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# The Impact of Educational Facilities on the Academic Performance of Secondary School Students: Case Study of Borno State

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## **ABSTRACT**

Theoretical and empirical studies have considered the significance of school facilities on student's performance. This study is on The Impact of Educational Facilities on the Academic Performance of Secondary School Student in Lassa, Askira-Uba Local Government of Borno State. It covers five secondary schools. Two hundred (200) respondents took part in the study (one hundred and fifty (150) students, and fifty (50) teachers). The research designed for the study was descriptive survey method, whereby mean and standard deviation statistical analysis was used for research question 1, 2, 3,4, and 5. Findings revealed that presence of sufficient classrooms, libraries, hostel accommodation contribute positively to the student academic performance as well as their absence contributes negatively to some of the schools. Absence of electricity, computers, chairs, and desk had negative impact on the student performance. Sufficient text books and teaching materials facilitate learning. The environments are not noisy as they are not close by market or refineries. School buildings are well-equipped with educational facilities do enhance teaching and learning with the help of qualified personnel's. Conclusion was that facilities are potent to high academic achievement of students. Recommended were that state government should develop more useful and reliable policies for provision and distribution of educational facilities and resources in lassaaskira-uba local government. School administrators should organize fund raising events to draw attention to the areas where facilities are seriously needed.

**Keywords:** Educational facilities, Academic performance, Borno State

## **INTRODUCTION**

Every nation that is committed to progress and advancement strives to have a system of education that reflects the changing needs of the nation. Such changes are usually not born out of coercion but out of the desire by both the government and the people to evolve a system that meets their goals,

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aspirations; immediate and long term needs (Ayodele, 2001). In the light of this, Iwok & Samson (2006) in Musa (2011) observed that education stimulates the advancement of its social, economic, democratic and technological standards. Thus it is a vital and crucial tool needed for the formation minds from adulthood in a designed environment called school, where learning and acquisition of skills can take places for total development of each individual in the society and the nation as a whole (Ogunsanya, 2004). Educational institutions become more and more important to the day-to-day lives of a nation inhabitants as these institutions assist succeeding generations to become aware of who they are, to come to understand their functions, their limitations and most of all, their potentials, capabilities, frustrations and fulfillment (Bans & Juffkins, 1995).

According to federal republic of Nigeria, national policy on education (2004), education goals are:

- a) The training of the mind in the development of the world around.
- b) The acquisition of mental, physical and social abilities and competences as equipment for the individual to live in and contribute to the development of his society.

Education can therefore be regarded as a social system whose purpose is to bring about certain desirable behavioral change in the total development of the individual. In the whole world education has been given more regard while in Nigeria particularly education has been seen as the main vehicle for quick development.

However education in Borno State have been experiencing serious problem prior to the insurgency, there are shortage of classes for teaching and learning, shortage of instructional materials and teachers (NUT, 2007). This has indicated that basic school is under-funded by the State government. Lack of payment of teacher's salary which lead to frequent strike by basic school teachers are also concern to many families (NUT, 2008). Moreover, while the state is struggling to overcome the existing problems, insurgent came in as a bigger challenged to the State, which now posed as a threat to many parents, and children of school age in Borno State (Abdulrasheed, Onuselogu, &Obioma, 2015).

Walberg and Thomas (1992) shown that pupils have been noted to learn best when they can effectively explore at school environment that is rich in material, so that whenever they are given the responsibility to make meaningful choice, they can afford to interact with the available facilities.

Classrooms are very vital in schools; the classrooms are constructed to suit the purpose of learning and also considering climate of the people. Williams (1973) succinctly said that school classrooms are very vital input to educational system; emphasizing that even though they do not teach but their use may facilitate or impede learning. He further emphasized that much concentration should be attached to facilities to enable an imagined educational programme to be achieved. This in short shows that the importance of the provision of efficient and effective facilities to help enhance a smooth and conducive teaching and learning process to ensure the production of effective manpower for the nation.

Agreeing to Costaldi (1977) in Amanchukwu & Ololube (2015), that school facilities are those materials of education which enables a skillful teacher to achieve a level of instructional effectiveness that exceeds what is possible, when they are not provided the materials of education or educational facilities are numerous, whatever materials or services that helps to facilitate teaching and learning fall under the term school facilities. They consist of land, buildings, playground, school farm, laboratories, libraries, assembly hall, classrooms, workshops, audio visual aids (radio sets, video sets, tapes) slide projectors and slide flip charts etc. graphics (charts, posters, pictures) photographs, cartoons, graphs maps etc. display materials chalkboard, flannel boards, magnetic boards and many others. In another words, school facilities are those physical things that help the smooth operation of educational system. Without them there are many inadequacies that may arise such as poor performance of students, poor teaching and learning technique and these will eventually affect the educational development of that region.

