

**Comparative Analysis of Physical Facilities
Management in Public and Private Secondary Schools
in Ilorin West Local Government, Kwara State**

Kamaldeen Olohundare Sulyman

oksulyman83@gmail.com+2348066425211

Abdulrafiu Alaaya

abrafalaaya11@gmail.com +2348051670247

Busirat Iyabo Abdulrauf

Abrauf65@gmail.com+2348031532271

Sheu Muritala Adaramaja

+2348035992084

Al-Hikmah University, Ilorin, Kwara State

Isah Jibrin

ijibrin143@gmail.com +2348032729732

Department of Educational Foundations, Faculty of Education,
Federal University of Kashere, Gombe Stat.

1, 2 and 3: Department of Educational Management, Faculty of Education,
University of Ilorin, Ilorin, Nigeria

Abstract

This study examined a comparative analysis of physical facilities management in public and private secondary schools in Ilorin West Local Government, Kwara State. The study adopted a descriptive research design of survey type and the study population comprised all the teachers in public and private secondary schools in the Local Government Area. Through random sampling, 15 private secondary schools and 11 public secondary schools formed the sample. From each of the sampled schools, 15 teachers were sampled to arrive at 420 respondents. A validated and reliable instrument “Comparative Analysis of Physical Facilities Management Questionnaire” (CAPFMQ) was used for data collection. An independent t-test analysis was used to test the three hypotheses formulated for the study. The study's findings revealed that there was a significant difference between classrooms, laboratories and libraries management in public and private secondary schools in Ilorin West Local Government, Kwara State. The study concluded that classrooms, laboratories and libraries management was carried out better in private than public secondary schools. It was recommended, among other things, that proprietors and proprietresses of the private secondary schools should not relent in the management of classrooms in their schools by ensuring that they are adequately provided, utilised and maintained; while the Kwara state government should also intensify efforts in managing classrooms in her schools in the Ilorin West Local Government Area, to facilitate the actualisation of the stated goals.

Keywords: Physical facilities; Classrooms, Laboratories and Libraries

Introduction

Education is a significant and indispensable factor in any country. This is because the transformation of the economic, political, social and technological realms of a country from one state to a better one; involves providing not just education, but also a quality one to the learners. Secondary education is very important among all education levels; it is the stage at which students are prepared for tertiary education to become high-level human resources, needed at all the spheres of the country's economy. However, for this to be actualised, there is need for adequate physical facilities management such as classrooms, laboratories, libraries, workshops, toilets, halls, and sick bays in private and public secondary schools, to realise the stated goals.

Physical facilities are very important in the running of any educational system. Unless they are well managed, the achievement of the school goals might be very difficult. According to Oyewele (2010), the realisation of effective teaching and learning in schools would be far-fetched, if there is no adequate management of physical facilities. Physical facilities provide both the teachers and the learners safety and comfort by protecting them from rain and sun. Okafor (2010) believed that the poor state of physical facilities could be a factor responsible for ineffectiveness in some public secondary schools in Nigeria. Philiias and Wanjobi (2011) stated that physical facilities are essential to the realisation of educational goals. The more the facilities are properly managed, the better the achievement of the goals could be. To further buttress the importance of physical facilities in education, the finding of a study conducted by Sola (2011) revealed that, students' achievement scores in excellent physical facilities was higher than those taught in poor facilities.

Laboratories are an important phenomenon in schools. A school's operation might not be effective without adequate laboratories for effective teaching and learning of subjects like Physics, Chemistry, Computer, Biology, Agricultural Science and Physics. Students engage in different practical exercises that would afford them learning-by-doing opportunity, sharpen their discovery and manipulative ability, and, consequently enhance their academic performance. Nwankwo (2014) maintained that the importance of laboratories to enhance students' academic performance cannot be over-emphasised. Laboratories assist students to develop problem-solving and manipulative skills needed for inquiring discovery and practical investigations. Ihuarulam (2008) opined that many public secondary schools in Nigeria are suffering from poor management of the laboratories. The aftermath of this is that the laboratories in some of these schools do not have adequate teachers' resources to carry out practicals for students.

A classroom refers to a building where teaching and learning takes place. Suppose a classroom is provided with adequate chairs and tables, adequate ventilation and made attractive, in that case, could motivate students to develop good attitudes towards learning, thereby facilitating their good performance academically.

