

**THE ROLE OF SCHOOL FACILITIES AND STAFF IN  
ENHANCING ACADEMIC PERFORMANCE OF  
SECONDARY SCHOOL STUDENTS IN BIRNIN-KEBBI AND  
ARGUNGU ZONAL EDUCATION AREAS OF KEBBI STATE,  
NIGERIA**

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**Abstract**

*School is a social institution set to achieve some specific learning objectives. The school facilities refer to the entire school plant where the curriculum will be implemented. It covers the human and the material resources available in the school such as: staff, classrooms, lecture halls, laboratories and workshops which are provided for the primary purpose of teaching-learning process to bring in the learner some desirable changes in behaviour through critical thinking. This study investigates the perceptions of academic and administrative staff of Secondary Schools on the role of school facilities and staff in enhancing the academic performance of students in Birnin-Kebbi and Argungu Zonal Education Areas of Kebbi-State, Nigeria. A total of 40 secondary schools and 343 participants were selected for the study. This comprised of 40 administrative staff (principals and vice principals) and 303 academic staff. Two sets of questionnaires adopted from Manga (2007) were used for collecting data for the study. The first questionnaire tagged "School facilities and their Role in Enhancing Secondary Schools Students' Academic Performance" was for academic staff. The second was for school administrators and it was tagged "Staff Recruitment, Utilization, Welfare and Development Questionnaire." All the items of the questionnaires were based on Likert's five points scale: {Strongly Agree, Agree, To Some Extent, Disagree and Strongly Disagree}. The data collected was analyzed using SPSS program.*

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*The results of the study revealed among others that, the role of school facilities in enhancing Secondary School students' academic performance as perceived by the teachers and school administrators of the study area is: Strong or Very Strong. The study therefore recommended among others that, Kebbi State government should make secondary school environment more learning/student friendly by providing sufficient facilities to make the schools more functional for the improvement of students' academic performance in the state.*

**Keywords:** School facilities, Secondary schools, Staff, Students and Academic performance.

In Nigeria generally and Kebbi State in particular, education is said to be in the set back in the recent years. Although no one seem to have been able to accurately determine the extent of the set back or falling standard of education in the country, nationwide surveys conducted by Disu (1996), Foster (1999), Iyamu (2005) and many other researchers indicated that, majority of the products of Nigerian schools seem to be grossly deficient in character and in learning, as well as in vocational and practical skills. Iyamu (2005) asserts that there is a general loss of confidence in the quality of education in Nigeria due to irregularities in the school system. According to Oyeshola (2000), one of the greatest irregularities is the poor condition of school environment which has significantly contributed to the poor realization of school outcomes. Ahmed (2013) lamented that, there is inadequate conducive and safe physical environment in secondary schools in Nigeria. He added that, learning takes place under the most unconducive environment lacking the basic materials and thus hindering the fulfilment of educational goals.

Schools or institutions of learning are established to achieve some specific objectives with regards to teaching and learning. The primary purpose of teaching - learning process which is the main activity of schools is to bring about in the learners some desirable changes in behaviour. According to Asiabaka (2008), the process of bringing desirable change in learners' behaviour does not take place in a vacuum, rather in an environment structured to facilitate learning. It can be stated here that, our schools can be effective only when their environments are structured in such a way that allows effective learning to take place.

According to Manga (2015), for learning to be facilitated in the school environment, there are certain materials needed to be utilized in the provision of each content services and programmes. Such material resources include buildings, furniture, instructional materials, electrical appliances, infrastructures (like water supply equipments) and grounds.

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School facilities have been given a wide range of definitions by different scholars. According to Asiabaka (2008), school facilities consist of all types of buildings for academic and non-academic activities, equipment for academic and non-academic activities, areas for sports and games, furniture, toilet facilities, lighting, Information and Communication Technology (ICT), and special facilities for the physically challenged persons. She further added that, school facilities are the material resources provided for staff and students to optimize their productivity in the teaching and learning process.

