SCHOOL FACILITIES AS PREDICTORS OF STUDENTS' ACADEMIC ACHIEVEMENTS IN PUBLIC SECONDARY SCHOOLS IN OHAJI, IMO STATE.

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ABSTRACT
The study investigated school facilities as predictors of students' academic achievement in Ohaji Local Government Area of Imo State. The study adopted descriptive survey research design. Three research questions and three hypotheses guided the study. The population of the study consisted of 193 teachers in all the public secondary schools in Ohaji Local Government Area and the simple random sampling technique was used to select 150 teachers from the entire population as the sample size of the study. The rating scale developed by the researchers was the instrument used for data collection. The instrument was validated by three experts, two from the Department of Management and Policy and one from the Department of Educational Foundations, all from the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the study was obtained through Cronbach Alpha and it yielded an average of 0.84 which was considered very high for the study. Mean and standard deviation were used to answer the research questions while the hypotheses were tested at 0.05 level of significance. The finding of the study among others revealed that school facilities in secondary schools in the study area are very poor. It was therefore recommended among others that efforts should be made to provide schools with facilities to enhance the academic achievement of students in public schools.

Keywords: Facilities, Predictors, Academic Achievement, Public Secondary Schools

Introduction
Education has been widely considered as the corner stone of development. It forms the basis for literacy, skill acquisition, technological advancement and ability to harness human and material resources towards the achievement of societal goals. Education is the process by which abilities and capabilities of individuals are developed. These abilities might be physical, emotional, social and intellectual. It is the acquisition of human potentials so that the individual can become better than what he was before he acquired education.

According to Ugwuanyi (2013), education is the process by which the society assists young people to learn and understand the heritage of the past, participate productively in the society and contribute meaningfully to the development of the present and the future. Education is the instrument through which every nation develops their human capital resources for the development of their economy. Emeka (2018) citing Kneller (2000) sees education as a process by which any society through schools, colleges, universities and other institutions deliberately transmit knowledge, values and skills from one person to another. One of the means of achieving that objective is through the provision of school facilities in schools, especially in post primary schools.

School facilities are very important factors in the achievement of goals of any educational programme. People acquire most of their knowledge through interaction with facilities provided in public secondary schools for learning. Learning is influenced by school facilities. This is because people increase in learning through the exposure they get from the use of facilities provided in the schools. In the words of Ikheloa (2018), the active interaction with school facilities is regarded as the most basic requirement for proper intellectual development.

The general condition of school physical facilities is the striking basis upon which many parents and friends of any educational institution make initial judgment about the quality of learning in the school. They are often turned off by dilapidated school blocks, sinking roofs, broken walls, bushy lawn and over grown hedges. The school physical facilities can be regarded as the mirror reflecting the image

of the school and through it the public decide whether or not to associate with the school (Mgbodile 2014).

In Nigeria today, schools are closely associated with the communities. Most schools depend on the community through the Parent Teacher Association or the School Based Management Committee (as it is now called) for the provision of good and appropriate facilities for accommodation, furniture and all forms of equipment for certain activities like club or village meetings, wedding receptions and church services.

There is therefore the need for a well-planned and organized provision of school facilities because they facilitate the interface between the learner and the teacher at the classroom level. Moreover, Ajayi and Ashaolu (2015) opined that the use of school facilities is a major factor in students' academic achievement. Supporting this Ayodele (2015) and Ajayi (2017) have shown that there is a link between school facilities aid students' academic achievement. Students of public secondary schools in Ohaji Local Government Area of Imo State seem not to gain admission to federal universities or universities of their choice easily due to poor performance in the placement examination into these schools and this is because poor learning facilities especially in the following areas of schools building, library services, and school location and other school facilities.

School buildings are tangible structures which serve as shelter for educational activities. They include classroom buildings, laboratories, workshops, and staff offices, reading rooms, libraries, dormitories and dining halls. Despite the evidence that the quality of a school building can affect students' academic achievement, some public schools in Ohaji, Imo State appear to be in poor physical condition. It is in line with this that Earthman (2014) opined that the building in which students spend a good deal of learning does influence how well they learn. Mgbodile (2014) pointed out that for effective teaching and learning to be effective, school buildings and educational goals, should be viewed as relevant and interrelated. Apart from protecting the pupils from the sun, rain, heat and cold, school building represents learning facility which has great impact on the comfort, safety and performance of students academically.

