

PROVISION AND MANAGEMENT OF PHYSICAL FACILITIES FOR SUSTAINABLE FREE AND COMPULSORY EDUCATION IN THE 21ST CENTURY PLATEAU STATE

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Abstract

This study investigated the provision of physical facilities for sustainable Basic Education in Jos Metropolis, Plateau State in the 21st century. To guide the study, three research questions were raised; one hypothesis was tested. The researchers adopted descriptive survey research design. Stratified random sampling technique was used to select 20 secondary schools out of 51, while Proportional sampling technique was used to select a total of 200 teachers. All the 20 principals of the selected schools and all the JSS3 students' Basic Education Certificate Examination results of the selected schools for 2014-2018 were purposively selected for the study. A researcher self developed instrument titled Facility Provision for Sustainable Basic Education Questionnaire" (FPSBEQ) was used. While other Instruments: "Student's Academic Achievement Pro-Forma" (SAAP) and "School Facility Inventory" (SFI) were also developed and used for the study. The instruments were validated by experts and validity index of 0.74 was obtained and the reliability of the (FPSBEQ) was subjected to a Test- retest method and obtained a correlation coefficient of 0.83 using Pearson product - moment correlation. The research questions were analyzed using mean, while the hypothesis was tested at 0.05 significance level; using t-test statistical method. The findings revealed that a significant relationship exists between facility provision and upper basic school students' Academic Achievement in Plateau State. The result also indicated that there is significant differences between the performances mean score of the students from adequately equipped schools and inadequately equipped schools. The findings furthermore revealed that there are inadequate provisions of educational facilities in Plateau state Basic schools. Based on the findings, it was recommended that governments should adequately equip Basic Schools with necessary facilities and materials among other things.

Keywords: *Provision and Management, Physical Facilities, Sustainable, Free and Compulsory Education.*

Introduction

The major purpose of teaching and learning process is to bring a significant change in the behaviour of learners through active participation and critical thinking for appropriate application of the acquired knowledge for the betterment of the society, but this cannot effectively take place without the availability and adequate utilization of school facilities as well as other required resources (Oluchukwu, 2008). School facilities are described as potent factor in ensuring effective teaching and learning in a school system. This hereby conforms to the dictum that "teaching is inseparable from learning but learning is separable from teaching" Which implies that teachers do the teaching to make the students learn, but students can also learn without the teacher. This also meant that learning can also occur through one's interaction with school environment. School environment refers to facilities that are available to facilitate students learning outcome which includes books, audio-visuals, software and hardware of educational technology; so also, size of classroom, furniture, libraries, chalkboards, and other instructional materials (Oke, 2016). This therefore highlighted adequate provision and management of school facilities as one of the major or cardinal aspect that influences success in the school system without which no meaningful academic achievement can be realized in the 21st century Plateau State. It was also revealed that majority of the secondary schools appear to be inadequately equipped with facilities while those with adequate facilities seem not to be maximally utilizing them for the achievement of the desired learning goal. Akinsolu (2010), asserted that educational curriculum cannot be sound and well operated with poor provision, utilization and maintenance of school facilities. It is quite worrisome that in recent time stakeholders in the educational sector of the state and the nation at large are decrying the persistent and alarming failure in the system. Adebayo (2009) stated that the situation in the educational sector seems not to be making any headway in spite of the effort by successive governments to revamp the glory of the educational system. He further captured that the level of decline in Nigerian education system by stating that "a casual visit to any public secondary school in Nigeria would reveal the extent to which these educational institutions have decayed". Secondary school, being a bridge between the primary and tertiary level of education is perceived as one of the main vehicle for promoting economic growth and improving living standards in developing countries. But unfortunately, the educational facilities at this level in most parts of Nigeria are in deplorable condition as structures are littered with battered and worn out equipment despite government huge allocation of funds to the educational sector (Olagboye, 2004).

The situation is becoming more pitiable in Plateau state, and this is based on records from the state Ministry of Education (MOE, 2015) which revealed that many classrooms are dilapidated with furniture, and instructional materials damaged or poorly provided which has rendered these schools to inadequately equipped with the facilities. Regrettably, enrolment in most of these schools kept increasing without commensurate expansion and provision of the required facilities which is likely responsible for the dwindling academic performance of students over the years in Jos metropolis.

