



SOKOTO

INTERNATIONAL JOURNAL
OF COUNSELLING PSYCHOLOGY

VOLUME 3
JANUARY 2015

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**SCHOOL PLANT PLANNING AND STUDENTS' ACADEMIC
PERFORMANCE IN ILORIN SOUTH LOCAL GOVERNMENT AREA
SECONDARY SCHOOLS.**

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Abstract

The importance of educational planning and the role it plays in the achievement of educational objectives and goals cannot be over emphasized. The need to take a conscious action against the future calls for planning in a manner that would create equality, efficient utilization of resources and overall achievement of educational goals. This study is a descriptive design with survey as method that reveals the influence of school plant planning on students' academic performance in Ilorin South Local Government Area Secondary Schools, Kwara State. The population for the study was all 18 principals and 647 teachers of the senior secondary schools in Ilorin South Local Government Area of Kwara State. Two hundred and thirty respondents were selected randomly to respond to the questionnaire titled School Plant Planning Questionnaire (SPPQ), representing a sample percentage of 56%; proformas were also used to collect data on academic performance of students for the period of four years (2007-2010). The questionnaire was subjected to reliability test proved by correlation coefficient of .82 by experts. The data were analyzed using Statistical Package of Social Sciences. One main and two operational hypotheses were formulated and tested with Pearson product moment correlation statistics. The findings of the study indicated that there was significant relationship in school plant planning and students' academic performance in Ilorin South secondary schools Kwara State (calculated $r\text{-value} = .779 > \text{critical } r\text{-value} = .062$). Other findings also revealed that a significant relationship exists in school plant maintenance and students' academic performance (calculated $r\text{-value} = .902 > \text{critical } r\text{-value} = .062$). Based on these findings, it was recommended that experts in school plant planning exercise should be employed to carry out a diagnosis on secondary schools especially when siting a school and school administrators should ensure proper maintenance of school plants and facilities in order to reduce cost, avoid under/over-estimation of school projects and to keep

the life-span of the plants in its original form in order to bring about good students' academic performance.

Introduction

Education is very vital to the pace of social, political and economic development of any nation (Durosaro, 1998). Ibitoye (2008) corroborates this position stated, "The development of a nation in a knowledge driven world depends largely on the level of education of her citizenry. Education determines the level of technological growth, economic buoyancy, socio-political advancement, and global status." Education is a social process for capacity building, socialization, social integration, development, and the maintenance of the society. In other words, education is the weapon through which people are equipped with knowledge and skills in order to survive in the modern world of science, technology, and globalization. Education is a change in the individual because of the interaction that occurred between man and his environment, causing man to be better placed to deal adequately with his environmental and life problems (Durosaro, 2012). Secondary Education has the broad aim of preparing students for useful living within the society and preparing them for higher education (FGN, 2013).

However, the quality of education delivered by teachers and the academic achievement of students of any school are dependent on several factors of which school plants is paramount. School plant is the non-human resources which are vital input in the educational system that enhance teaching and learning thereby making the process meaningful and purposeful. These include the school site, school buildings, classrooms, laboratories, furniture, libraries, accommodation, recreational equipment, apparatus as well as other instructional materials. Its availability, relevance and adequacy are crucial to the academic achievement of learners and attainment of educational goals. Schools that have well planned and managed facilities are likely to perform better than where the facilities are not available/where they are not properly managed. It is therefore important for schools to ensure effective management of its plant; without this, educational objectives may not be maximally achieved.

School plant planning is the systematic way of deciding the best ways of utilizing school building and facilities in order to enhance effective teaching and learning.

School facilities and future facilities should be: clean, attractive, functional, meet the needs of the educational requirements, enhance the learning environment, and be safe. Ehiamekalor (2001) noted that school plants are the operational inputs of every instructional programme. Every school is like a manufacturing organization where plants and equipment must be in a top operational shape to produce result. Efficiency in the production function depends on how well the plants have been maintained while effectiveness in the use of materials is dedicated largely by the operability of the facilities. This statement was corroborated by Emetarom (2004), when school plants were described as pillars of support for effective teaching and learning upon which good quality and standard of school depends on its planning, provision, adequacy, utilization and management.

It has been observed that facilities are not been maintained by school administrators and hence their depreciation. Much emphasis are laid on instructional planning, curriculum development, personnel development and community relation neglecting the management and maintenance of school plant. Owoeye 2010 identified the importance of school plants in teaching and learning while the inadequacy, deterioration and lack of maintenance of these facilities will spell doom for the teachers and students in the teaching and learning activities. School plant that are not well maintained may constitute health hazards to pupils and teachers who use them. Orebiyi (1981) in his study in Ilorin East Local Government Area of Kwara State, concluded that unplanned location of secondary schools has limited the spread of secondary education to few centers. Durosaro (1998) in his study examined school plant planning in relation to administrative effectiveness of secondary schools in Oyo State of Nigeria and corroborates this by the findings that, schools that planned and maintained their facilities had higher students' retention and is more effective than the others. Owoeye (2010) also highlights some factors which include uneven distribution of resources, poor school mapping facilities, problem of qualified teachers refusing appointment or not willing to perform well in isolated villages, inadequate good roads, poor communication, non-challant attitude of some communities to schooling among others to causes of poor academic performances. Adeogun (2001), in his study, discovered a strong positive significant relationship between instructional resources and academic performance.