According to Lawanson and Gede (2011), school facilities can be defined as those things that enable the teacher to do his/her work very well and help the learners to learn effectively. These are things that are needed for effective teaching-learning process to take place and they include school buildings (classrooms, assembly halls, laboratories, workshops and libraries). They also include teaching aids like chairs, tables, devices such as modern educational hardware and software in the form of magnetic tapes, films, and transparent stripes. Lawanson and Gede further classified school facilities according to their types and the purposes they serve in school as: (i) Instructional Facilities (ii) Recreational facilities, (iii) Residential Facilities (iv) General Purpose Facilities.

According to Ani (2006), School plant (also called school facilities) refers to the location of the school, the school buildings, the equipment and other material resources provided in the school for the purpose of enhancing teaching and learning process. It includes fixed and mobile structures and materials in the school such as, the classroom buildings, laboratories and laboratory equipment, the school furniture, the chalk boards, tools and machines, the chalk, audio and visual aids etc. He further added that, School plant can be taken to mean the site where the school programmes and activities take place or the environment where the school's curriculum is implemented. In other words, school plant can be seen to be the physical expression of the school programmes and activities.

School facilities are nothing if there are no competent and qualified staff to use them for the achievement of the objectives of teaching and learning. According to Anukam and Anukam (2006), school staff or teachers (also called human resources or school personnel) refer to the persons who constitute the staff of a school and who largely shape its direction and effectiveness.

The policy thrust and focus of the Kebbi State Government is on how to improve and maintain the quality of education. Over the years, education in the state has suffered serious neglect. As a result of this, dilapidated and acute shortages of infrastructures and facilities were experienced in the Secondary Schools of the state. The result of these has been massive failure in School Certificate Examinations, very low scores in Joint Admissions and Matriculation Board (JAMB) examinations, low transition rates and low enrolment in Secondary Schools of Kebbi State (Aliero, 2017).

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Manga (2007) made an outline of Kebbi State students' academic performance in WAEC from 2000-2005 as in the table below:

Table 1: Kebbi State Students' Academic Performance in WAEC from 2000-2005.

	Year	No. Presented	No. With 4 Credits	Success Rate	No. Failed	Failure Rate
84%	2000	5,037	779	16%	4,258	
77%	2001	6,155	1,433	23%	4,722	
80%	2002	6,490	1,295	20%	5,195	
77%	2003	6,685	1,539	23%	5,146	
78%	2004	7,672	1,671	22%	6,001	
74%	2005	9,041	2,348	26%	6,693	
470	Total	41,080	9,065	130	26,820	
78%	Average	6,847	1,511	22%	4,470	

Source: Manga (2007).

Table 1 indicates that Kebbi State students recorded the highest success rate in the West Africa School Certificate Examination in 2005 when 9,041 students were presented for the examination and 2,348 of them were able to pass with 4 credits and above which represents 26% success rate. From the table, it can be observed that, the poorest level of students' performance was recorded in 2000 when the failure rate was 84%. For the 6 years indicated in the table, 41,080 candidates were presented for the examinations out of which 9,065 got up to 4 credits and above while the remaining 26,820 failed to score up to 4 credits. The average success rate per year therefore stood at 22% with a failure rate of 78%. Manga (2007) therefore concluded that, the academic performance of Kebbi State students within the period of his review was embarrassingly very poor.

The performance of Secondary School students in Kebbi State continued to be the same over the years. This was because, five years after what obtained from 2000 to 2005, the story remained the same. West African Examination Council (WAEC) and National Examination Council (NECO) results analysis, 2010 to 2013 indicates that, in 2010, out of the 13039 students that sat for West African Examination Council (WAEC), 1425 students representing 10.9% passed the examination while in National Examination

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Council (NECO), only 1708 students (representing 13.9%) out of 13039 that sat for the examination were able to pass with five credits. In 2011, out of the 15614 students that sat for WAEC, only 435 (representing 2.8%) passed the examination, while in NECO, out of the 15614 students only 2406 (representing 9%) passed the examination. In 2012, out of the 20316 students that sat for WAEC, only 1134 (representing 5.6%) passed and in NECO, out of the 20316 students that sat for the examination, only 1218 (representing 6%) passed. In 2013, out of the 22084 students that sat for WAEC, only 812 (representing 3.7%) passed the examination and in NECO, out of the 22035 students that sat for the examination, only 4389 (representing 19.9%) passed. This shows a very poor performance by Kebbi State students in the two examinations over the years.