Looking at the foregoing, it is obvious that the place of school facilities in bringing about quality academic achievement cannot be undermined. It is on this premise that

this research is carry out in a bid to proffer solutions to the menace of declining quality of the educational system in the state and Nation at large. In this study the facilities involved include: classrooms, ICT facilities, libraries, furniture, laboratories, and instructional materials which appear to have more direct influence on learners' performance.

Statement of the Problem

The dwindling in academic performance of the students in Jos metropolis is reflected in their poor performance particularly in external examinations such as the, 2014-2018 Senior School Certificate Examination (SSCE) and the Basic Education Certificate Examination (BECE) in spite of the government investment in terms of funding, student's scholarship, teacher's recruitment and development as well as improved condition of service. This is of great concern to the researchers and this may be linked to the absence of the required school facilities in most secondary school of the state. The situation is so bad that in some schools, students are found sitting on stones, or windows while others stand up to receive lesson due to insufficient furniture in the classrooms and in such sitting or learning position, writing notes becomes awkward and frustrating which has adverse effect on students learning. Most of the classrooms have their roof blown off, doors and windows entirely removed and there are also issues of poor and shortage of classroom size such that in most of the schools, a class can have as many as 90 or more students and this overcrowding class condition usually hampered teacher's movement during lesson and this constitutes difficulties in practical sessions or group work. The shortage of classroom has also forced some schools to adopt a double shift system strategy where one group of the students come to school for half day and a different group comes the second half of the day using the same facilities. This method has put most of the students at disadvantage compared to their counterpart in schools that are adequately equipped with facilities because they have longer contact time with their teachers for class work and for extra -curricular activities.

Similarly, many schools within the metropolis of Jos lack functional laboratories due to absence of science equipment and consumables. Some schools have no laboratories at all and try to use classrooms which do not provide suitable settings for science practical work and in such situation, equipment are usually moved from a store room to classrooms that are already overcrowded and the sloping desktops are inappropriate for some of these equipment.

Another worrisome situation is the fact that majority of the schools have no libraries at all and for the few that have, there are serious shortages of textbooks, also many of the books torn and are out dated. An issue of great concern is that majority of schools have no functional ICT laboratory/facilities. Other instructional materials, such as the wall charts, maps, flip chart, posters, specimens, equipment etc for usage during lessons are lacking. The situation in Jos metropolis is highly regrettable as it denotes an enormous set back to the secondary schools and formed the basis for this study.

Purpose of the Study

The main purpose of this study is to determine the provision and management of physical and instructional facilities for sustainable basic education in Jos metropolis. Specifically the objectives of the study include:

- i. To determine the level of availability of physical and instructional facilities in the Basic Schools of Jos metropolis.
- ii. To determine the level of utilizations of physical and instructional facilities in the Basic Schools of Jos metropolis.
- iii. To determine the performances of students who attend schools that are adequately equipped with facilities and those who attended schools with inadequate facilities.

Research Questions

In order to achieve the objective of this research the following research questions have been raised to guide the study.

- i. To what extent is the availability of physical and instructional facilities in the basic schools of Jos metropolis?
- ii. To what extent is the level of utilizations of physical and instructional facilities in the basic schools of Jos metropolis?
- iii. To what extents will the performances of students who attended school with adequate facilities differs from those who attended schools with inadequate facilities?

Hypothesis

In order to achieve the objectives of this research the following Research Hypothesis was tested at 0.05 level of significance.

- i. There is no significant difference between the mean scores of the performance of students who attended secondary schools with adequate facilities and those who attended schools with inadequate facilities.

Theoretical/Conceptual Frame Work

This study is anchored on Systems theory, a product of a popular biologist called Ludwig Von Bertalanffy (1946) who defined a system as a set of social, biological, technological or material partners co-operating on a common purpose. The theory provides an analytical framework for viewing an organization in general description of an organism and holds that living organisms such as animals are affected by their environment. Systems theory also puts forth the premise that organizations are made up of numerous component (subsystems) that must work together in harmony for the larger system to succeed. According to him, a workplace environment (an organization) receives resources such as equipment (facilities), natural resources, and the work of employees known as inputs. These inputs are therefore processed /transformed in the course of interaction, and then yield products or services called outputs which are released into the society.