### **Statement of the Problem**

Academic performance, including academic failure, is often viewed in narrow terms, as an individual behavior limited to the early life course. However, academic performance has implications that play out across life stages and on

multiple levels (Needham, Crosnoe, & Muller, 2004). That is to say, academic performance of students is simply their status with respect to the teaching and learning. Their performances can be affected by various means, especially inadequate facilities such as lack of teachers for the right subject, lack of equipped laboratories, lack of equipped workshops, unconducive learning environment, lack of libraries, lack of classrooms, lack of adequate staff rooms and so forth.

Inadequate facilities contribute to student's failure (Faisal & Annette, 2001). It is imperative to know that, inadequate facilities affect the smooth teaching and learning process in all schools. For it is observed that students fail often to comprehend what they have been taught or learnt, because they have not been taught with the practical facilities but rather exposed to only theoretical aspects of their field of specialization. If they have been opportune to make use of adequate facilities in different aspects they would have been appropriately effective.

According to the United State Department of Education (USDE, 1999) on their research studies on the impact of school facilities on the learning environment, inadequate supply or provision of the educational facilities (school buildings, equipments, textbooks, teaching aids etc.) will lead to negative impact on students' academic performance.

### **Purpose of the Study**

This study was designed to find out the impact of educational facilities on the academic performance of secondary schools students in Askira-uba, Borno State. The specific objectives are:

1. To find out the impact of school buildings on the student's academic performance;
2. To examine the impact of availability of equipment and teaching aids on the academic performance of secondary school students;
3. To determine the impact of sufficient books on the students' academic performance;
4. To determine the impact of environmental condition on students' academic performance.

## Research Questions

The research questions that guided this study are;

1. How can the school buildings impact on the academic performance of secondary school students in Borno State?
2. How the availability of equipment and teaching aids does has an impact on the academic performance of secondary school students in Borno State?
3. How can sufficient books impact on students' academic performance in Borno State?
4. What are the impacts of environmental conditions on students' academic performance in Borno State?

## METHODOLOGY

The research design adopted for this study is the descriptive survey method. Survey method is a method characterized by the selection of random sample from a large population in order to obtain empirical knowledge of contemporary nature. The survey method was adopted because the research involves collecting data from many students. Babbie, (1989) justifies that survey research is the most frequently used mode of observation in social science today. Kerlinger, (1973) describes survey method as the study of large and small population by selecting and studying population to discover the relative incidence, distribution and interrelation of sociological and psychological variables.

The study area, Askira/Uba local government area, is one of the twenty seven (27) LGA of Borno State, Northeast Nigeria. The study area lies between latitude 11° 15'N and longitude 11° 30'E in the Sudan Savanna with annual rainfall of 550 to 680 cm. It has an area of 780 km<sup>2</sup> and a population of 158,893 in the 1991 National census. The area is divided into 13 wards and over 80% of the people are farmers. Ethnic groups in the locality include Marghi, Chibok, Babur-Bura, Fulfulde, Hausa and Higgi (Ngulde, 1993). There are ten (10) secondary schools in the area under study. It is important to note that some of the schools are single sex while some are combine sex, and some are purely day while some are boarding. A total of five (5) secondary schools which are Federal Science and Technical College Lassa, Government Girls Secondary

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School Lassa, Government Day Secondary School Uba-Borno, Government Day Secondary School Askira, Government Day Secondary School Lassa (combination of male and female) were used for the study. A random sampling technique was adopted so as to give one representation. It involved selecting some number of respondents out of the total population of the study.

Questionnaire was designed by the researcher from the information gathered from various books, articles and observations made during gathering of materials for the literature review. The instrument used for collecting data was a questionnaire. The questionnaire was divided into five (5) sections, section 1, 2, 3, 4, and 5. The questionnaire was designed with a likert-type five (5) point rating scale as shown below.

Strongly Agreed	SA	5
Agreed	A	4
Undecided	UD	3
Disagreed	D	2
Strongly Disagreed	SD	1

Literature was reviewed to gather information that helped in framing and structuring the questionnaire items. It was subjected to face and content validation by three (3) lecturers, from the Departments of Technology Education, Modibbo Adama University of Technology, Yola. The instrument was checked for reliability by the use of "Test-retest reliability or stability". The method employed for data analysis was the use of mean and standard deviation. However, the mean cut-off point is 3.00. Thus, a questionnaire with a mean score of 3.00 or above is accepted while item(s) with score less than 3.00 is been rejected.