According to Bagudo (2004), even the insignificant success rate attained by students over the years may not be absolutely genuine as the 70% Kebbi State students with 5 credits and above in 2000 were unable to pass the Joint Admission and Matriculation Board examinations for entry into higher educational institutions at first attempt. Bagudo (2004) noted that, not less than 40% of those that gained entry into Nigerian universities were withdrawn within the first year of their undergraduate studies for academic incompetence. Bagudo further added that, it is very common to find students who have graduated from secondary schools exhibiting very poor mastery of reading, writing and computational skills even in their mother tongues apart from their terrible ignorance in the entire subjects they have been taught for six years of secondary education. Bagudo stated that it is very rare to see secondary school students studying very hard to prepare for examinations as overwhelming majority of them are unable to copy notes correctly from the chalk board not to talk of reading and understanding anything due to their obnoxious semi-illiterate condition.

Many scholars (like Manga, 2002, Bagudo, 2004 and Aliero, 2017) attributed the poor performance of students in Kebbi State to poor school environment which was as a result of lack of qualified teachers especially at the primary level, and insufficient teaching- learning facilities both at primary and secondary school levels. According to Aliero (2017), there is serious lack of qualified professional teachers in secondary schools in Kebbi State especially in core subjects. He added that, the teacher-student ratio in the state was 1:826 in English, 1:1107 in Mathematics, 1:2750 in Chemistry, 1:3592 in Physics and 1:1231 in Biology. Also, the condition of service in teaching is not all that good to attract qualified graduates to enrol into the profession.

### **Review of Empirical Studies**

A number of studies were conducted by various educationists to demonstrate the relationship between school facilities and students academic performance and to ascertaining whether or not an enriched school environment could have any impact on school children's learning. Fabiyi (2002) investigated the utilization of school facilities and students' academic performance in Ogba area of Ikeja Local Government Area of Lagos State, Nigeria. Fabiyi found among others that, there was a significant and

positive relationship between utilization of electricity power and students' academic performance.

In another instance, Arah in 2011 conducted a correlation survey study on the relationship between school plant utilization and students' academic performance in secondary schools in Gusau metropolis, Zamfara State, Nigeria. The study found among others that, good quality of utilization rate of facilities is very crucial for enhancement of better academic performance of students in secondary schools of Gusau metropolis.

According to Ige (2000), science teaching and learning can only be meaningful and effective if backed by the necessary resources to enrich instruction. Ajaja (2008) emphasised that, effective teaching and learning of science requires a reservoir of resources to help learners acquire the knowledge of science and thereby develop their cognitive, affective and psychomotor abilities. It is on this account that, Bako (2014) conducted a study to investigate the relationship between laboratory practical activities of senior secondary school students and academic performance in chemistry in Daura Educational Zone of Katsina State, Nigeria. The major findings of the study revealed that:

- i. There are highly significant and positive relationship between laboratory practical activities and academic achievement of students.
- ii. Students taught with laboratory-based instruction performed better than those taught with conventional lecture method.

Adesanya (2015) conducted a study on the factors that could enhance secondary school students' performance in the West African Examination Council (WAEC) examination in Lagos State, Nigeria. The major finding of the study based on the perception of teachers was that, adequate provision of finance in the education sector and teachers being passionate towards students' academic excellence could go a long way in enhancing secondary school students' academic performance.

From the previous studies reviewed, it could be concluded that, maintenance of special learning environment and adequate supply and utilization of school facilities can help in enhancing the academic performance of students in secondary schools.

## **Objectives of the Study**

### **General Objectives**

This study focused on the role of school facilities and staff in enhancing Secondary School students' academic performance as perceived by the administrative and academic staff of Secondary Schools of Birnin-Kebbi and Argungu Zonal Education Areas of Kebbi State, Nigeria.

### **Specific Objectives**

The study aimed at assessing:

1. The role of school facilities and staff in enhancing the academic performance of Secondary School students as perceived by the administrative and academic staff of the

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Secondary Schools of Birnin-Kebbi and Argungu Zonal Education Areas of Kebbi State, Nigeria.

2. The significance of the differences in the responses of the teachers, in the role of school facilities in enhancing the academic performance of secondary school students.
3. The significance of the differences in the responses of principals and vice principals in the role of staff recruitment, utilization, welfare and development in enhancing the academic performance of secondary school students.