This theory is underpinned by the idea that a school organizational success relies on the synergy, interrelations and interdependence that exist between different school subsystems which involves human resources (school staff), financial resources, school facilities and other environmental variables in order to ensure that the desired knowledge and skill are imparted on learners, and whenever any of the subsystems is absent or poorly provided the whole system suffers a great deal. This implies that learners are greatly influenced by their environment which encompasses all the things around them and when the environment is altered positively or negatively, the learner's educational opportunities increase or decrease respectively.

Concept of School Facilities and Academic Performance

The quality of education delivered by teachers and the academic achievement of students of any school is dependent on several factors of which school facilities is paramount. School facilities are materials resources that enhance teaching and learning thereby making the process meaningful and purposeful (Ajayi, 2009). He further stressed that school facilities are the physical and spatial enablers of teaching and learning which will increase the production of results in the school system.

Accordingly, Ajayi (2009) sees school facilities as (1) **Instructional Spaces** which include; classrooms, auditorium, gymnasium, library, workshops, laboratory, arts room, home economics rooms, multipurpose rooms/halls, music area and any other space where students receive instructions.(2) **Administrative Spaces**: These comprise of principal's office, clerk's office, staff room, Guidance Counsellors' office and Health clinics. (3) **Circulation Spaces** which include corridors, lobby, staircases and other spaces where students recreate and (4) **Spaces for conveniences**: These consist of toilets, cafeteria, kitchen dormitories custodian sheds and stores.

The researcher therefore sees school facilities as the entire school amenities which administrators, teachers and students harness, allocate and utilize for the smooth and efficient management of any educational institution, for the main objective of bringing about effective and purposeful teaching and learning experience. School facilities serve as pillars of support for effective teaching and learning. Olatunji, (2012) listed some recommended school facilities to includes: Class rooms, assembly halls, laboratories, libraries, furniture, Sport centres, machinery/vehicle (generator, vehicles), offices/staff room, road network, pathway & aesthetics nature, ICT facilities/ other instructional materials, workshop.

Methodology

The study adopted descriptive survey research of ex-post facto design also known as causal comparative design. The population of the study consisted of 18,272 JS3 students who graduated between the year 2014 and 2018 who took Basic Education Certificate Examination and sample size of 7,168 students from the 45 sampled schools where 3,431 students are from 23 adequately equipped schools, and 3,737 students from 22 inadequately equipped schools. The study adopted simple random sampling and the stratified sampling techniques to select 45 schools and 7,168 respondents comprising teachers and students. A self developed School Facilities Provision Checklist (SFPC) was used to distinguish between adequately equipped and inadequately equipped schools. The 2013-2017 BECE results of students from the two different groups were obtained and used for the study. Also School Facilities Questionnaire (SFQ) was used to elicit response from the teachers and students. The content and construct validity of the instruments was subjected to experts in the test and measurement unit and the Educational Administration and Planning Unit of the University of Jos. which yielded the validity index of 0.76 and the reliability test for internal consistency using split half reliability method and correlated using Product Moment Correlation Coefficient 'r' which yielded reliability coefficient of 0.75. The researcher adopted face-to-face method of data collection and descriptive statistics of mean mid-point was used to answer research questions while t-test statistics was used to test hypothesis at 0.05 level of significance.

Results

Research question 1: To what extent is the level of adequacy of physical and instructional facilities in the secondary schools of Jos metropolis?

Table 1: Percentage response on the Extend of facilities adequacy/availability

Category of facility	No of school	Percentage of adequacy
Adequate facilities	13	29%
Inadequate facilities	32	71%
TOTAL	45	100%

Table 1 shows the percentage of the information gathered by observing the level of availability and adequacy of school facilities such as the classrooms, libraries, laboratories, ICT facilities, furniture, instructional facilities, school halls, rest rooms and the Health facilities in the secondary schools of Jos metropolis. The observation and rating revealed that 13 schools out of 45 are adequately equipped with facilities which represent 29% while 32 schools out of 45 were observed to be inadequately equipped which represent 71%. This means that the level of the availability and adequacy of school facilities in Jos metropolis is very poor. It also implies that most of the secondary schools are inadequately equipped. However, 5 out of the 13 adequately quipped schools have poor health facilities.

