JOURNAL OF ASSOCIATION OF EDUCATIONAL MANAGEMENT AND POLICY PRACTITIONERS

(JAEMPP)
https://journals.aemapp.org/
Volume 2 Issue 1, 2024

ACCESSIBILITY OF EDUCATIONAL FACILITIES PREDICTOR OF STUDENTS' ACADEMIC PRODUCTIVITY IN ZONE C SENATORIAL DISTRICT OF BENUE STATE: IMPLICATION FOR SUPEVISION

Florence Onyemowo Akpakwu *Ph.D*
Department of Educational Foundation, Faculty of Education, Benue State University, Makurdi
akpakwufloxy@gmail.com

Ategwu Patrick Ogar *Ph.D*
Department of Educational Management, University of Calabar
patrickategwu@gmail.com
&
Peter Ochai Donatus *Ph.D.*
Department of Educational Foundation, Faculty of Education, Benue State University, Makurdi
donatuochai78@gmail.com

Abstract

This study investigated the accessibility of educational facilities as predictor of students' academic productivity in zone C senatorial district of Benue State: implication for supervision. Two research questions and two hypotheses were used for the study. The study adopted correlational research design. The population of the study consisted of all public secondary school student in zone C senatorial district of Benue State. The simple random sampling technique was used to draw sample from the school. The sample of this study comprises of 240 SS2 students drawn from secondary school in the research area. Data were collected through the use of questionnaire titled (AEFPSAPQ). The statistical tool used for data analysis was Pearson product moment correlation coefficient. The result showed that, there is significant relationship between accessibility of educational facilities such as libraries and classrooms and student academic productivity in the study area. It was recommended among others that facilities such as libraries and classroom should be available for student accessibility which in turns will predict their academic productivity.

Keywords: Accessibility, educational facilities, predictors, student academic productivity and supervision

Introduction

Education in Nigeria is regarded as an instrument par excellence for effecting national development (Federal Republic of Nigeria, 2004). Ehudero (2004) confirmed that for the educational system to satisfy the present demands, it must not just produce human capital for the labor market, rather it should produce knowledge worker with flexible and adaptable skills who can apply their critical and creative arsenals to general idea for the continuous regeneration of the society and the survival of humanity. This means that our educational system needs to produce quality outputs. This output can be effectively achieved if the school, where they are to be produced is given the necessary attention.

The unproductivity nature of secondary school students is quite alarming, this is attributed to the fact that secondary schools that was supposed to enhanced better productivity is found wanting, some apposition the blame to teachers inability in-terms of instructional delivery, some also blame the inaccessibility of students to the educational facilities (Ategwu, Anashie, Adie & Kenn-Aklah, 2023). School facilities are the material resources that are used by learners and teachers so as to aid the teaching and learning process. In this study the school facilities that were studied were the size and capacity of classrooms, laboratories and

laboratory equipment, library facilities, which included recommended textbooks and set books. According to Neji and Nuoh (2015), utilization of school facilities is the frequency with which the available school facilities such as laboratory facilities, library facilities, textbooks, set books and other reference materials are used during respective class lessons. Education is the bedrock of development worldwide and the quality of education naturally determines the quality of development. Education appears to be a mystical wand that wields answers to many of the challenges in the world today. Ategwu, Edeh, Kenn-Aklah and Anashie (2023), opined that students' academic achievement is attributed to the availability and accessibility to educational services in any given institution. It is a panacea for the complementary academic progress of the student in making holistic and balanced education for high level productivity. Cotton (2001) had shown that clean air, good light and a small quite, comfortable, and safe learning environment are important for academic achievement. However, the cry about the falling of education standard in the country as is attributed to the inadequate educational facilities in the tertiary institutions. Some of these facilities include school facilities which play a vital role in the actualization of educational goals and objectives by satisfying the physical and emotional needs of the staffs and students of the school. School facilities can be regarded as the items which make teaching and learning possible and easier in the school.