In the light of the foregoing, and in as much as poor academic performances on the part of students continue to be noticed and immediate solutions appears to be

farfetched, most especially in secondary schools in Ilorin South Local Government Area of Kwara State, it is essential to identify as many as those factors as possible which can significantly affect students' academic performances in schools in order to know which of them can be manipulated to yield desired results in the teaching learning enterprise. Hence, this study examined the relationship between school plant planning and secondary school students' achievement in Senior School Certificate Examination in Ilorin South Local Government Area of Kwara State.

Statement of the Problem

Nigeria educational system is confronted with major challenges such as poor funding, population explosion, wastages, inadequate facilities, indiscipline as a result of unprojected expansion in students' enrolment, uneven distribution of limited resources and inadequate maintenance culture (Durosaro, 2012). However, since school will continue to exist for a long time and no nation has succeeded in replacing a school, the need for school plant planning becomes imperative. Similarly, it has been observed that most public secondary schools in Ilorin South Local Government Area of Kwara State usually are confronted with some of these challenges. Also, the mass failure of students in Senior Secondary School Certificate Examination also poses a threat to the academic performances of students. Hence, the needs to put in place a proper measure for a sound academic performance in secondary schools. This has also continue to be burning issue which has prompted the researcher into wanting to know the actual relationship existing between school plant planning and students' academic performances in Ilorin South Local Government Area secondary schools of Kwara State.

Purpose of the Study

The main purpose of this study is to examine the influence of school plant planning on students' academic performance in Ilorin South Local Government Area Secondary Schools. The study is specifically designed to fulfill the following:

- i. To evaluate the influence of school plant planning on students' academic performance in Ilorin South Local Government Area Secondary Schools.

- ii. To inquire the extent to which school plant development affects students' academic performance in Ilorin South Local Government Area Secondary Schools.
- iii. To find out the influence of school plant maintenance on students' academic performance in Ilorin South Local Government Area Secondary Schools.

Research Hypotheses

- H0₁: There is no significant relationship between school plant planning and students' academic performance in Ilorin South Local Government Area secondary schools, Kwara State.
- H0₂: There is no significant relationship between school plant development and students' academic performance in Ilorin South Local Government Area secondary schools, Kwara State.
- H0₃: There is no significant relationship between school plant maintenance and students' academic performance in Ilorin South Local Government Area secondary schools, Kwara State.

Methodology

The research design for this study was descriptive method of the survey type that attempted to examine whether there is a significant relationship between school plant planning and students' academic performance in Ilorin South Local Government Area Secondary Schools of Kwara State. This method was considered suitable because the study entailed collection and collation of data relevant from schools for analysis. The independent variable was school plant planning, while the dependent variable was students' academic performance in selected secondary schools in Ilorin South Local Government Area. The population for this study comprised 17 senior secondary schools in Ilorin South Local Government Area, Kwara State. Ten schools, that is, 55% of the total population were selected for the study through random sampling technique. Furthermore, 230 out of 647 staff, including 10 principals and 220 teachers, representing 36% of the total population in the sampled public senior secondary schools were selected as participants for the study. The research instruments used was self-designed questionnaire and checklist to gather relevant data from the respondents. The questionnaire titled "School Plant Planning Questionnaire"

(SPPQ) and "Senior Secondary School Academic Performance Proforma" (SSSAPP) was used to elicit information from the respondents.

School Plant Planning Questionnaire (SPPQ) sought information about the principals' and teachers' assessment of school plant planning, school plant development, and school plant maintenance. The items on the questionnaire were rated using Likert type rating scale and scored as follows:

SA	-	Strongly Agree	-	4points
A	-	Agree	-	3points
D	-	Disagree	-	2points
SD	-	Strongly Disagree	-	1point

The instruments was validated by experts and subjected to reliability test proved by correlation coefficients of 0.82, this adjudged the instrument reliable. The instruments were administered on the principals and teachers in all the selected 10 senior secondary schools in Ilorin South Local Government Area. Permission was obtained from the authorities of the selected secondary schools by introducing the purpose of the study before the administration of the questionnaire to the participants. The researcher also obtained information on students' academic performance from the Vice Principal Academic through the use of a proforma. The data gathered from this study on school plant planning and students' academic performance was analysed using Statistical Package of Social Science (SPSS). Pearson Product-Moment Correlation statistic was used to test the hypotheses at .05 level of significance.