Research question 2: To what extent is the level of utilizations of physical and instructional facilities in the secondary schools of Jos metropolis?

Table 2: Mean \bar{X} Extent of utilizations of classrooms

Item	Statement	Rating				\bar{X}	Decision
		SA	A	D	SD		
1.	Classrooms are always used for lesson delivery by teachers.	82	68	23	17	3.13	Accepted
2.	Teachers are always available in class to teach guide the students on how to use and maintain the floor, doors, etc.	72	74	29	15	3.08	Accepted
3.	Classrooms are available for teachers and students use even after school hours (Prep) as need arises.	90	65	18	16	3.20	Accepted
4.	Students are allow to use classrooms for personal and group study or other club and society meetings.	74	59	23	34	2.91	Accepted

Table 2 shows the mean score of the information gathered on the extent which classrooms are utilized by teachers and students. Four items were created to obtain the views of the respondents on the research question. The entire four items were accepted. The mean of Item 1 is 3.13 implying that Classrooms are always used for lesson delivery by teachers. Item 2 mean is 3.08 implying that teachers are always available in class teachers are always available in class to teach guide the students on how to use and maintain the floor, doors, windows etc in the classrooms. Item 3 is translated in to 3.20 indicating that classrooms are available for teachers and students use even after school hours (Prep) as need arises. The mean of Item 4 is translated as 2.91 meaning students are allow to use classrooms for their personal and group study or other club and society meetings. Hence the decision of all the items indicated accepted. it is the

belief of the respondents that there is effective utilization of classrooms by teachers and students.

Table 3: Mean \bar{X} response on the Extent of utilizations of Laboratory

Item	Statement	Rating				\bar{X}	Decision
		SA	A	D	SD		
1.	There is time for the use of the Laboratory for science practical on the school time table.	62	73	34	21	2.93	Accepted
2.	Students are allowed to use the laboratory only prior to examination.	31	16	89	54	1.79	Rejected
3.	Teachers are always available to guide the students during science practicals.	64	68	22	36	2.84	Accepted
4.	The laboratory facilities are always available for teachers and students use even during prep as need arises.	73	87	42	13	3.44	Accepted

Table 3 shows the mean score of the information gathered on the extent which laboratories are utilized by teachers and students. Four items were developed to obtain the views of the respondents on the research question. The mean of Item 1 is translated as 2.93 which is accepted implying that there is time for the use of the Laboratory for science practical on the school time table. The mean of item 2 is translated into 1.79 which was rejected on account that students are allowed to use the laboratory not only prior to examination. Item 3 which is translated into 2.84 was accepted meaning that teachers are always available to guide the students during science practical. The mean of Item 4 is translated as 3.44 which was accepted, implying that laboratory facilities are always available for teachers and students use even during prep as need arises. The decision of all the respondents on the items indicated that there is adequate utilization of laboratory for effective science practical by teachers and students.

Table 4: Mean \bar{X} response on the extent of utilizations of Library

Item	Statement	Rating				\bar{X}	Decision
		SA	A	D	SD		
1.	Students are allowed to use the library whenever they have a free period on the school timetable	59	64	49	19	2.74	Accepted
2.	School librarian are always available to guide the students on how to use of the library materials.	72	65	37	16	3.02	Accepted
3.	Library facilities are available for teachers and students use even after school hours as need arises.	32	95	34	29	2.68	Accepted
4.	Students are allowed to borrow library books for use.	54	59	38	36	2.66	Accepted

Table 4 showed the mean score of the information gathered on the extent which school library are utilized by teachers and students. Four items were developed to obtain the views of the respondents on the research question. The entire four items were accepted. The mean of Item 1 is 2.74 implying that Students are allowed to use the library whenever they have a free period on the school timetable. The mean of Item 2 is 3.02 indicating that School librarian are always available to guide the students on how to use

of the library facilities.. Item 3 which is translated into 2.68 was also accepted meaning Library facilities are available for teachers and students use even after school hours as need arises. The mean of Item 4 is translated as 2.66 implying that students are allowed to borrow library books/materials for use. The decision of all the respondents on the items indicated that there is adequate utilization of library for effective teaching and learning by teachers and students.