Another important school facility is the school library. It is the room or building in a school where books, magazines, journals, periodicals, cassettes, computers among others are kept for students' use. Dike (2011) sees school library as a learning laboratory par excellence where learners find the world of knowledge, interact directly with resources, acquire information and develop research skill for lifelong learning. The objective of the school library is to serve the school's needs of academic excellence and make possible the purpose and methods of education which the school undertakes. The school library enables the students to look at new ways of learning, and with its resources develop resourcefulness.

The laboratories are very critical facilities in the school that worth discussing. They are typologically known as science laboratories. They are the Chemistry and Physics Laboratories, the Agricultural Science and Biology Laboratories. There is also the Introductory Technology Workshop. Apart from these facilities, there are also other school facilities like desks, chairs, blackboards, dustbins, teaching aids, typewriters, computers generators, and calculators. These facilities according to Ehiametalor (2017) are operational inputs of every instructional programme. They are material resources that facilitate effective teaching and learning in schools. The quality and quantity of these facilities enhance the quality of teaching and learning as well as effective school management (Ikhaloa 2018). Furthermore, these school facilities are needed to develop cognitive areas of knowledge, abilities and skills that are necessary for academic achievement. Moreover, the development of the affective and psychomotor domains is also enhanced by the presence and use of necessary and relevant school facilities. It is good to indicate that school facilities also include the generating plants in the school and even accessible roads in and out of the school.

Public schools are those schools controlled by the government. In other words, they are schools that are regulated by the government, be it federal or state. These means that the government recruits teaching and non-teaching staff and posts them to these schools. All the staff of public schools

are employees of government and their salaries and other conditions of service are as determined by government and regulated by same. However, inadequate facilities appear to affect the academic performance of students in the study area and this accounts for why the study investigated school facilities as predictors students' academic achievement in public secondary schools in Ohaji.

Statement of the Problem

The study investigated the school facilities as predictors of the academic achievement in students of public secondary schools in Ohaji Local Government Area of Imo State. As indicated earlier, the need for the availability of teaching and learning facilities in schools cannot be over emphasized. The use of these facilities makes teaching and learning easy and makes learning practical and understandable. Students are able to interact with the objects of learning and in addition, it helps to create an inspiring school climate where students are happy to learn and desire to come daily for learning. The problem however is that these school facilities seem not to be available in their required or needed quantity and quality and the extent their usage could enhance academic achievement of students is very doubtful. More so, there seem to be the dearth of literature on the school facilities as predictors academic achievement of students in public secondary schools in the study area. It is against this background that the study examined school facilities as predictors of academic achievement of students in public secondary schools in Ohaji Local Government Area of Imo State.

Research Questions

The following research questions guided the study:

1. Do school buildings predict the academic achievements of students of public secondary schools?
2. Does the school library predict the academic achievements of students of public secondary schools
3. Do school facilities predict students' academic achievements of public secondary schools?

Hypotheses

1. There is no relationship between school buildings and students' academic achievement in public secondary schools.
2. There is no relationship between school library and student's academic achievements of public secondary schools.
3. There is no relationship between school facilities and students' academic achievements of public secondary school.

Method

The work investigated school facilities as predictors of students' academic achievements in public secondary schools in Ohaji, Imo State. The descriptive survey research design was adopted for the study. Three research questions and three hypotheses guided the study. The population of the study consisted of 193 teachers in all the public secondary schools in the study area and the simple random sampling technique was used to select 150 teachers as the sample size of the study. The instrument for the study was a three cluster questionnaire that consisted of 15 items that were validated by three experts, two from the Department of Educational Management and Policy and one from the Department of Educational Foundations, all from Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument was obtained through Cronbach Alpha and each of the clusters yielded 0.86, 0.82 and 0.84 respectively and an average of 0.84 which was considered high enough for the study. Mean and standard deviation were used to answer the research questions while the hypotheses were tested at 0.05 level of significance. The finding of the study among other things is that there was inadequate provision of facilities in public secondary schools in the study area. It was then recommended that Government should provide schools in the area with facilities to enhance teaching and learning which will improve students' academic achievement.