Effective educational 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 (Osuji, 2016). However, further educational 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 (Osuji, 2016). Educational facilities had a major impact on academic performance. For instance schools with inadequate building, no science labs, inadequate ventilation and faulty heating systems affect students' performance (Stricherz, 2000; Lewis, 2001). Educational facilities can be referred to as the human and physical resources that are needed or used in the institutions in order to aid learning and teaching. Students' academic performance is considered as a product of his learning and for information on individual learning rate one should refer to his visible behavior or to be more precise see his performance. Academic performance according to Bell, cited by Isah (2015) is a measurement of success or how well as student meets standards set out by the institution itself. Academic performance is how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers, it is also the ability to study and remember facts and being able to communicate your knowledge verbally or down on paper (Siva in Isah 2015). Seif (2009) believed that students' academic performance is highly affected by motivation and emotion, environmental condition, tiredness and illness. So, these factors may yield a fairly accurate indicator of how much he is learning, unless he can show it well. The need to have effective strategic system of supervision in our schools cannot be over-emphasized. There are several instructional supervisory techniques. Illoh, Nwaham, Igbinedion and Ogogor in Ategwu, Igbinovia and Adie (2022) listed the variety of supervision techniques to include; classroom visitation/observation, inter/intra school, team teaching practices, workshops, demonstration, clinical supervision and micro-teaching among

others. In their views educational facilities should be supervised properly to avoid decay and at the same time be available for student accessibility. Students' academic productivity is measured by simply accessing their academic performance. It is a cumulative effect of their hard work; it is also the level of effort put into accomplishing positive result.

Therefore student's academic productivity is linked to the availability and the accessibility. (Ololubi, 2014) opined that student's unproductively is linked to insufficient provision of educational facilities. He further explained that school facilities are the major factors that determine productivity among Secondary school Teachers and Students.

Globally, the issue of supervision in the school system for decades has been a subject of strong debate among educational researchers and sundry. This is partly due to ineffective administration exacerbated by incompetent school managers over the years (Uzoigwe, Owashi & Opuwari in Ategwu, Kenn-Aklah, Fanan &Uzoigwe, 2022) opined that school administrators such as the principals should be able to have a maintenance culture of school facilities so as to ascertain students' accessibility and utilization. It is against this background that the researcher wishes to investigate the essentiality of library and Classroom as determinant of student academic productivity in in zone c senatorial district of Benue State.

Statement of the Problem

Over the years, the productivity of secondary school students in Nigeria has been influenced by the inaccessibility of educational facilities where teaching and learning process takes place. Studies had been consistent in describing poor conditions of public schools educational facilities and concern has been raised about the inability of students to have access to facilities such as the library and classroom, this to the large extent has attributed to students unproductively in the study area. The poor conditions of secondary schools raised serious concern about Teachers and students safety. It is notable in recent times that student inability to access school facilities has caused their failures in examinations both internally and externally. Despite different effort made by both Federal and State Government, students continue to exhibit poor academic productivity in schools. Therefore there is need of Government to provide all the necessary educational facilities to ascertain student's high level of productivity in school. It is based on the above that this study seek to find out if there is a relationship between accessibility of educational facilities as predictor of students' academic productivity in zone C senatorial district of Benue State.

Purpose of the Study

This study examined the relationship between accessibility of educational facilities predictor of students' academic productivity in zone C senatorial district of Benue State. Specifically the study tends to find out:

1. the predictive power of libraries on students' academic productivity; and
2. the predictive power of classroom on students' academic productivity.

Research Questions

1. To what extent do libraries predict students' academic productivity in Secondary schools?
2. How does Classroom predict students' academic productivity in Secondary schools?

Hypotheses

1. There is no significant predictive power of libraries on student academic productivity in Secondary schools.
2. Classroom does not significantly predict students' academic productivity in secondary schools.

Literature Reviews

Olayemi and Ige (2020) conducted a research on the availability of educational

facilities to improve academic performance of business education students in college of education, IkereEkiti. The descriptive research design of a survey was adopted for the study. The population of the study was made up of 374 Business education students in College of Education, IkereEkiti. The sample of the study was 100 Business Education students selected using simple random sampling technique. A well-structured questionnaire was the instrument used for the study, the questionnaire items were structured in a four-point Likert rating scale and it was validated by experts for face structure. The reliability of the instrument was determined. The reliability coefficient of 0.62 was obtained using the Cronbach alpha coefficient which indicated that the instrument was reliable to collect the necessary data for the study. Descriptive statistics was used to analyze the research questions. The study concluded that there are no adequate educational facilities such as modern equipment such as projector, computer, and lecture clips for practical work to enhance effective teaching and learning in order to improve students' academic performance.

