sport Facilities on Students' Academic Performances
in Secondary Schools in Giwa and Zaria Education zones**

S/N	Items	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
31	Long jump facilities are used in this school to keep student physically fit for learning					
32	There is a standard football field in this school to perform very well in football matches hence improve their academic performance.					
33	There is an adequate Volley ball facility in this school which helps to enhance student academic performance.					
34	Long jump materials are provided for students' uses which in turns help their academic performance.					
35	Basket-ball court is provided in this school as part of the sport activities to encourage students keep fit and perform better in sports.					
36	Badminton court and materials are provided for students to use in other to keep them physically fit and prepared for learning.					
37	Table tennis equipments are used in this school and this makes students to perform well during competitions.					
38	Lawn tennis facilities are provided in this school for students' which helps them perform well during lessons					
39	Volley ball court is available in this school which encourages students' mental fitness and increases their academic performance.					
40	Hand balls facilities are used in this school to promote physical health, hence improves their academic performance.					

Section F: Impact of Recreational Facilities on Students' Academic Performances in Secondary Schools in Giwa and Zaria Education zones

S/N	Items	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
41	Gardens are proved in this school for student to relax at their leisure time.					
42	Television sets are provided in the student's common room where they can watch movies at their leisure time for relaxation.					
43	Common rooms are available in this school where students relax and interact among themselves, which helps to increase their knowledge.					
44	Cultural costumes (asoke, beads, and calabash) are provided for student to use during their cultural day hence broaden their knowledge.					
45	Playground facilities such as sea saw, Mary go round and swings are available for student to use during recreation.					
46	Play grounds is spacious enough for students in this school to use during their recreation time hence keep them alert for learning.					
47	There is art gallery for students to use and visit which help them improve on their academic performance.					
48	Drama costumes such as masks, and make up are provided for students who are in drama club for effective performance.					
49	Debate equipment such as lectern, podium and public address speaker to aid student participation and broaden their knowledge.					
50	Parks are available for students during relaxation hence improve their academic performance.					

APPENDIX C
POPULATION OF THE STUDY

S/NO	Schools	Zone	Principals	Teachers	Total
1.	Dr SehuLawal GSS (Snr)	Giwa	1	27	28
2.	Govt. Sec. Sch. Falika	Giwa	1	10	11
3.	Govt. Sec. Sch. Gangara	Giwa	1	19	20
4.	GSS Giwa	Giwa	1	19	20
5.	GSS Jama'a	Giwa	1	31	32
6.	GSS Salaadadi	Giwa	1	17	18
7.	GSS Bomo	Giwa	1	24	25
8.	GSS Kunkuyi (Jnr)	Giwa	1	17	18
9.	GSS Kudan (Jnr)	Giwa	1	9	10
10.	GSS Kwangila (Jnr)	Giwa	1	28	29
11.	GGSS Samaru (Snr)	Giwa	1	30	31
12.	GGSS Shika (S/J)	Giwa	1	19	20
13.	GGSS Basawa (Jnr)	Giwa	1	24	25
14.	GJSS Danmahawaya (Jnr)	Giwa	1	11	12
15.	GJSS DokaKudun (S/J)	Giwa	1	9	10
16.	GJSS Galadima (Jnr)	Giwa	1	8	9
17.	GJSS Iyatawa (Jnr)	Giwa	1	10	11
18.	GJSS Kakangi Giwa (Jnr)	Giwa	1	8	9
19.	GJSS KauranWali (S/J)	Giwa	1	10	11
20.	GJSS Kaya (S/J)	Giwa	1	8	18
21.	GJSS Kidandan (Jnr)	Giwa	1	9	10
22.	GJSS MaranbanGuga (Jnr)	Giwa	1	11	12
23.	GJSS TabanSani (Jnr)	Giwa	1	7	17
24.	GJSS Wazata (Jnr)	Giwa	1	4	14
25.	GJSS Yan Sarki (Jnr)	Giwa	1	9	10
26.	Yusuf Aboki SS, Shika (Snr)	Giwa	1	19	20
27.	GSS Bomo (Jnr)	Giwa	1	29	30