Presentation of Results

Research Question 1: To what extent do school buildings predict the academic achievements of students of public secondary schools?

Table 1. Mean ratings of the extent to which school buildings predict students' academic achievements

		Mean	SD	Remark
1.	School building is part of school faculties	2.82	.76	High
2.	School buildings provides classroom for teaching and learning	2.80	.77	High
3.	School buildings provides offices for teachers	2.84	.69	High
4.	School buildings provides rooms for science laboratories	2.82	.74	High
5.	School buildings provides space for library	2.80	.55	High
	Mean of Means	**2.81**	**.70**	**High**

The grand mean of 2.81 displayed in Table 1 shows that the respondents rated the extent to which school buildings predict academic achievements of students of public secondary schools to be high. The item by item analysis shows that the respondents rated all five items to predict students' academic achievement to a high extent.

Research Question 2: To what extent does the school library predict the academic achievements of students of public secondary schools?

Table 2. Mean ratings of the extent to which school library predict students' academic achievements

		Mean	SD	Remark
1.	School library when used by students improves their academic performance	2.86	.71	High
2.	Books are kept in the library for students to use in updating their knowledge	2.88	.70	High
3.	Students carry out research work and consult related works in the library	2.84	.85	High
4.	Teachers make use of the books in the library to prepare lessons	2.90	.81	High
5.	ICT in the library are used by teachers and students to get information on new developments in various fields	3.02	.58	High
	Mean of Means	**2.90**	**.73**	**High**

The grand mean of 2.90 displayed in Table 2 shows that the respondents rated the extent to which school library predict academic achievements of students of public secondary schools to be high. The analysis of the items shows that the respondents rated all five items regarding school library to predict students' academic achievement to a high extent.

Research Question 3: To what extent do the school facilities predict students' academic achievements of students in public secondary schools?

Table 3. Mean ratings of the extent to which school facilities predict students' academic achievements

		Mean	SD	Remark
1.	Teaching aids and materials are part of school facilities and help in improving students' academic performance	2.86	.84	High
2.	The chalkboard and marker are used to write and give students notes	2.82	.80	High
3.	Generator set supply power which helps to the school run their electrical appliances.	2.86	.78	High
4.	School laboratories are used by students to conduct experiments and helps in improving their academic performance.	3.04	.61	High
	Mean of Means	**2.89**	**1.01**	**High**

Table 3 shows the grand mean of 2.89 indicating that the respondents rated the extent to which school facilities predict academic achievements of students of public secondary schools to be high. The

analysis of the items shows that the respondents rated all five items regarding school facilities to predict students' academic achievement to a high extent.

Hypothesis 1: School buildings have no significant prediction of students' academic achievements in public secondary schools.

Table 4. One Sample t-test on the prediction of school buildings on students' academic achievement.

		Mean	SD	df	p-value	Remark
1.	School building is part of school faculties	2.82	.76	149	.00	Sig
2.	School buildings provides classroom for teaching and learning	2.80	.77	149	.00	Sig
3.	School buildings provides offices	2.84	.69	149	.00	Sig
4.	School buildings provides rooms for science laboratories	2.82	.74	149	.00	Sig
5.	School buildings provides space for library	2.80	.55	149	.00	Sig

The one sample t-test analysis presented in table 4 shows that school buildings significantly predict academic achievements of students of public secondary schools. This is shown by the observed mean ratings for the five items which is significantly greater than the test value (2.50). Again, the calculated p-values (.00) for all the items were less than the stipulated significance level (0.05) indicating that the respondents' mean ratings were significantly greater than the average (2.50).

Hypothesis 2: School libraries have no significant prediction on students' academic achievements in public secondary schools.

Table 5. One Sample t-test on the prediction of school Libraries on students' academic achievement.