Naheem (2020) opined that the classroom is the factory where raw materials (students) are refined to become finished goods (productive). The extent to which classrooms are managed in a school could determine how smooth teaching and learning occurs, which could determine students' academic performance. Hussein (2018) stressed that poor classroom management in some public secondary schools has been very subsisting and could be one factor responsible for students' poor performance in both internal and external examinations. The library is a great point of call in the school system, regardless of the level. It is part of the buildings which should be provided in schools to actualise effectiveness. To ensure proper management of a school library, apart from instructional resources such as textbooks, journals, magazines, newspapers, maps, atlas and the likes, the facilities such as chairs, tables, shelves and fans need to be adequately provided, utilised and maintained to enhance school effectiveness. As important as the library is, the finding of Keith (2008) revealed that Nigerian public secondary schools did not have adequate library facilities. Most of these schools have libraries, but management was poor. They were they short of adequate resources such as current textbooks, audio-visual or non-reading materials, periodicals, and newspapers for students' consumption to enhance goal achievement. This study compared physical facilities management in public and private secondary schools in Ilorin West Local Government, Kwara State based on the preceding discussions.

Literature Review

The importance of physical facilities to the actualisation of school goals cannot be underestimated. According to Akomolafe and Adesua (2016), physical facilities refer to the school buildings such as classrooms, laboratories, libraries, toilet facilities, and offices needed for enhancing effective teaching and learning. Ramli and Mohd Zain (2018) opined that schools' physical facilities include laboratories, hostels, hostels, libraries, cafeterias, clinics and counselling centres. All these facilities play important roles in ensuring the actualisation of the schools' goals. Alimi, Ehinola and Alabi (2012) stated that physical facilities such as laboratories, classrooms, libraries and recreational equipment are a great instrument for enhancing students' academic performance. Okafor (2010) stressed that poor state of physical facilities in some educational institutions could seriously hinder students' academic performance. Physical facilities in any school system range from the school plant, the school buildings such as classroom, library, laboratories, toilet facilities, and learning materials to other infrastructures that would likely motivate students towards learning. Akomolafe and Adesua (2016) stated that physical facilities, particularly in some public secondary schools, worrisome and might the stated goals' actualisation. Ogbonnaya (2012) maintained that classroom management in public secondary schools could not be equated with privately owned schools. In private schools, the situation is encouraging as classrooms are well-built and adequately provided with tables and chairs, ceiling fans, lights, tiles and

sometimes computers, but many public schools are short or lack some of these. In Ekere (2006), effective teaching and learning might not occur, in improperly managed classrooms.

Neji, Ukwetang and Nja (2014) opined that adequate management of laboratories is one way of enhancing meaningful learning experiences in students, thereby facilitating good results in students' academic performance in practical-oriented subjects. Musah and Bah (2017) stated that resources need to be adequately put in place and properly utilised and maintained to facilitate effective teaching and learning process in practicals in the school laboratories. Asiyai (2012) maintained that one of the factors responsible for students' poor academic performance in science subjects is poor management of laboratories for enhancing the effective teaching of science teachers in public secondary schools in Nigeria. Ihuarulam (2008) reported in his study that teaching subjects that have to do with practicals such as Biology, Chemistry, Physics, Computer and Agriculture is faced with the challenge of poor management of resources made available.

Edem (2011) believed that the library's contributions to the enhancement of school effectiveness are not far-fetched. However, today, some secondary schools owned by the Nigerian government face a serious challenge in managing the school libraries. Some do not have a library, while some have few current and many outdated reading materials. Okorodudu (2011) posited that academic performance of students might not be well enhanced without proper school library management. Proper management of the library would assist in providing adequate support to students' learning. Yusuf (2009) opined that, there is need for adequate provision, utilisation and maintenance of furniture such as tables, chairs and shelves; current textbooks in all subjects for effective management of school libraries. There is also need for computers connected with internet services, magazines, florescent light and fans with well-ventilated windows. To support this view, the finding of the study conducted by Iheagwam (2020) revealed that the library facilities available in the private secondary schools were more than that of public secondary schools in Owerri Municipal Council of Imo State. The finding of Oduagwu and Oduagwu (2013) also revealed that information resources and services in the libraries in private secondary schools were better than that of public secondary schools.

Statement of the Problem

In recent times, stakeholders in education such as teachers, parents and community members have criticized the Kwara State government over physical facilities in some secondary schools across the state. Specifically, based on the researchers' personal observation, the present situation of classrooms, laboratories and libraries in some public secondary schools in Ilorin West Local Government of the state is disheartening. It could pose a serious threat to the realisation of the goals which all the stakeholders are expecting. Classrooms, laboratories and libraries in some of these schools are seriously deteriorating. They lack or grossly short of the

learning materials and facilities, making them serve the purpose they are provided. Contrarily, some stakeholders, including teachers of public secondary schools in the Local Government Area, prefer to enrol their children in private secondary schools. This is because they think that facilities such as classrooms, laboratories, libraries, and others that would enhance the provision of quality education to their children exist in these schools. Based on the physical facilities' sorry state in some public secondary schools in the Local Government Area, the researcher deemed it necessary to compare what obtains in the public schools with the private schools' scenarios.