28.	GSS Yakawada (S/J)	Giwa	1	15	16
29.	Yusuf Aboki SS Shika (Jnr)	Giwa	1	19	20
30.	GGSS Samaru (Jnr)	Giwa	1	30	31
31.	GSS Kangila (Snr)	Giwa	1	35	36
32.	GSS Bassawa (Snr)	Giwa	1	26	27
33.	GSS Kunhunyi (Snr)	Giwa	1	20	21
34.	GSS Kudun (Snr)	Giwa	1	19	20
35.	GSS KofanKayan	Zaria	1	52	53
36.	GSS Dakache	Zaria	1	31	32
37.	GSS Yakasa	Zaria	1	15	16
38.	Sheik Ibrahim Arabic SS, Kar.	Zaria	1	48	49
39.	GSS Chindit Barrack (Jnr)	Zaria	1	38	39
40.	GGSS (WTC)	Zaria	1	70	71
41.	GSS Chindit (Snr)	Zaria	1	32	33
42.	GSS Chindit (Snr) Girls	Zaria	1	29	30
43.	GSS Chindit (Jnr) Girls	Zaria	1	30	31
44.	GJSS Tundun Sabo (Jnr)	Zaria	1	9	10
45.	GSS Munchia (Jnr)	Zaria	1	26	27
46.	GSS Magajiya (Jnr)	Zaria	1	25	26
47.	GJSS Kinkinba	Zaria	1	5	6
48.	GJSS Aba	Zaria	1	3	4
49.	GSS Kugu	Zaria	1	15	16
50.	GSS Likoro	Zaria	1	16	17
51.	GSS Kaura	Zaria	1	29	30
52.	GGSS DogoBauchi	Zaria	1	37	38
53.	GSS Magajiya (Snr)	Zaria	1	26	27
54.	GGSS Pada (Snr)	Zaria	1	36	37
55.	GSS Aminu (Snr)	Zaria	1	28	29
56.	GSS Dinya (Jnr)	Zaria	1	9	10
57.	GSS Zaria (Snr)	Zaria	1	51	52

58.	GSS Muchi (Snr)	Zaria	1	19	20
59.	GSS Gyellesu	Zaria	1	30	31
60.	GSS T/Jukun	Zaria	1	51	52
61.	GSS Mangi	Zaria	1	5	6
62.	GJSS RimiDoku	Zaria	1	34	35
63.	GJSS KofanJato	Zaria	1	30	31
64.	GSS Aminu (Jnr)	Zaria	1	26	27
65.	GJSS KofanDoka	Zaria	1	46	46
66.	GGSS Padan (Jnr)	Zaria	1	40	41
67.	GJSS Mata	Zaria	1	7	8
68.	GJSS Chikaji	Zaria	1	24	25
69.	GSS Awai	Zaria	1	9	10
70.	GSS Bogari	Zaria	1	17	18
71.	GSS Richife	Zaria	1	6	7
72.	SIASSS KarauKarau	Zaria	1	19	20
73.	GSS T/Saibu (Snr)	Zaria	1	13	14
74.	GSS Zaria (Jnr)	Zaria	1	49	50
75.	GGSS D/Bauchi (Jnr)	Zaria	1	33	34
76.	GJSS T/Wada (Jnr)	Zaria	1	47	48
77.	Alhudahuda College	Zaria	1	88	89
78.	Science Sec. School, Kufena	Zaria	1	63	64
79.	Barewa College	Zaria	1	92	93
80.	Govt. Commercial College	Zaria	1	-	-
81.	GSS Gimba	Zaria	1	6	7
	Total	2	81	1755	2092

APPENDIX D

RELIABILITY TEST ON SCHOOL FACILITIES ON STUDENTS' ACADEMIC PERFORMANCE QUESTIONNAIRE

VARIABLES = VAR00001
SCALE ('ALL VARIABLES') ALL
MODEL = ALPHA.

Reliability
Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	40	100.0
	Excluded ^a	0	.0
	Total	40	100.0

- a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.85	50