### **Research Questions**

Based on the condition of school environment in Kebbi state highlighted earlier, the problem of this study can be summarized in the following questions:

1. Do school facilities play any significant role in enhancing the academic performance of Secondary School students?
2. Do staff recruitment, utilization, welfare and development play any significant role in enhancing the academic performance of secondary school students?
3. Are there any statistical significant differences in the responses of teachers, in, “The Role of School Facilities in enhancing the academic performance of Secondary School Students”?
4. Are there any statistical significant differences in the responses of principals, and vice principals in, “The Role of Staff Recruitment, Utilization, Welfare and Development in Enhancing the Academic Performance of Secondary School Students”?

This study tried to find whether or not there are statistical significant differences in the responses of teachers, principals and vice principals at 0,05 level of significance.

### **Study Hypotheses**

The study hypotheses can be summarized in the following points:

1. School facilities play significant role in enhancing the academic performance of Secondary School students in Birnin-Kebbi and Argungu, zonal education areas of Kebbi State, Nigeria.
2. Staff recruitment, utilization, welfare and development play significant role in enhancing the academic performance of Secondary School students in Birnin-Kebbi and Argungu, zonal education areas of Kebbi State, Nigeria.
3. There are statistical significant differences in the responses of teachers, in “The Role of School Facilities and Staff Recruitment in Enhancing the Academic Performance of Secondary School Students”
4. There are statistical significant differences in the responses of principals, and vice principals, in “The Role of Staff Recruitment, Utilization, Welfare and Development in Enhancing the Academic Performance of Secondary School Students”.

### **Methodology**

#### **Research Design**

This study uses survey research design. A survey research is a kind of descriptive research in which a group of people or items is studied by collecting and analyzing data from only a few people or items (sample) considered to be representative of the entire group. Therefore, whatever is found on the sample will be applied to the larger group generalization (Nworgu, 1991, Akuezuilo, 2002 and Emmanuel, 2013).

### **Population of the Selected Schools of the Study**

The target population of this study is the administrative and academic staff of Secondary Schools of Birnin-Kebbi and Argungu Zonal Education Areas of Kebbi State, Nigeria. 40 Secondary schools were selected for the study. In the schools, there are 120 administrative staff and 1245 teachers. This is illustrated in table 2.

Table 2: Population of the selected Schools of the Study.

No	Population	B/Kebbi	Argungu	Total
1.	Principals	25	15	40
2.	Vice Principals	50	30	80
3.	Teachers	69	552	1,245
		3		

Source: Field Work.

### **Sample and Sampling Techniques**

This study covers 40 out of the 104 Secondary Schools of the study area. Simple random sampling technique involving balloting method was used to select the 40 Secondary Schools (25 from Birnin-Kebbi zone and 15 from Argungu Zone). The selection of the schools was done by taking the serial number of the schools written on pieces of paper for each area. In Birnin- Kebbi zone, the names of the 56 existing schools of the area were written and 25 students were asked to pick out of the 56 pieces of paper in an unbiased (random) manner. In Argungu Zone also, the names of the 48 existing schools of the area were written and 15 students were asked to pick out. At the end of the exercise, 40 schools were picked 25 in Birnin Kebbi zone and 15 in Argungu zone. 40 administrative staff (representing 33.3%) were selected to represent the 120 administrative staff population of the study area using purposive and stratified sampling technique. On academic staff, 303 teachers (representing 24.3%) were selected to represent the 1,245 teachers' population in the selected secondary schools of the study area. This selection was done in accordance with Yamane (1967) who suggested the following mathematical formula for determining sample size:

$*n = \frac{N}{1+N(e)^2}$  Where: n= Sample size, N= Total population/population size, e =Error or confidence level or level of precision, which is 0.05 (Mugenda and Mugenda, 2003).



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**Research Tools**

In conducting this research, two sets of questionnaires adopted from Manga (2007) were used. The first one is tagged “The Role of School Facilities and Staff Recruitment in Enhancing the Academic Performance of Secondary School Students”. This questionnaire contains 24 item statements and was administered to teachers. The teachers were required to choose from the five points Likert opinion/attitude Scale to express their opinion regarding the adequacy, utilization, maintenance, welfare and development of facilities and staff, and their role in enhancing the academic performance of Secondary School students.