Table 5: Mean \bar{X} response on the extent of utilizations of furniture

Item	Statement	Rating				Mean	Decision
		SA	A	D	SD		
1.	Furniture such as tables, chairs, desk, are adequately provided for students use in school dining halls classrooms, library, laboratory.	47	79	38	26	2.77	Accepted
2.	School furniture are usually repaired and re-fixed for students and staff used	55	74	25	36	2.78	Accepted
3.	Students are allowed to use furniture after school hour for personal studies and extra lessons as need arises.	41	94	29	26	2.81	Accepted
4.	The number of students in each class is commensurate to the available furniture.	39	66	39	47	2.52	Accepted

Table 5 shows the mean score of the information gathered on the extent which school furniture are utilized by teachers and students for effective learning. Four items were also developed to obtain the views of the respondents on the research question. The entire four items were accepted. The mean of Item 1 is 2.77 implying that Furniture such as tables, chairs, desk, are adequately provided for students use in school dining halls classrooms, library, The mean of Item 2 is 2.78 indicating that school furniture are usually repaired re-fixed for students and staff used . Item 3 which is translated into the mean 2.81 meaning Students are allowed to use furniture after school hour for personal studies and extra lessons as need arises. The mean of Item 4 is translated as 2.52 implying that the number of students using furniture in each class is commensurate to the available furniture. The decision of the respondents on the items revealed that there is adequate utilization of furniture by teachers and students.

Table 6: Mean \bar{X} response on the extent of utilizations of ICT facilities

Item	Statement	Rating				Mean	Decision
		SA	A	D	SD		
1.	ICT facilities such as computer hardware devices e.g desktop, laptops, macro electronic, etc are adequately provided for students use in school.	63	85	23	19	3.01	Accepted
2.	Students are allowed to use ICT facilities only prior to examination	24	27	96	43	2.20	Accepted
3.	Students and Staff are allowed to use ICT facilities after school hour for personal studies and extra lessons as need arises.	54	87	34	15	2.95	Accepted
4.	ICT Instructors are always available to guide the students on how to use of ICT facilities.	43	89	38	20	2.82	Accepted

Table 6 shows the mean score of the information gathered on the extent which ICT facilities are utilized by teachers and students for effective learning in school. Four items were also generated to obtain the views of the respondents on the research question. The three items were accepted item two was rejected. The mean of Item 1 is 3.01 implying that ICT facilities such as desktop, laptops, macro electronic devices, etc are adequately provided for students use in school. Item 2 is translated into the mean 2.20 indicating that 1.79 which was rejected on account that students are allowed to use the ICT facilities but not only prior to examination. Item 3 which is translated into the mean 2.95 meaning Students and Staff are allowed to use facilities after school hour for personal studies and extra lessons as need arises. The mean of Item 4 is translated as 2.82 implying that ICT Instructors are always available to guide the students on how to use of ICT facilities. The decision of the respondents on the items revealed that there is adequate utilization of ICT facilities by teachers and students.

Table 7: Mean \bar{X} response on the Instructional facilities utilization

Item	Statement	Rating				Decision
		SA	A	D	SD	
1.	Instructional aids such as textbooks, pictorial diagrams, flip chart, chalk, are not adequately provided for effective teaching and learning	12	26	90	62	1.93 Rejected
2.	Teachers usually create time for the use of Instructional aids during lesson delivery.	54	84	36	16	2.86 Accepted
3.	Students are allowed to make use instructional facilities for personal studies and extra lessons after school as need arises.	75	63	29	23	3.00 Accepted
4.	Teachers are always available guide the students on how to handle and manipulate the instructional aids.	70	79	31	10	3.10 Accepted

