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Analysis of Quality of Physical Facilities in Private and Public Secondary Schools in Ilorin South Local Government, Kwara State, Nigeria

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Abstract

This study examined analysis of quality of facilities in public and private secondary schools in Ilorin South Local Government, Kwara State, Nigeria. Specifically, the quality of classrooms, laboratories and libraries was assessed. It used descriptive research design and 2,958 teachers in the 73 schools (34 public & 39 private) constituted the study population. With the use of proportionate sampling technique, 17 public and 20 private schools were selected. Collection of the data was done via the use of researcher-designed questionnaire named “Analysis of Physical Facilities Quality Questionnaire” (APFQ). Validity and reliability of the instrument were ensured and coefficient of 0.72 was realised. Testing of hypotheses was done using t-test at 0.05 level of significance. It was revealed through the findings of the study that significant difference existed in the quality of physical facilities in private and public secondary schools. It was concluded that the quality of facilities such as classrooms, laboratories and libraries in private secondary schools was higher than public secondary schools. The study recommended that Kwara State government should be more committed to the adequate financing of education for the purpose of improving the physical facilities quality while proprietors of private schools should not rest on their oars to facilitate sustainability as well as improvement in the quality of their facilities.

Keywords: Physical facilities, Classrooms, Laboratories, Library, Quality

Introduction

Physical facilities are the structures in which teachers and students meet to carry out the business of teaching and learning. Facilities, especially classrooms, laboratories, and library need possess high quality, because they basically serve as places for knowledge processing, to facilitate enhancement of instructional objectives and overall school goals. According to Adeyemi (2020), physical facilities refer to buildings such as classrooms, laboratories, toilet, library, administrative office and playground which are needed for effective teaching and learning to take place. Santika et al (2021) believed that physical facilities such as libraries, classrooms, libraries, sport grounds, laboratories and classrooms significantly contribute to the improvement of teaching and learning. Omolo et al (2020) asserted that poor quality of physical facilities in schools would cause low learning achievement. Students from educational institutions where provision of quality physical facilities is of great priority are likely to are likely to achieve better academic performance than their counterparts in schools with poor facilities. Onyebuanyi et al (2022) elucidated that school physical facilities as the material found within educational institutions such as libraries, classrooms, chalk boards, tables and desks, laboratories and others which help to actualise instructional goals. Hence, the level of quality of these facilities is a determinant of what students would achieve academically. The aspects of physical facilities which this study examined were quality of classrooms, laboratories and library.

According to Olanipekun (2020), classroom is an educational structure in which instructors and learners meet, so that the former to impart knowledge to the latter for learning to take place. Classrooms are expected to be quality environment where students can comfortably sit down and give adequate attention to teachers' message which would lead to learning. Bukola (2021) posited that classroom is regarded as an educational industry where teacher and students interact for the purpose of ensuring that learning takes place on the part of the latter. Every classroom needs to be supplied with adequate facilities, for it to achieve the purpose for which it is provided. Sunday (2019) submitted that the importance of classroom to the realisation of instructional objectives and overall school goals cannot be underrated. This is the reason school proprietors and management need to ensure that classrooms are in good condition, so as to continually serve the purpose for which they are provided. Sanni (2020) maintained that the importance of classroom plays in enhancing goal attainment of schools cannot be downplayed. Teaching and learning could be more effective in a conducive classroom than the one which is not conducive.

Carvalho e Rodrigues and Mandrekar (2020) believed that library is very important because it is a fundamental factor in school system. The role which library plays in the improvement of academic achievement of students cannot be over-emphasised. Mogaka (2019) opined that the major operation of library in an educational institution is to provide books, periodicals and other reading materials to the students at their time(s) of need. Fakunle (2023) believed that an educational institution library is established, in order to make available to students, materials which are of significance and usefulness to them. Students who regularly make use of library are likely to be more active in learning than those who do. Jaja and Udumukwu (2023) maintained that library is an essential part of school system. It provides a strong support for schools via the availability of needed resources and the utilisation of which facilitates more pleasure and interest in teaching and learning. Ayorinde (2020) posited that library is highly needed in schools for students to carry out their personal studies of different forms, in order to enhance their learning and consequently boost academic performance.