Malach (2019) conducted a research on the availability of essential school facilities and their influence on students 'academic achievement in public day secondary schools in Kisii County. The study was guided by the Education production function model. The study adopted a correlational research design which involved students and teachers from the 246 public day secondary schools in Kisii County. The target population was 75,977 subjects comprising of 73,554 students and 2,423teachers in public day secondary schools in Kisii County. The sample size was 350 students and 50 teachers totaling to 400subjects. Data collection was done by use of student questionnaire Document analysis guide and Teachers Interview Guide. Data collected were both quantitative and qualitative. Quantitative data were analyzed using descriptive statistics, correlational statistics and multiple regression. Qualitative data were analyzed thematically and were reported as direct quotations. Findings from the analyzed data were presented as tables, pie charts and graphs. The study found out that most facilities needed for teaching and learning were available in most public day secondary school in Kisii County .These facilities ranged from recommended course books and set books, basic laboratory equipment, classrooms and libraries. Among the facilities that were not available in almost all schools were libraries. The study indicated that availability of school facilities alone did not influence students' academic achievement.

Kaegon and Ajie (2021) examined quality indicators and students' academic performance in public secondary schools in Rivers State. Two research questions and two hypotheses guided the study. The study adopted the correlational design. The population comprised 257 principals from 257 public secondary schools in Rivers State and a sample of 257 principals from 257 secondary schools representing 100% was drawn using the census method and 546 students were also drawn from 10,000 students through the use of multistage sampling approaches. The principals responded to a structured validated instrument titled: Teachers' and Facilities Quality Indicators Questionnaire and "Students' Academic Performance Record Questionnaire designed by the researchers and the reliability indexes using Cronbach alpha method were 0.73 and 0.83 while the reliability coefficient using Kuder Richardson 21 was 0.80. Simple regression was used to answer the research questions.

While t-test associated with simple regression was used to test the null hypotheses. Findings from the study showed that teachers' quality indicators contribute 3.50% to students' academic performance and there was no significant relationship between teachers' quality indicators and academic performance of students in public secondary schools in Rivers State. Facility quality indicators contribute 9.50% to students' academic performance and there was no significant relationship between facilities

quality indicators and academic performance of students in public secondary schools in Rivers State. It was concluded that teachers' quality indicators and facility quality indicators contributed predicted 3.50% and 9.50% to students' academic performance in public secondary schools in Rivers State. Educational facilities had a major impact on academic performance. For instance schools with inadequate building, no science labs, inadequate ventilation and faulty heating systems affect students' performance (Stricherz, 2000, Lewis, 2001). The gap this study wants to cover is, many related ways were reviewed, however, to the researchers best of ability, most of the literatures were not carried out in the study area (Benue State) in addition, and no study with such population and sample has been conducted in Zone C Senatorial District of Benue State.

Methodology

The research design used in this study is correlational design. Correlational research design is used for the purpose of finding out the correlate of or the relationship between variables. According to Idaka and Anagbogu(2012)correlational design as the research approach that attempt to find the nature of a relationship between a set of variables. The population of this study consisted of all public secondary schools students in zone C senatorial district of Benue State. The simple random sampling technique was used to draw samples from the school. The sample of this study comprised 300 SSS2 students drawn from secondary schools in the research area. The sample was made up of both male and female senior secondary school students in the research area. They hailed from different socio-cultural background. A 30 - item instrument titled, "Accessibility of Educational Facilities as Predicter of Students Academic Productivity in Zone C Senatorial District of Benue State: Implication for Supervision (AEFPSAPQ)"was designed by the researcher for data collection. The questionnaire was a modified four-point Likert Scale type divided into two sections of A and B. To ascertain the extent to which the items in the instrument measure what they were purported to measure, the instrument was presented to three research experts in the Faculty of Education, University of Calabar for scrutiny after construction for face and content validity. Their suggestions and comments were acknowledged and modifications made, hence establishing the appropriateness of the items in the questionnaire to measure what they were intended to measure added to improve the instrument.

To establish the reliability estimate of the instrument to be used for this study, the Cronbach Alpha method was adopted. This was done through administration of the instrument AEFPSAPQ to small sample of 40 respondents who were not form part of the actual sample used for the study. Also, the AEFPSAPQ was subjected to Statistical tool called Pearson Product Moment Correlation Analysis. The results obtained from the statistical analysis of data collected revealed Cronbach Coefficients Alpha for the different subsection as 0.72 and 0.89. These coefficients show that the instrument was reliable.

Results

Research Question One: What is the predictive power of libraries on the academic productivity of students?