Researchers such as Oriade (2008), Keith (2008), Yangeve (2012), Shandu, Evans and Mostert (2014), Hussein (2018), Okovido (2019) and Naheem (2020) have worked on the variables considered in this study. However, none known to the researchers examined a comparative analysis of physical facilities management in public and private secondary schools in Ilorin West Local Government, Kwara State; addressed in this study.

Purpose of the Study

The purposes of the study were to determine:

- i. the difference between classrooms management in public and private secondary schools in Ilorin West Local Government, Kwara State;
- ii. the difference between laboratories management in public and private secondary schools in Ilorin West Local Government, Kwara State; and
- iii. the difference between libraries management in public and private secondary schools in Ilorin West Local Government, Kwara State.

Research Hypotheses

The researchers tested the following hypotheses:

H₀₁: There is no significant difference between classrooms management in public and private secondary schools in Ilorin West Local Government, Kwara State.

H₀₂: There is no significant difference between laboratories management in public and private secondary schools in Ilorin West Local Government, Kwara State.

H₀₃: There is no significant difference between libraries management in public and private secondary schools in Ilorin West Local Government, Kwara State.

Methodology

The study focused on a comparative analysis of physical facilities management in public and private secondary schools in Ilorin West Local Government, Kwara State. A descriptive survey was adopted for the study. All the teachers in the entire 45 private and 33 public secondary schools in the Local Government area constituted the study population. Using a random sampling technique, 11(33.3%) public secondary schools and 15(33.3%) private secondary schools were selected out the 33 public and 45 private schools respectively in the Local Government area. Random sampling technique was used to select 15 teachers

from each of the sampled schools to make 420 respondents. The researchers designed an instrument “Comparative Analysis of Physical Facilities Management Questionnaire” to collect study data. The instrument had three sections (classrooms, laboratories and libraries management) and each of the sections had five items. The Likert rating scale of Strongly Agree (SA) scored 4, Agree (A) scored 3, Disagree (D) scored 2 and Strongly Disagree (SD) scored 1, was used for the study. Expert validated the instrument and corrections were effected on the instrument's final draft based on their correction. Twenty-five copies of the questionnaire were administered to some teachers in public and private secondary schools in Ilorin East Local Government. The data gathered was analysed using Cronbach's Alpha, and the reliability coefficient was 0.81 was realised. This confirmed that the use of the instrument for the study was reliable. The researchers and three research assistants collected data. Each respondent given a copy of the questionnaire was requested to answer the questionnaire items. The questionnaire was collected back immediately after their responses to the questionnaire items. Of the 420 copies of the questionnaire administered to the respondents, only 367 (37.38%) were retrieved and used for analysis. For data analysis, an independent t-test analysis was used to test the three research hypotheses at 0.05 level of significance.

Results

The data analysis results using independent t-test analysis for each hypothesis are presented in tables and explained.

Ho₁: There is no significant difference between classrooms management in public and private secondary schools in Ilorin West Local Government, Kwara State

Table 1

Difference between Classrooms Management in Public and Private Secondary Schools

School type	N	\bar{X}	SD	df	Cal. t-value	p-value	Decision
Public	139	3.02	1.29				
				366	2.38	0.015	Ho ₁ Not Accepted
Private	228	3.84	1.55				

Significant @p < 0.05

Table 1 shows mean score for public schools (Mean = 3.02, SD = 1.29) is less than private schools (Mean = 3.84, SD = 1.55), yielded t-value = (2.38), degree of freedom = (366), and the p-value (0.015) that is less than the level of significance (0.05). Hence, the null hypothesis one (Ho₁) was not accepted. This signifies that there was a significant difference between classrooms management in public and private secondary schools in Ilorin West Local Government, Kwara State

Ho₂: There is no significant difference between laboratories management in

public and private secondary schools in Ilorin West Local Government, Kwara State

Table 2

Difference between Laboratories Management in Public and Private Secondary Schools

School type	N	\bar{X}	SD	df	Cal. t-value	p-value	Decision
Public	139	3.37	1.51				
				366	2.15	0.015	Ho ₁ Not Accepted
Private	228	4.11	1.93				

Significant @ $p < 0.05$
 Table 2 shows mean score for public schools (Mean = 3.37, SD = 1.51) is less than private schools (Mean = 4.11, SD = 1.93), yielded t-value = (2.15), degree of freedom = (366), and the p-value = (0.015) that is less than the level of significance (0.05). Hence, the null hypothesis two (Ho₂) was not accepted. This signifies that there was a significant difference between laboratories management in public and private secondary schools in Ilorin West Local Government, Kwara State.