Alarape (2022) opined that laboratory refers to a building in educational institution where practical learning takes place. In a laboratory, equipment with which teachers and students operate are expected to be provided, for the purpose of enhancing effective learning. Ndiokubwayo (2017) maintained that the use laboratory makes students to perceive learning as a real exercise, and it helps to justify the correctness of the concept taught. Niyitanga et al. (2021) posited that in laboratories, practicals are carried out. Laboratories help facilitate knowledge transfer and skills acquisition through extensive engagement of students in the real learning and provision of accessibility to the observed concepts and experiences around them. Kolawole (2021) believed that Biology, Physics, Chemistry and Agricultural Science are subjects that cannot be effectively taught without laboratories, due to some topics therein which are practical in nature.

Despite the roles played by physical facilities in enhancing effective teaching and learning, personal observation of the researchers and information gathered from some students and teachers revealed that the status of these facilities, especially classrooms, laboratories and libraries in some state-owned secondary schools is worrisome. In these schools, the walls of some classrooms are cracked while floors are tattered. Some are suffering from problems such as lack of windows, doors and ceilings, leaking roofs and insufficiency of chairs and tables. The laboratories do not have adequate tools which would aid effective conduct of practicals in science-based subjects; and the existing libraries are grossly suffering from lack and or insufficiency of current textbooks,

journals, magazines and other material which help improve students' learning. To support the above information, Akomolafe and Adesua (2018) asserted that the condition of physical facilities in many secondary schools owned by state governments is of great worry to educators because it appears that many existing facilities are not quality enough. Based on this, the researchers decided to compare the quality of physical facilities in public and private secondary schools in Ilorin South Local Government, Kwara State, Nigeria, in order to determine the one that is higher.

Objectives of the Study

The study objectives were to:

- i. investigate difference in the quality of physical facilities in the private and public secondary schools;
- ii. determine the difference in the quality of classrooms in the private and public secondary schools;
- iii. examine the difference in the quality of laboratories in the private and public secondary schools; and
- iv. find out the difference in the quality of libraries in private and public secondary schools.

Research Hypotheses

H₀₁: There is no significant difference in the quality of physical facilities in private and public secondary schools.

H₀₂: There is no significant difference in the quality of classrooms in private and public secondary schools.

H₀₃: There is no significant difference in the quality of laboratories in private and public secondary schools.

H₀₄: There is no significant difference in the quality of libraries in private and public secondary schools.

Methodology

The conduct of the study was premised on descriptive research design of survey type. The study population consisted of 2,958 teachers (public, 1,054 & private, 1,904) in all the 71

secondary schools (public, 34 & private, 39) in the area. With the use of Proportionate sampling, 50% of each of the school type (that, 17 public schools out of the 34 & 20 private schools out of the 39) was selected. Through the use of simple random sampling technique, 10 teachers were selected from each sampled school to make a total of 370 respondents. Analysis of Quality of Physical Facilities Questionnaire (AQPFQ) was used to collect data for the study. The instrument had three segments (A, B & C). Sections A, B and C focused on Quality of Classrooms, laboratories and libraries respectively. Each section had eight items and Likert scale rating of Strongly Agree rated 4, Agree adjudged 3, Disagree scored 2 and Strongly Disagree rated 1. Validation of the instrument was done and its reliability was also ensured. Through the use of Cronbach's Alpha, reliability coefficient of 0.72 was realised. The researchers personally administered questionnaire to the respondents. Hypotheses were tested with the use of t-test at 0.05 level of significance. Data analysis was based on the 337 copies of questionnaire returned to the researchers out of the 370 produced and distributed to the participants.

Results

Hypotheses One: Significant difference in the quality of physical facilities in private and public secondary schools.

Table 1

Difference in the Quality of Physical Facilities in Private and Public Schools

School type	N	\bar{X}	SD	Calculated t-value	p-value	Decision
Public	184	4.07	1.35	1.26	.025	Rejected
Private	153	2.72	.90			

Table 1 shows calculated t-value (1.26) and the p-value (.025) which is less than the significance level (0.05). Hence, hypothesis one is rejected. This depicts that there was a significant difference in the quality of physical facilities, with a mean difference of 1.35.

Hypotheses Two: There will be no significant difference in the quality of classrooms in private and public secondary schools.

Table 2

Difference in the Quality of Classrooms in Private and Public Schools

School type	N	\bar{X}	SD	Calculated t-value	p-value	Decision
Public	184	4.28	1.26	1.59	.011	Rejected
Private	153	2.93	.84			

Table 2 shows calculated t-value (1.59) and the p-value (.011) which is less than the level of significance (0.05). Hence, hypothesis two is rejected. This shows that there was a significant difference in the quality of classrooms in private and public secondary schools, with a mean difference of 1.35.