Table 1: Mean score and standard deviation on the predictive power of libraries on the academic productivity of students

S/N	Items	Mean	SD	Decision
1	Provision of CCTV gadgets help to secure the libraries	3.07	6.65	Agreed
2	Having regular safety in the libraries facilitate learning	2.98	0.63	Agreed

3	Non availability of electrical libraries mar academic activity	1.59	0.76	Disagreed
4	Lack of electricity to power available electronic facilities in the libraries	3.12	0.62	Agreed
5	Inadequate safety training programme for librarians	3.15	0.62	Agreed
6	Non-availability of libraries staff	2.87	0.64	Agreed
	Aggregate means and SD	**2.80**	**0.65**	

Table 1 displays the means responses of the predictive power of libraries on student academic productivity. Item 1,2,4,5,6 in the table agreed with mean score greater than the criterion mean of 2.50. However, the disagreed on item 3 which is less than the criterion mean of 2.50, their aggregate mean scores of 12.80 indicate that they agreed that libraries predict student academic productivity in zone C senatorial district of Benue State.

Research question Two: How does classroom predict students' academic productivity in secondary schools?

Table 2: Mean score and standard deviation on the classroom predictors of students' academic productivity

S/N	Items	Mean	SD	Decision
7	No ventilation in the classrooms provided	3.12	0.62	Agreed
8	The classroom are dilapidated	3.05	0.62	Agreed
9	The classrooms are over populated with students	3.10	0.62	Agreed
10	Classroom activities are not carried out in the classroom daily	2.93	0.63	Agreed
11	Classrooms are poorly constructed and situated in waterly area	2.87	0.64	Agreed
12	Non accessibility to classroom	3.10	0.62	Agreed
	Aggregate means and SD	**3.03**	**6.63**	

Table 2 shows the means and SD of classroom predictive power onstudents academic productivity with the means scores greater than the criteria mean of 2.56. The aggregate means scores of 3.03 indicate it agreed that classroom predicts the academic productivity of secondary schools students.

Hypothesis One: There is no significant predictive power of libraries on student academic productivity in Secondary schools.

Table 3: Pearson product moment correlation coefficient analysis of the predictive power of libraries and student academic production

N = 300

Variable	$\sum X$ / $\sum y$	$\sum X_2$ / $\sum y^2$	$\sum xy$	**r-cal**
Libraries	1442	4253		
			8632	0.76
Student Academic Productivity	2231	4132		

X = 0.05, Critical r = 0.396, df = 298

The null hypothesis was rejected because the calculated r-value was found to be greater than the critical r-value or table value. The implication of this result is that there is no significant relationship between the predictive power of the libraries on student academic productivity in zone C senatorial district of Benue State.

The finding of this hypothesis agree with the finding of Olayemi and Ige (2020) who conducted a research on the availability of educational facilities to improve academic performance of business education students in college of education, ikereEkiti. The descriptive research design of a survey was adopted for the study. The population of the study was made up of 374 Business education students in College of Education, IkereEkiti. The sample of the study was 100 Business Education students selected using simple random sampling technique. A well-structured questionnaire was the instrument used for the study, the questionnaire items were structured in a four-point Likert rating scale and it was validated by experts for face structure. The reliability of the instrument was

determined. The reliability coefficient of 0.62 was obtained using the Cronbach alpha coefficient which indicated that the instrument was reliable to collect the necessary data for the study. Descriptive statistics was used to analyze the research questions. The study concluded that there are no adequate educational facilities such as modern equipment such as projector, computer, and lecture clips for practical work to enhance effective teaching and learning in order to improve students' academic performance. Therefore, this study recommends that adequate educational facilities should be made available in the institution in order to guarantee better academic performance of business education students.

Hypothesis two: There is no significant relationship between the predictive power of classroom on student academic productivity.

Table 4: Pearson product moment correlation coefficient analysis of the relationship between power of classroom on student academic productivity.

N = 300

Variable	$\sum X$ $\sum y$	$\sum X_2$ $\sum y^2$	$\sum xy$	**r-cal**
Classroom	3526	6352	5362	0.72
Student Academic Productivity	3452	7221		

X = 0.05, Critical r = 0.396, df = 298

The null hypothesis was rejected because the calculated r-value was found to be greater than the critical r-value or table value. The implication of this result is that there is no significant relationship between the predictive power of classroom on student academic productivity in zone C senatorial district of Benue State.