Ho₃: There is no significant difference between libraries management in public and private secondary schools in Ilorin West Local Government, Kwara State.

Table 3

Difference between Libraries Management in Public and Private Secondary Schools

School type	N	\bar{X}	SD	df	Cal. t-value	p-value	Decision
Public	139	2.97	0.85				
				366	2.24	0.011	Ho ₁ Not Accepted
Private	228	3.84	1.66				

Significant @ $p < 0.05$
 Table 3 shows mean score for public schools (Mean = 2.97, SD = 0.85) is less than private schools (Mean = 3.84, SD = 1.66), yielded t-value = (2.24), degree of freedom = (366), and the p-value = (0.011) that is less than the level of significance (0.05). Hence, the null hypothesis three (Ho₃) was not accepted. This signifies that there was a significant difference between libraries management in public and private secondary schools in Ilorin West Local Government, Kwara State.

Discussions of Findings

This finding reveals that there was a significant difference between classrooms management in public and private secondary schools in Ilorin West Local Government, Kwara State. The mean score (3.84) of classrooms management in

private schools is significantly greater than that the mean score (3.02) of public schools. This connotes that classrooms management was better carried out in private secondary schools than public secondary schools. The better classrooms management found in private schools could be as result of the fact that, the proprietors or proprietresses of these schools believed that establishment of their schools is for business purpose; hence, there is need for proper classrooms management. The more this is done, the better the attractiveness of the schools and the higher the enrolment could be. On the other hand, the reason for lower classrooms management in public secondary schools compared to that of private might be blamed on poor attention of government to education. This finding agrees with the view of Hussein (2018) that management of classrooms was better in private secondary schools than public secondary schools in Minna metropolis, Niger State, Nigeria.

This finding also reveals that there was a significant difference between laboratories management in public and private secondary schools in Ilorin West Local Government, Kwara State. The mean score (4.11) of laboratories management in private schools is significantly greater than that the mean score (3.37) of public schools. This means that laboratories were managed better in private secondary schools than public secondary schools. The better laboratories management found in the private secondary schools could be as a result of the fact that, the proprietors or proprietresses of these schools understood that the more the laboratories are well managed, the better the practicals are carried out in science subjects. The better the practicals are carried out, the higher the effectiveness of teaching and learning as well as the students' performance in science subjects in both internal and external examinations could be; and consequently, the more their schools gain more recognitions and patronage from members of the public. Contrarily, maximisation of profits is not the motive of establishing public secondary schools and this might be the reason government has not properly keyed into laboratories management in these schools, as expected by members of the public. This finding agrees with the finding of Naheem (2020) that management of the laboratories in private secondary schools was better than that of public secondary schools in Kogi State.

This finding reveals also that there was a significant difference between libraries management in public and private secondary schools in Ilorin West Local Government, Kwara State. The mean score (3.84) of libraries management in private schools is significantly greater than the mean score (2.97) of public schools. The higher mean score realised in libraries management in private secondary schools could be due to the competition among the private schools with the belief that the more they manage their libraries, the higher the academic support which students could derive to enhance their performance. Contrarily, public schools render essential services and as such, they do not compete to gain more patronage from members of the public. This might be the reason the libraries management in these schools falls below that of the private schools. This finding is in tandem with the

finding of Hussein (2018) that, the management libraries was performed better in private secondary schools than public secondary schools in Minna metropolis, Niger State, Nigeria.

Conclusion

Based on the findings of the study, it was concluded classrooms management was better in private than public secondary schools; laboratories management was better carried out in private than public secondary schools; and libraries management was better in private than public secondary schools in Ilorin West Local Government, Kwara State.

Recommendations

Based on the findings of the study, it was recommended that:

- i. Proprietors and proprietresses of the private secondary schools should not relent in the management of classrooms in their schools by continually ensuring that it is adequately provided, utilised and maintained; while Kwara state government should also intensify efforts in the management of classrooms in her schools in Ilorin West Local Government Area, in order to facilitate actualisation of the stated goals;
- ii. Government should be more dedicated to the management of the laboratories in its schools in the Local Government Area, while the proprietors and proprietresses of private secondary schools should not relax in the management of the laboratories in their schools to further enhance better performance of students in the science subjects; and
- iii. Founders of private secondary schools should continue to heighten their efforts in ensuring that libraries in their schools are well managed to continually provide academic support for students to excel in their studies while government should or prioritise improve its efforts in the management of libraries in its schools to enhance actualisation of the stated goals.

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