Results

H₀₁: There is no significant relationship between school plant planning and students' academic performance in Ilorin South Local Government Area secondary schools, Kwara State.

Table 1: Analysis of School plant planning and students' academic performance

Variables	N	$\bar{X}$	SD	df	Calculated r-value	Critical r-value	Decision
School Plant planning	230	6.11	3.03	228	.779	.062	Ho Rejected
Students' academic performance	230	4.94	2.04				

0.05 level of significance

Table 1 indicates that the calculated r-value (.779) is greater than the critical r-value (.062) at .05 level of significance for 228 degrees of freedom. Hence, the null hypothesis is rejected. This implies that a significant relationship existed between school plant planning and students' academic performance in Ilorin South Local Government Area Secondary Schools, Kwara State. This finding corroborates Ibitoye (2008) who pointed out that even when secondary school plant planning exercises are carried out with all commitments and proficiencies and the available physical resources are efficiently managed, it is not enough to predict that school effectiveness would grow correspondingly.

H₀₂: There is no significant relationship between school plant development and students' academic performance in Ilorin South Local Government Area secondary schools, Kwara State.

Table 2: Analysis of School plant development and students' academic performance

Variable	N	$\bar{X}$	SD	df	Calculated r-value	Critical r-value	Decision
School plant development	230	6.11	3.19	228	.807	.062	Ho Rejected
Students' academic performance	230	4.94	2.04				

0.05 Level of Significance

As shown in Table 2, the calculated r-value (.807) is greater than the critical r-value (.062) at .05 level of significance for 228 degrees of freedom. Hence, the null hypothesis is rejected. This implies that a significant relationship existed between school plant development and students' academic performance. The result supports the view of Omolei (2003) which revealed that the availability of educational facilities had significant relationship with students' academic performance in the schools. Adeshina (1980) suggested that quality and quantity of educational facilities available within an educational system have positive relationships with the standard and quality of that educational system.

H0₃: There is no significant relationship between school plant maintenance and students' academic performance in Ilorin South Local Government Area secondary schools, Kwara State.

Table 3: Analysis of School plant maintenance and students' academic performance

Variable	N	$\bar{X}$	SD	df	Calculated r-value	Critical r-value	Decision
School plant maintenance	230	8.94	4.55	228	.902	.062	Ho Rejected
Students' academic performance	230	4.94	2.04				

0.05 Level of Significance

Table 3 shows that the calculated r-value (.902) is greater than the critical r-value (.062) at .05 level of significance for 228 degrees of freedom. Hence, the null hypothesis is rejected. This indicates that a significant relationship existed between school plant maintenance and students' academic performance. The proper maintenance of the school plant facilitates teaching and learning activities (Daramola, 2002). He stressed further that it is obvious that no one can work or study in a dirty and smelling environment where the bad odour from the nearby toilet or gutter is being inhaled. In support of this, Olagboye (1998) opined that school plants should be kept in their original condition of completeness or efficiency.

Summary of Findings

The results of the study showed that there existed a significant relationship between school plant planning and students' academic performance (calculated r -value .779 > critical r -value .062) in Ilorin South Local Government Area Secondary Schools, Kwara State.

There was significant relationship between school plant maintenance and students' academic performance (calculated r -value .902 > critical r -value .062) in Ilorin South Local Government Area Secondary Schools, Kwara State.

There was significant relationship between school plant development and students' academic performance (calculated r -value .807 > critical r -value .062) in Ilorin South Local Government Area Secondary Schools, Kwara State.

Conclusion

School plant planning involves applying a set of techniques in forecasting for the future needs of education on the basis of present trend and setting up appropriate strategies for addressing those needs. It is obvious that location of school in an appropriate place would create equality, efficient utilization of resources and overall achievement of educational goals.

As shown in the study, school plant planning has a high significant relationship with students' academic performance. It should be noted that beside the appropriate location of schools in advantageous sites, good maintenance culture and optimal school plant development in school to achieve educational goals and objectives, other factors within and outside the school system could also be significant to creating a sound academic performance.

Therefore, administrators in the field of education need to ensure proper planning technique by providing up to-date information on school requirements, planning the efficient location of new schools, equitable distribution of educational resources, optimal utilization of the existing ones and proper maintenance culture.

Recommendations

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

- i. Experts in school plant planning exercise should be employed to carry out a diagnosis on secondary schools especially when siting a school.
- ii. Secondary school administrators should ensure proper maintenance of school plants and facilities in order to reduce cost, avoid under and over-estimation of school projects and to keep the life-span of the plants and in its original form in order to bring about good students' academic performance. It is also important for an educational administrator to have the knowledge and skills required for the use and maintenance of educational resources. This knowledge should be extended to both teachers and learners in order to broaden their knowledge of maintenance of facilities.
- iii. Administrators/teacher should ensure optimal school plant development to avoid damages, wastages, duplication and misuse of scarce resources.

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