## **RESULT AND DISCUSSION**

**Research Question 1:** How can the school buildings impact on the academic performance of secondary school students?

**TABLE 1: Mean Response on the Impact of School Buildings on the Academic Performance of Secondary School Students.**

S/N	ITEMS	Mean ( $\bar{x}$ )	S.D	REMARK
1	We have enough (abundant) classrooms in our school which provide comfortable learning environment.	2.65	1.83	Disagree
2	Library building in our school is large and can accommodate many students	2.32	2.08	Disagree
3	We don't have enough buildings in our school which makes learning difficult.	3.30	1.97	Agree
4	Most of our buildings are dilapidated and they need serious maintenance to make them suitable for learning.	3.41	1.94	Agree
5	Our hostels are not suitable for accommodation which makes learning difficult.	3.15	1.75	Agree
	Grand mean	3.0		Agree

Key; S.D= Standard Deviation

From table 1, Items 1 and 2 shows that students disagreed, while 3, 4 and 5 shows agreed. That shows that school building has a very positive impact on secondary school students as its give them more comfort to their studies. It is observed therefore that secondary schools around Iassa Askira area of Borno State are having negative impacts in terms of the school buildings.

**Research Question 2:** To examine the impact of availability of equipment and teaching aids on the academic performance of secondary school students

**TABLE 2: Mean Responses on the Impact of Availability of Equipment and Teaching Aids on the Academic Performance of Secondary School Students.**

S/N	ITEMS	Mean ( $\bar{x}$ )	S.D	REMARK
1	Basic laboratory and teaching equipment are lacking in our school which makes learning difficult.	4.53	2.14	Agreed
2	Teachers in my school use teaching aids all the time which enable students to understand what the teacher teaches.	3.65	2.09	Agree

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3	Teachers teach only theoretical concepts from the books without practical demonstrations which make's learning difficult.	3.25	2.10	Agree
4	Most of the equipment in our school has been vandalized so teachers have nothing to teach with.	4.27	2.05	Agree
5	There are no abundant chairs and desks in our classrooms which make's learning difficult to us.	4.50	2.22	Agree
6	Our school does not have computer, which make us difficult to operate it.	4.28	2.12	Agree
7	Our school has not been connected to electricity which makes it difficult for us to have practical often.	4.25	2.03	Agree
	Grand mean	4.10		Agree

*Source: Field work 2014*

Key; S.D= Standard Deviation

From table 2, all the items were agreed upon by the students. This shows that availability of equipment's and teaching aids has a significant effect on students' academic performances, as the absence of electricity, computers, chairs, and desk and of some of the equipment and teaching aids does make learning difficult for the student.

**Research Question 3:** how can sufficient books have impact on the students' academic performance?

**Table 4.1.3: Mean Responses on the Impact of Sufficient Books on the Academic Performance of Secondary School Students.**

S/N	ITEMS	Mean ( $\bar{x}$ )	S.D	REMARK
1	Our school authority does provide us with enough textbooks which make learning easy.	3.73	1.70	Agree
2	Our school library contains all of my subjects/course textbooks.	3.40	1.36	Agree



3	Our teachers don't use textbooks in accordance to our level that is why we often fail test/exams.	2.30	1.66	Disagree
4	Our teachers often use textbook and some practical teaching materials which facilitate our learning.	3.40	1.71	Agree
5	Some of our teachers do not allow us to come to the class with textbook.	2.36	1.78	Disagree
6	Our teachers don't teach us how to read our textbooks personally at home.	2.89	1.81	Disagree
7	Our teachers do not give us take-home assignment which makes us lazy to read our books.	2.67	1.92	Disagree
	Grand mean	3.00		Agree

**Source:** Field work 2014

Key; S.D= Standard Deviation

From table 3, Items 1, 2, 4 are agreed upon by students as the school authority does provide them with sufficient books which make learning easier, and their library contains the needed text books as well as the teachers' uses text books and some practical material to facilitate their learning. Item 3, 5, 6 and 7 were disagreed as they do not correspond to have an impact on the student academic performances.

**Research Question 4:** What are the impacts of environmental condition on the academic performance of secondary school students?