The findings is in line with Malach (2019) who conducted a research on the availability of essential school facilities and their influence on students 'academic achievement in public day secondary schools in Kisii County. The study was guided by the Education productionfunction model. The study adopted a correlational research design which involved students and teachers from the 246 publicday secondary schools in Kisii County. The target population was 75,977 subjects comprising of 73,554 students and 2,423teachers in public day secondary schools in Kisii County. The sample size was 350 students and 50 teachers totaling to 400subjects. Data collection was done by use of student questionnaire Document analysis guide and Teachers Interview Guide. Data collected were both quantitative and qualitative. Quantitative data were analysed using descriptive statistics, correlational statistics and multiple regression. Qualitative data were analysed thematically and were reported as direct quotations. Findings from the analysed data were presented as tables, pie charts and graphs. The study found out that most facilities needed for teaching and learning were available in most public day secondary school in Kisii County .These facilities ranged from recommended course books and set books, basic laboratory equipment, classrooms and libraries. Among the facilities that were not available in almost all schools were libraries. The study indicated that availability of school facilities alone did not influence students' academic achievement.

Conclusion

Based on the findings of the study, it was concluded that, there is no significant relationship between the predictive power of libraries on student academic productivity in zone c senatorial district of Benue State. There is no significant relationship between the predictive power of classroom on student

academic productivity in zone c senatorial district of Benue State.

Recommendations

1. Classroom should be well structured to enable student productivity. This must include siting arrangement and teacher student ratio.
2. All necessary conditions and facilities that will assist teachers and student to do their work must be sufficiently provided. This should include well-furnished classroom, good communication system and open organization climate.

References

Ategwu P.O., Edeh S. O., Kenn-Aklah F. U. & Anashie A. I. (2023). Provision of Educational Services for Secondary School Students academic achievement in Obudu Local Government Area. International Journal of Studies in Education, 19(1), 276-283.

Ategwu P.O, Igbinovia R.O, Adie J.A (2022). Innovative supervisory skills and sustainable secondary schools development in Ikom Education zone, Cross River State, Nigeria. Nigerian journal of educational management, ISSN: 978-35468-9-9 University of Benin, Benin City, 6(2).

Ategwu P.O, kenn- Aklah F.U, Fanan A.G and Uzoigwe M.C (2022). Availability and utilization of instructional technologies in supervision in public secondary schools during covid-19 Era in Cross River State Nigeria. Global journal of educational research, ISSN: 1596-6224 .Vol 21, P: 87-181.

Cotton, T. (2001). The Walls Speak: the interplay of quality facilities, school climate, and student achievement. Journal of Educational Administration, 46 (1), 55-73. Http://dx.doi.org/10.1108/09578230810849817.

Isah, H. (2015). Influence of Academic Self-Concept, Attitudes and Compliance on Academic Performance of Secondary School Students in Gombe State. Unpublished Thesis.

Kaegon&Ajie (2021).Teachers and Facility Quality Indicators and Students 'Academic Performance In Public Secondary Schools In Rivers State. *International Journal of Innovative Social & Science Education Research 9(4):45-53, Oct.-Dec., 2021* www.seahipaj.orgISSN: 2360-8978.

Lewis, M. (2001). Facility conditions and student test performance in the Milwaukee public schools. Scottsdale, AZ: Council of Educational Facility Planners International.

Malach, M. (2019). Availability of School Facilities and their Influence on Students" Academic Achievement in Public Day Secondary Schools in Kisii County, Kenya. International Journal of Research and Innovation in Social Science (IJRISS) |Volume III, Issue VIII, August 2019|ISSN 2454-6186.

Neji, H.A. &Nuoh, C.O. (2015). Utilization of Laboratory Facilities and Students Academic Performance of Chemistry Students in Calabar, Nigeria.

Olayemi, A.E &, Ige, S.M (2020).Availability of Educational Facilities to Improve Academic Performance of Students in Business Education. International Journal of Humanities Social Sciences and Education (IJHSSE) Volume 7, Issue 7, July 2020, PP 102-107 ISSN 2349-0373 (Print) & ISSN 2349-0381 (Online) http://dx.doi.org/10.20431/2349-0381.0707012 www.arcjournals.org.

Ololube, N.P, (2014). School inspection and Educational supervision, impact on teachers Education programs in Nigeria, international Journal of Scientific research in Education. Vol.7(1) 91-104.

Osuij J.N (2016). Impact of School Facilities on Students' Academic Performances in Public secondary Schools in Giwa and Zaria Education zones, Kaduna State, Nigeria. Unpublished project

Seif, A.A, (2009). Educational Psychology. Tehran, Payam Noor University Press.

Stricherz, M. (2000). Bricks and mortarboards. Education Week 20(14): 30-32.