Hypotheses Three: Significant difference does not exist in the quality of laboratories in public and private secondary schools.

Table 3

Difference in the Quality of Laboratories in Private and Public Schools

School type	N	\bar{X}	SD	Calculated t-value	p-value	Decision
Public	184	3.92	1.58	1.46	.003	Rejected
Private	153	2.74	1.12			

Table 3 shows calculated t-value (1.46) and the p-value (.003) which is less than 0.05 which is the significance level. Hence, hypothesis three is rejected. This connotes that significant difference existed in the quality of laboratories in public and private secondary schools, with a mean difference of 1.18.

Hypotheses Four: The quality of libraries in private and public secondary schools has no significant difference.

Table 4

Difference in the Quality of Libraries in Private and Public Schools

School type	N	\bar{X}	SD	Calculated t-value	p-value	Decision
Public	184	4.01	1.22	1.63	.010	Rejected
Private	153	2.49	.73			

Table 4 shows calculated t-value (1.63) and 0.10 (p-value) which is less than 0.05 (level of significance). Hence, hypothesis four is rejected. This shows that quality of libraries in public and private secondary schools has a significant difference, with a mean difference of 1.42.

Discussions

The findings of the study showed that there was a significant difference in the quality of physical facilities in private and public secondary schools. The mean score of private schools, which is 4.07 is higher than that of public schools, which is 2.72, with a difference of 1.35. This means that quality of physical facilities was higher in private schools than public schools. This finding supports the position of Sunday (2019) that educational facilities in some secondary schools owned by government in Nigeria are not in good shape as classrooms are dilapidated; and libraries, laboratories and offices not well-equipped like that of private secondary schools. In

addition, Sanni (2020) asserted that poor facilities quality is one of the challenges facing government schools in Nigeria.

The findings of the study revealed that there was a significant difference in the quality of classrooms in private and public secondary schools. The mean score (4.28) of private schools is higher than the mean score (2.93) of public schools, with a difference of 1.35. This signifies that quality of classrooms in private schools is higher than that of public secondary schools. This finding is in consonance with the finding of Bukola (2021) that private secondary school classrooms were more quality than public secondary school classrooms in Lagelu Local Government, Oyo State.

The findings of the study showed that there significant difference existed in the quality of laboratories in public and private secondary schools. The mean score (3.92) of private schools is greater than the mean score (2.74) which is that of public schools, with a difference of 1.18. This implies that quality of laboratories in private schools is higher than public secondary schools. This finding corroborates the finding of Alarape (2022) that laboratories in secondary schools privately owned were well-equipped than the ones in provided in public schools in Niger State.

The findings of the study showed that quality of libraries in private and public secondary schools has significant difference. The mean score (2.49) of public schools falls short of the mean score (4.01) of private schools, with a difference of 1.42. This depicts that quality of libraries in private schools is higher than public secondary schools. This finding is in congruence with the position of Sanni (2020) that library plays a significant role in enhancing learning of students but its situation in many Nigerian public secondary schools do not have while the existing ones in some schools are just mere buildings because they do not stocked with current textbooks, journals, magazines and the likes.

Conclusion

The study concluded that:

- i. the quality of physical facilities was higher in private secondary schools than public schools;
- ii. classrooms in private schools were more quality than public secondary schools;

- iii. the laboratories available in private secondary schools were more quality than the ones in public schools; and
- iv. private secondary school libraries were more quality than the ones in public schools.

Recommendations

The following recommendations were made:

- i. Kwara State government should be more committed to the adequate financing of education for the purpose of improving the physical facilities quality while proprietors of private schools should not rest on their oars in order to facilitate sustainability as well as improvement in the quality of their facilities.
- ii. There is need for the government to pay more attention to increasing the standard of classrooms in secondary schools by adequately providing them the required materials that would improve teaching and learning while the proprietors of private schools should persist on how they maintain their classrooms to facilitate effective learning.
- iii. The status of laboratories in public secondary schools need to be uplifted by government via adequate provision of the needed equipment that would aid improvement in the teaching of practicals while the proprietors of private schools should not relent in the provision of equipment to their laboratories, in order to facilitate actualisation of the stated goals.
- iv. There is need for the government to embark on holistic facelift of libraries in public secondary schools through renovation and stocking of current books, journals, magazines and newspapers while the proprietors of private schools should continually improve the standard of libraries to aid improvement in students' academic performance.

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