**Table 4: Mean Responses on the Impact of Environmental Condition on the Academic Performance of Secondary School Students.**

S/N	ITEMS	Mean ( $\bar{x}$ )	S.D	REMARK
1	Our school is very close to river which makes it difficult to concentrate.	2.00	1.73	Disagree
2	Our school is very close to market which makes it difficult to concentrate.	2.03	1.75	Disagree
3	We often close school early during hot season because of the temperature which makes us difficult to understand.	3.50	1.37	Agree

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4	We hardly attain school during raining season because the road leading to the school is very bad.	3.71	1.30	Agree
5	Our school environment is very dirty.	4.03	1.59	Agree
6	Our school environment is very noise which makes it difficult to hear what teacher is teaching.	2.73	1.35	Disagree
<b>Grand mean</b>		<b>3.00</b>		<b>Agree</b>

**Source:** Field work 2014

Key; S.D= Standard Deviation

From table 4, Items 3, 4 and 5 were agreed upon by the students as environmental factor that made learning difficult for them. While items 1, 2 and 6 were disagree by the students.

**Research question 5:** what are the impacts of school facilities on students' academic performance?

**Table 5: Mean Responses of Teachers in Relation To the Impact of Educational Facilities on Student Academic Performance.**

S/N	ITEMS	Mean ( $\bar{x}$ )	S.D	REMARK
1	School building contribute to good academic performance as they enhance effective teaching and learning activities	4.70	1.28	Agree
2	Students hardly attain night prep because of insufficient lighting system.	3.66	1.27	Agree
3	There is no abundant classroom in our school which makes learning difficult to students.	3.28	1.01	Agree
4	Our school library does not contain all the textbooks of the course I teach.	3.46	1.02	Agree
5	I have all the teaching materials of all the subjects/courses I teach.	4.74	1.28	Agree
6	Our school laboratory contains adequate science laboratory	3.20	0.89	Agree

equipment's/reagents.

7	Our staffroom is well equipped with chairs and desk.	2.76	0.97	Disagree
8	Our school is very close to market which makes it difficult for student to understand.	2.14	0.96	Disagree
9	My students are more than forty (40) in a class.	3.58	1.14	Agree
10	There are inadequate educational facilities in our school.	3.00	0.98	Agree
11	There is need for Government to provide more educational facilities in our school.	5.00	1.41	Agree
	Grand mean	3.59		Agree

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**Source:** Field work 2014

Key; S.D= Standard Deviation

From table 5, Items 1, 2, 3, 4, 5, 6, 9, 10, and 11 were agreed upon by teachers as they contribute positively to student academic performance in form of facility while items 7 and 8 were disagree by teachers because they were not equipped with chairs and desk in their staff room and offices.

### Major Findings

The major findings of the study are as follows;

1. The findings of research question one revealed that Items 1 and 2 shows disagreed upon by students, while 3, 4 and 5 shows agreed. Presence of sufficient classrooms, libraries, hostel accommodations contribute positively to the student academic performance as well as their absence contribute negatively to some of the schools.
2. Research question two showed all the items agreed upon by the students. This shows that availability of equipment's and teaching aids has a significant effect on students' academic performances, as the

- absence of electricity, computers, chairs, and desk and of some of the equipment and teaching aids do make learning difficult for the student.
3. Research question three revealed that Items 1, 2, 4 are agreed upon by students as the school authority do provide them with sufficient books which make learning easier, and their library contains the needed text books as well as the teachers uses text books and some practical material to facilitate their learning. Item 3, 5, 6, and 7 were disagreed upon by students.
  4. Research question four showed that Items 3, 4 and 5 were agreed upon by students as environmental factor that made learning difficult for them. While items 1, 2 and 6 were disagreed by the students, as the environments are not noisy as they tend not to be close to market, refineries, and airport, high-ways, and railways areas.
  5. Research question five revealed that Items 1, 2, 3, 4, 5, 6, 9, 10, and 11 were agreed upon by teachers as they contribute positively to student academic performance in form of facility while items 7 and 8 were disagree by teachers because they were not equipped with chairs and desk in their staff room and offices.

## **DISCUSSION OF FINDINGS**

Findings relating to research question how can the school buildings impact on the academic performance of secondary school students? From the analysis of the data, it is observed that insufficient school buildings such as classrooms, hostels, laboratories and libraries affect academic performance of secondary school students. It is observed that all the five secondary schools under study were not well equipped with school buildings base on the student's responses.

From the analysis, the impact of availability of equipment and teaching aids on the academic performance of secondary school students its revealed that students find difficulties in learning in all the schools as laboratory equipment are lacking as well as the present once has been vandalize, also teaching equipment's like computer are lacking, so lead to negative impact to the students' performance. Bolorunduro (1988) in Efe (2005) identified number of factors to influence academic performance in Chemistry, of these, is the inadequacy of instructional materials. Faisal& Annette, (2001), also claim that inadequate facilities contribute to student's failure.

While Ajewole (1991) and Ivow (1991), in all various reasons have been adduce that major factors among which is lack of necessary teaching materials or aids in our schools affect student's achievement. Balundoru (1988) put it that inadequacy of instructional materials influence academic performance. According to Sexton (1961), the quality of money spent in school and with enough learning facilitates provided for the learners enhance academic achievement.