Table 7 shows the mean score of the information gathered on the extent which Instructional facilities are utilized by teachers and students for effective learning in school. Four items were also generated to obtain the views of the respondents on the research question. The mean of Item 1 is 1.93 and was rejected implying that instructional facilities such as, textbooks, chalk, pictorial diagrams, flip chart etc are adequately provided for teachers and students use in school. The mean of Item 2 is 2.86 indicating that teachers usually create time for the use of Instructional aids during lesson delivery. Item 3 which is translated into the mean 3.00 meaning Students are allowed to make use of instructional facilities for personal studies and extra lessons after school as need arises. The mean of Item 4 is translated as 3.10 implying that teachers are always available guide the students on how to handle and manipulate the instructional aids. The decision of the respondents on the items revealed that there is adequate utilization of the instructional aids the instructional aids by teachers and students.

Table 8: Mean \bar{X} response on the extent of utilization of health facilities

Item	Statement	Rating				Decision
		SA	A	D	SD	
1.	Health facilities such as the, drugs, syringe examination tables, sterilizers etc not adequately provided for effective health care delivery.	54	84	36	16	2.86 Accepted
2.	Students have access to available first-aid and other health services and emergencies whenever they have accident or sick.	55	74	25	36	2.78 Accepted
3.	First aid and other health care services are made available for student even school after school hours.	41	94	29	26	2.81 Accepted
4.	Health care workers and health masters are always available to give students health and safety tips on to handle or use the health equipments	39	66	39	47	2.52 Accepted

Table 8 shows the mean score of the information gathered on the extent which Health facilities are utilized by teachers and students for effective learning in school. Four items were also generated to obtain the views of the respondents on the research question. The mean of Item 1 is 2.86 and was accepted implying that health facilities such as the, drugs, syringe etc are not adequately provided for students use in school. The mean of item 2 is 2.78 indicating that students have access to available first-aid and other health services and emergencies whenever they have accident or sick. Item 3 which is translated into the mean 2.81 meaning First aid and other health care services are made available for student even school after school hours. The mean of Item 4 is translated as 2.52 implying that health care workers and health masters are always available guide the students on how to handle or use the health equipments. The decision of the respondents on the items revealed that there is adequate utilization of the available health facilities by teachers and students.

Table 9: Mean \bar{X} response on the extent of utilizations of rest rooms

Item	Statement	Rating				Decision
		SA	A	D	SD	
1.	Rest rooms equipments such as toilet tissue, soap, disinfectant, waste bin etc is available for both male and female students use.	59	64	49	19	2.74 Accepted
2.	Students have access to rest rooms facilities whenever they are pressed.	72	65	37	16	3.02 Accepted
3.	School toilet equipments are always made available for student in school prep or after school hours.	32	95	34	29	2.68 Accepted
4.	Health masters are always available to guide students on how to use the toilet and urinary's.	54	59	38	36	2.66 Accepted

Table 9 shows the mean score of the information gathered on the extent which school library are utilized by teachers and students. Four items were developed to obtain the views of the respondents on the research question. The entire four items were accepted. The mean of Item 1 is 2.74 implying that rest rooms equipments such as toilet tissue, disinfectant, waste bin etc are available for both male and female students use. The

mean of Item 2 is 3.02 indicating that students have access to rest rooms facilities whenever they are pressed. Item 3 which is translated into 2.68 was also accepted meaning school toilet equipments are always made available for student in school during prep or after school hours. The mean of Item 4 is translated as 2.66 implying that Health masters/workers are always available to guide students on how to use the toilet and urinary's. The decision of all the respondents on the items indicated that there is adequate utilization of toilet facilities for effective learning by students.