		Mean	SD	Df	p-value	Remark
1.	School library when used by students improves their academic performance	2.86	.71	149	.00	Sig
2.	Books are kept in the library for students to use in updating their knowledge	2.88	.70	149	.00	Sig
3.	Students carry out research work and consult related works in the library	2.84	.85	149	.00	Sig
4.	Teachers make use of the books in the library to prepare lessons	2.90	.81	149	.00	Sig
5.	ICT in the library are used by teachers and students to get information on new developments in various fields	3.02	.58	149	.00	Sig

The one sample t-test analysis presented in table 5 shows that school libraries significantly predict academic achievements of students of public secondary schools. This is shown by the observed mean ratings for the five items which is significantly greater than the test value (2.50). Again, the calculated p-values (.00) for all the items were less than the stipulated significance level (0.05) indicating that the respondents' mean ratings were significantly greater than the average (2.50).

Hypothesis Three: School facilities have no significant prediction of students' academic achievements in public secondary schools.

Table 6. One Sample t-test on the prediction of school facilities on students' academic achievement.

		Mean	SD	df	p-value	Remark
5.	Teaching aids and materials are part of school facilities and help in improving students' academic performance	2.86	.84	149	.00	Sig
6.	The chalkboard and marker are used to write and give students notes	2.82	.80	149	.00	Sig
7.	Generator set supply power which helps to the school run their electrical appliances.	2.86	.78	149	.00	Sig
8.	School laboratories are used by students	3.04	.61	149	.00	Sig

	to conduct experiments and helps in improving their academic performance.

One sample t-test analysis presented in table 6 shows that school facilities significantly predict academic achievements of students of public secondary schools. This is shown by the observed mean ratings for the four items which is significantly greater than the test value (2.50). Again, the calculated p-values (.00) for all the items were less than the stipulated significance level (0.05) indicating that the respondents' mean ratings were significantly greater than the average (2.50).

Discussion

Table 1 indicates the relevance of school buildings to academic achievements of students in public secondary schools. Teaching and learning cannot take place in a vacuum. School buildings therefore provide the comfort that facilitates teaching and learning. This is because, it is where students sit comfortably to interface or interact with teachers during teaching and learning. The respondents all agreed that there is a significant relationship between school buildings and academic achievement of students. No student does well academically studying outside or under the mango tree. The importance of school buildings to teaching and learning in public schools cannot therefore be over emphasized as it has direct prediction on the academic achievement of students.

Table 2 shows that the library is one of the critical school facilities in public secondary schools in Imo State, especially in the study area, Ohaji. It is the place where book and non-book materials are kept or preserved for students' consultation. By consulting or using the materials in the library, students are deepened with the understanding of what they learnt from the teacher in the class. It helps them get into the rudiments of research even from the secondary school level. All the respondents agreed that the school library has a significant relationship with the academic achievement of students in public secondary schools. Apart from helping students to learn research, the school library helps students to develop a strong reading culture which is necessary or required for students to attach themselves emotionally and psychologically to their books. It is therefore correct to say that school library has a strong bearing on teaching and learning and a positive prediction of the academic achievement of students in public secondary schools in the study area.

Table 3 indicates that the respondents rated school facilities high in predicting academic achievement of students in public secondary Schools. It could be seen in the analysis that the respondents rated all the five items in respect of school facilities positively. This means that school facilities are garmane in teaching and learning which ultimately result in good academic achievement of students. Students need school buildings with spacious classrooms and well ventilated to do well in their academic pursuit as they interface with their teachers daily during teaching and learning.

Conclusion

The need for school facilities in public secondary schools cannot be over emphasized. No school can be effective in teaching and learning without the availability of these facilities. They are teaching and learning facilities and they are used to enhance teaching. They are also used by both teachers and students to increase learning. It does not really matter how they are provided, either by government or the community through the Parent Teacher Association, school facilities help to create the collegiality of the school.

Recommendations

In view of the above conclusion, the following recommendations are made;

1. Government should provide facilities for schools to enhance the academic achievement of students in public schools.
2. The community through the Parent Teacher Association should assist government in providing school facilities that will improve the academic achievement of students in public schools.

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