From the findings, the impact of sufficient textbooks on the students' academic performance, is observed that some of the school authority are trying by providing books to the students, as well the teachers are trying by motivating the student to read those books. Altbach (1983) opined that "nothing has ever replaced the printed word as the key element in the educational process and, as a result, textbooks are central to schooling at all levels". In his empirical studies of use of textbooks and educational achievement involving 1,006 primary school pupils, Fuller (1985) revealed that students who had used more than two textbooks were almost three times as likely to pass... 67 per cent graduating examination compared to students who had no textbooks in schools (only 24 per cent graduating).

From the analysis, impact of environmental condition on the academic performance of secondary school students, shows that the schools were not close to market, railways, highways or airport as that the environmental condition were good for the students except that the schools environment are dirty and the road to the schools during raining season are bad as such, it does affect the school academic performance of the students, because it make them missed class. Also they normally close school early during hot season as the temperature rises. According to the American Federation of Teachers (AFT, 2008) in Sukarieh & Tannock (2010), "unhealthy and unsafe school environmental conditions make it difficult for students to concentrate, for teachers to teach. They further reported that providing a healthy environment was actually making schools conducive for learning.

From the teachers analysis it's showed that there are no sufficient chairs, desk, inadequate laboratory equipment, insufficient lighting system, students are more than forty (40) in some classes, inadequate textbooks. Therefore teachers

are pleading for the government to provide sufficient educational facilities so as to enhance academic performance as well as the staff at large. Research studies that were conducted in the past three decades found that there was significant relationship between the condition of a school, or classroom, and student achievement (Berner, 1993; Cash, 1993; Earthman, 1996; Hines, 1996; Lanham, 1999). Educators and policymakers should be concerned about the relationship between student learning and achievement and school facilities. They should also be more concerned about the health, security, and psychological issues.

## **CONCLUSION**

School facilities affect student's health, behavior, engagement, learning, and growth in achievement. It's also affect teacher recruitment, retention, commitment, and effort. This study revealed that inadequate availability of learning resources has negative effect on student's academic performance. However, it is observe that learning resources play greater role in the academic performance of students. Yet state and local policymakers often overlook the impact facilities can play in improving outcomes for both teachers and students. The study has also proven that school facilities were the most potent determinant of academic achievement.

The study further indicates that achievement is a function of availability of facilities to students in secondary schools because educational facilities in terms of personnel qualifications, who are directly involved in the teaching; laboratory, library, school buildings, chairs/tables, administrative blocks, chalk-board, school maps and the likes are very crucial to high academic attainment. It is clear that facilities are potent to high academic achievement of students.

## **RECOMMENDATION**

The recommendations are:

Federal government should provide needed funding that supports state and local educational efforts and to help build and modernize school facilities (Moore, 2008). School facilities guidelines should be developed through collaborative process with educators and interested persons dealing with design, construction and maintenance of school facilities.

Government should appoint school inspectors to inspect schools facilities in order to access their extent implementation with respect to school curriculum and make useful suggestions for improvement where necessary.

Public secondary schools in Borno State carry a lot of population therefore adequate school facilities should be increased and updated to cue in with the technological learning. Teachers should also be given in-service training on the use of the facilities (ICT) and its maintenance (Ololube, Kpolovie, Amaele, Amanchukwu, & Briggs, 2013).

The state government should develop more useful and reliable policies for provision and distribution of educational facilities and resources in the state. They should develop incentive programs of state funding in order to assist local school systems with their maintenance tasks (Monk, 2006). They should provide free textbooks for the students. Or the cost of essential textbooks should be subsidized.

There should be a conducive teaching and learning environment, hence government should as a matter of urgency build more classes in our secondary schools. Also there is the need to recruit more qualified teachers in all subject areas. I also recommend that teacher student ratio of 1:40 should not be exceeded.

School administrators should departmentalize their schools into various smaller units so as to enhance easy flow of teaching and learning for the better administration process. School administrators should organize fund raising events to draw attention to the areas where facilities are seriously needed.

A teacher is a person who has acquired the special skilled required for effective imparting of knowledge and is actually involved in the teaching profession. Teachers are regarded to be very vital in schools. Adequate skilled teachers in the different field should be employed to handle various areas of specialization.

Educational technology which will enable teachers to make certain teaching aids on their own and at least be able to improve on existing relevant ones, should be compulsorily taught to the teachers at their training levels.

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Teachers should show personal interest and manage with the little facilities present in their schools. Maintenance should be seen by teachers as part of their teaching job.

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