The second set of questionnaire is tagged: “The Role of Staff Recruitment, Utilization, Welfare and Development, in Enhancing the Academic Performance of Secondary School Students”. The questionnaire contains 34 structured item statements administered to Principals and Vice Principals. The questionnaire was designed using Likert five point’s opinion/attitude Scale (Strongly Agree, Agree, To Some Extent, Disagree and Strongly Disagree). Respondents were required to choose from the five points Scale to express their opinion on certain statements related to the caption of the questionnaire. All the items are in negative construction.

**Validity and Reliability of the Research Tools**

The two questionnaires for this study: “The Role of Staff Recruitment, Utilization, Welfare and Development in Enhancing the Academic Performance of Secondary School Students” and “The Role of School Environment in Enhancing the Academic Performance of Secondary School Students”, and the interview schedule used for this study were presented to the members of the supervisory team and some experts in educational administration and planning, curriculum and instructions, economics of education and planning, mathematics and language education at the University of Gezira, Sudan, Sudan University of Science and Technology, International Universality of Africa, Sudan, Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto, Nigeria and Waziri Umar Federal Polytechnic Birnin-Kebbi, Nigeria for observations, advices and comments to obtain content validity of the instruments before administering them to respondents.

**Procedure of Data Collection**

The research questionnaires for this study were administered with the help of four research assistants (two for each Zonal education area). The respondents were given one week after which the questionnaires were collected back.

**Method of Data Analysis**

The data collected for this study were analyzed with Statistical Package for Social Sciences (SPSS) software. Qualitative methods were utilized for all variables:

- a. Means and Standard Deviations were used to find whether or not there are statistical significant differences between the variables of the study.
- b. Independent Sample T-Test was used to find the differences between two means of responses.
- c. One Way ANOVA was used to determine or find whether there are any statistical significant differences in the responses of the participants to the study.
- d. Scheffe Test was used to determine or find which pairs of means are more significant among those tested in ANOVA.

Then, cross tabulation analysis (*using* PHI file) was used to reveal any hidden relationship between the variables that have relationship with the research hypothesis and research objectives of the study. The relationship revealed was used in the discussion of the major findings of the study.

### **Statistical Analysis**

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## **RESULTS**

### **First Hypothesis:**

School facilities and staff recruitment play significant role in enhancing the academic performance of Secondary School students in Birnin-Kebbi and Argungu zonal education areas of Kebbi State, Nigeria.

To improve this hypothesis, the researchers accounted the frequency, the mean, and the standard deviation to the responses of the teachers as shown in the tables below.

Table 3: Frequency of the responses of teachers in: “The role of school facilities in enhancing the academic performance of Secondary School students”.

Strongly Agree	Agree	To Extent	Some	Disagree	Strongly Disagree
10%	72%		0%	16%	2%

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Source: Field Work

Table 4: Mean and standard deviation to the responses of teachers in, the role of school facilities and staff recruitment in enhancing the academic performance of Secondary School students

Variable	Mean	Std. Deviation	Consequence
School Facilities & Staff recruitment	3.44	.569	Strong Impact

Source: Field Work

From table 4, the mean 3.44 shows strong impact of school facilities and staff recruitment on the academic performance of Secondary School students as perceived by the teachers of Secondary Schools of Birnin-Kebbi and Argungu Zonal Education Areas of Kebbi State, Nigeria. Therefore, we say that, the hypothesis approved its validity.

**Second Hypothesis:**

Staff recruitment, utilization, welfare and development play significant role in enhancing the academic performance of Secondary School students in Birnin-Kebbi and Argungu zonal education areas of Kebbi State, Nigeria.

To improve this hypothesis, the researchers accounted the frequency, the mean, and the standard deviation to the responses of the teachers as shown in the table below.

Table 5: Frequency of the responses of principals and vice principals in, the role of Staff Recruitment, Utilization, Welfare and Development, in enhancing the Academic Performance of Secondary School Students.

Strongly Agree	Agree	To Some Extent	Disagree	Strongly Disagree
97%	3%	0%	0%	0%

Source: Field Work

Table 6: Mean and standard deviation to the responses of principals and vice principals in, the role of Staff Recruitment, Utilization, Welfare and Development, in enhancing the Academic Performance of Secondary School Students.