Table 10: Mean \bar{X} Extent of utilizations of School halls

Item	Statement	Rating				Decision
		SA	A	D	SD	
1.	School hall facilities are available and adequately provided for the students use.	82	68	23	17	3.13 Accepted
2.	Teachers are always available in halls to teach guide the students on how to use and maintain the floor, doors, windows etc in the classrooms.	72	74	29	15	3.07 Accepted
3.	School halls are available for teachers and students use even after school hours (Prep) as need arises.	90	65	18	16	3.19 Accepted
4.	Students are allow to use School halls for personal and group study or other club and society meetings.	74	59	23	34	2.92 Accepted

Table 10 shows the mean score of the information gathered on the extent which classrooms are utilized by teachers and students. Four items were created to obtain the views of the respondents on the research question. The entire four items were accepted. The mean of Item 1 is 3.13 implying that school hall facilities are available and adequately provided for the students use.. Item 2 mean is 3.07 implying that teachers are always available to guide the students on how to use and maintain the floor, doors, windows etc in the school halls. Item 3 is translated in to 3.19 indicating that school halls are available for teachers and students use during external examination, assembly, orientation and other indoor programs. The mean of Item 4 is translated as 2.92 meaning students are always allow to use school hall for their extracurricular activities such as conferences, clubs and society meetings etc. Hence the decision of all the items indicated accepted, it is the belief of the respondents that there is effective utilization of school hall for students learning.

Hypotheses One:

There is no significant difference in the mean scores of the performance of students who attended institution with adequate schools facilities and those who attended schools without adequate facilities.

Table 11: T-test of performance of students of Adequate and Inadequate schools

Group	N	X	SD	df	t	p-value
Adequate school Performance	10	86.1	5.67	18	10.96	0.00
Inadequate school Performance	10	56.00	6.95			

$P=0.00 < 0.05$. Reject H_0

Since the *p-value* (0.00) is less than the level of significance (≤ 0.05), reject H_0 : Hence the null hypothesis is rejected and therefore concluded that there is significant differences between the performance mean score of the students from adequately equipped schools and inadequately equipped schools.

Findings/Discussions

The results of this study revealed that there is inadequacy of school facilities such as the classrooms, libraries, laboratories, ICT facilities, furniture, and instructional facilities in the basic schools of Jos metropolis. This result agreed with the view of Olagboye (2008) which affirmed that in Nigeria, most secondary schools have inadequate classrooms, laboratory equipment and workshops while furniture, fittings and learning tools are not adequately provided. These inadequacies may make teaching and learning unproductive, hence good academic performance of the students will be jeopardized.

The findings from the research in relation to the utilization of the available school facilities such as the classrooms, libraries, laboratories, ICT facilities, furniture, and instructional facilities in the adequately equipped secondary schools of Jos metropolis revealed a maximum level of facility utilization among the few schools that are adequately equipped in Jos metropolis.

This result agreed with Lackney & Pious (2009) who opined that when facilities such as classrooms, library, laboratory, instructional materials etc are available, they need to be skillfully and adequately utilized in order to influence learning and make it more meaningful.

The findings from t-test analysis revealed that there is significant difference between the performance of the students from adequately equipped schools and inadequately equipped schools. This is in agreement with the view of Asiyai, (2012) which holds that Students who attend school that adequately equipped with facilities will outperformed their counterpart who attend schools that are inadequately equipped provided the available facilities are maximally utilized.

Recommendations

Based on the findings of the study, the following recommendations and conclusion were made:

1. It is recommended that government should ensure that facilities are adequately provided or improved in schools in order to offer a practical opportunity for improving academic performance since it has direct bearing on teaching-learning process.
2. Preventive and emergency maintenance of school facilities procedures should be established and implemented regularly by Educational planners, school managers as well as community involvement in facilities provision and maintenance.
3. School administrators, teachers and students should develop good facilities maintenance culture.
4. Government and other relevant stakeholders should put in place all required supervisory measures to ensure there is adequate provision and maximum utilization of the available school facilities.

5. In-Service training should be provided so that teachers can have the knowledge to operate and utilize the modern instructional facilities.

Conclusion

In conclusion, the differences in the academic performances of students who attend schools that are adequately equipped with facilities and those who attended schools with inadequate facilities is a clear indication that no school can excel without adequate instructional facilities. Therefore facilities should be adequately provided in all schools. Also, Provision of adequate school facilities should be the major condition in approving the establishment of any private and public schools. The role of government is sacrosanct in terms of facility provision and utilization because while they may have little or no control over a student's socioeconomic status and parental involvement at home, they have absolute control over the condition of the school facility through the school regulation.

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