Variable	N	Mean	Std. Deviation	Consequence
Staff Recruitment, Utilization, Welfare, Development	40	4.98	.110	Very Strong

Source: Field Work

Referring to table 6, we find the mean 4.98 shows very strong impact of staff recruitment, utilization, welfare and development on the academic performance of Secondary School students in Birnin-Kebbi and Argungu Zonal Education Areas of Kebbi State, Nigeria. Therefore, we say that, the hypothesis approved its validity.

**Third Hypothesis:**

There are statistical significant differences in the responses of teachers in, “The Role of School facilities in enhancing the Academic Performance of Secondary School Students”.

To test the validity of this hypothesis, T. Test was used as indicated in the table below.

Table 7: Differences in the responses of the teachers in: “The Role of School facilities in enhancing the Academic Performance of Secondary School Students”.

The Variable	Educational Zone	Mean	Std. Deviation	Sig.	Result
School Facilities & Staff recruitment	Birnin-Kebbi 70	3.58	.669	.175 000	differences statistically significant
	Argungu 33	3.25	.329		

Source: Field Work

From table 7, it appears that there are statistical significant differences in the mean score between Birnin-Kebbi and Argungu areas, in favour of Birnin-Kebbi Area. Therefore, we say that, the hypothesis approved its validity.

**Forth Hypothesis:**

There are statistical significant differences in the responses of principals and vice principals in, “The role of Staff Recruitment, Utilization, Welfare and Development in enhancing the academic performance of Secondary School students”.

To test the validity of this hypothesis, T.Test was used as shown in the table below.

Table 8: Differences in the responses of the principals, and vice principals in, “The role of Staff Recruitment, Utilization, Welfare and Development in enhancing the academic performance of students”.

The Domain	Educational Zone	Mean	Std. Deviation	Sig.	Result
Staff	Birnin-				Not

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Recruitment	Kebbi	5	.94	160	.374	.466	Significant
	Argungu	5	.92	188			
Staff Utilization,	Birnin-Kebbi	5	.61	376	.3241-	.000	Significant
	Argungu	5	.96	139			
Staff Welfare	Birnin-Kebbi	5	.89	212	.1122-	.014	Significant
	Argungu	5	.96	139			
Staff Development.	Birnin-Kebbi	5	.94	212	.0939-	.052	Not Significant
	Argungu	5	.00	000			
Total	Birnin-Kebbi	5	.98	096	.530	.296	Not Significant
	Argungu	5	.96	139			

Source: Field Work

From table 8, it appears that there are statistical differences in the mean scores between Birnin-Kebbi and Argungu areas, in: Staff Recruitment, Utilization, Welfare and Development in favour of Argungu. But in the questionnaire as a whole, there are no statistical significant differences. Therefore, we say that, the hypothesis was not approved its validity.

### **Discussions of the Findings**

The findings of this study reveal that school facilities are very important and essential in teaching-learning situation. This is for the fact that the facilities provide concrete basis and learning friendly environment which helps students to have better learning. Table 3 indicates that 72% of the teachers that participated in the study agreed to this. The mean (3.44) and the standard deviation (.569) of the responses of teachers in table further reveal that, school facilities play significant and strong role in enhancing the academic performance of secondary school students of the study area.

On staff recruitment, utilization, welfare and development, table 5 reveals that, 97% of the principals and vice principals that served as participants to this study strongly agreed that, recruitment of adequate professionally trained teachers, their effective utilization, good welfare and development have very strong impact on students' academic performance. The mean score (4.98) and standard deviation (.110) of

the variables indicated that, they have very strong impact on students' academic performance as perceived by the principals and vice principals of the study area.

This result of this study agreed with Oshodi (1991) who investigated resource utilization and Secondary Schools students' academic performance in Kwara State, Nigeria. Oshodi sampled 12 out of the 45 principals of private and public secondary schools, and based performance on number of students that passed with 5 credits or above in any subject in the SSCE examination. The study concluded that, adequate utilization of all relevant facilities combined together has a strong influence on students' academic performance. The result also concurred with Stone (1993) who stated that, when school environment is grossly deficient in facilities, the learner could be correspondingly retarded.

The result of this study also agreed with Manga (2002) who conducted a study on the opinion of practicing teachers and student-teachers on teaching problems in Kebbi State, Nigeria. In the study, 80% of the respondents indicated that, teachers in Kebbi State do not enjoy sufficient welfare packages. The study therefore concluded that, lack of good welfare dampens teachers' morale and general performance. Where teachers cannot perform well, students' academic performance will be adversely affected. Therefore, good staff welfare has serious impact on students' academic performance.

The result of this study also agreed with Ayoku (2005) and Oke (2005) in their separate studies on the relationship of the availability, utilization and maintenance of school facilities and school effectiveness, which found that, there was significant and positive relationship between the utilization and maintenance of available facilities and students' academic performance.

The result of this study is also in agreement with Anukam and Anukam (2006) who maintained that, the importance of teachers or human resources in education is equated to the standard of education. Therefore, when adequate and professionally qualified teachers are recruited, it will have very serious positive impact on students' academic performance.

The result of this study is also in agreement with Manga (2007) and Arah (2011). Manga selected 26 out of the 41 secondary schools in Kwara State, Nigeria, and conducted a study on the relationship among school plant construction, utilization, and maintenance and school effectiveness. The study found among others that, there was a significant, positive and high correlation between school plant utilization and maintenance and students' academic performance. A correlation study conducted by Arah in 2011 on the relationship between school plant utilization and students' academic performance in secondary schools in Gusau metropolis, Zamfara State, Nigeria, concluded that, good quality of utilization rate of facilities is very crucial for the enhancement of better academic performance of students.

The results of this study agreed with Adesanya (2015) and Ruth, Hamam and Ayuba (2015) who in their separate studies confirmed that, conducive learning environment, teachers' welfare in terms of loan and promotion at right time due can

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enhance learning, while lack of basic teaching facilities like laboratories, textbooks in libraries, furniture and poor infrastructure make students to perform poorly in schools.

### **Conclusion**

The results and major findings of this study are summarised as follows:

1. School facilities and staff recruitment play a strong role in enhancing the academic performance of secondary school students in Birnin-Kebbi and Argungu Zonal Education Areas of Kebbi State, Nigeria.
2. The role of staff recruitment, utilization, welfare and development in enhancing the academic performance of secondary school students in Birnin-Kebbi and Argungu Zonal Education Areas of Kebbi State, Nigeria is very strong.
3. There are statistical significant differences in the responses of teachers on the role of school facilities and staff recruitment in enhancing the academic performance of secondary school students.
4. There are no statistical significant difference in the responses of the principals, and vice principals on the role of staff recruitment, utilization, welfare and development in enhancing the academic performance of secondary school students.

### **Recommendations**

Based on the findings and conclusion of this study, the following recommendations are hereby offered.

1. Since school facilities and staff recruitment play a strong role in enhancing the academic performance of secondary school students in Birnin-Kebbi and Argungu Zonal education areas of Kebbi State, Nigeria, the following areas of deficiency regarding school facilities should be given serious attention:
  - (a) Classrooms: More classrooms should be constructed to solve the problem of congestion in most schools of the study area. The classrooms should also conform to the requirement of the national policy on education of 40 students per class. This will provide conducive atmosphere for learning in the school environment of the study the area.
  - (b) Laboratories: Adequate laboratories should be provided and stocked with the required equipment.
2. Government and school administrator should make sure that, when school facilities are provided, they are well utilised. This will solve the problem in some schools where facilities are left lying without utilization.
3. School administrators and teachers should take a giant stride to ensure that, school facilities are well maintained so that they can last long. The maintenance should be well planned to ensure regular checking, cleaning, renovation and repairs.
4. Since staff recruitment, utilization, welfare and development have very strong impact on secondary school students' academic performance, Kebbi State Government should recruit more teachers for all subjects offered in secondary schools.

5. Kebbi State Government should take all necessary measures to ensure good staff welfare provision for teachers and administrative staff of secondary schools in the state.
6. Kebbi State Government should provide opportunities and encouragement for teachers to go for higher studies to obtain higher qualifications for effective and efficient discharge of their teaching responsibilities.

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