



## IMPACT OF INFRASTRUCTURAL FACILITIES AND ADMINISTRATIVE PLANNING ON ACADEMIC PERFORMANCE OF STUDENTS IN SENIOR SECONDARY SCHOOLS IN

KADUNA STATE, NIGERIA

Usman ABDULMANAS, Ph.D

08034546191

[unclemanas2@gmail.com](mailto:unclemanas2@gmail.com)

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,

FACULTY OF EDUCATION,

AHMADU BELLO UNIVERSITY, ZARIA

&

Zampa Ibrahim AHMED

08067776606

[elzampa2010@gmail.com](mailto:elzampa2010@gmail.com)

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING, SCHOOL OF GENERAL STUDIES,  
FEDERAL COLLEGE OF EDUCATION, JAMA'ARE BAUCHI STATE, NIGERIA

### ABSTRACT

This study assessed the influence of infrastructural facilities and administrative space planning on students' academic performance in Senior Secondary Schools in Kaduna State, Nigeria. The specific objectives of the study are, determining the influence of infrastructural facilities and administrative space planning on academic performance of Student's in Senior Secondary Schools in Kaduna State, Nigeria: evaluate the influence of administrative space planning on academic performance of Student's in Senior Secondary Schools in Kaduna State, Nigeria. Descriptive survey research design was used for the study. The population of the study was 8,229 respondents which consisted of 7, 634 Senior Secondary School Teachers, 407 Principals and 229 School Supervisors from all the twelve (12) Education Zones in Kaduna State. Self-design questionnaire was used as instrument for data collection. The findings of the study revealed that infrastructural facilities planning such as well-planned classroom blocks, laboratories, libraries and entrepreneurship workshops enhanced Students' Academic Performance in Senior Secondary Schools in Kaduna State. It was concluded that Students' Academic Performance will improve if infrastructural facilities planning such as well-planned Classroom Blocks, Laboratories, Libraries and Entrepreneurship Workshops are made available in Senior Secondary Schools. The study recommended that, Kaduna State Ministry of Education should make adequate provision of infrastructural facilities such as Classrooms, Laboratories, Desks and Chairs in Senior Secondary Schools so as to enhance students' academic performance and achieve maximum educational outcomes in the State.

**Keywords:** Infrastructural Facilities, Administrative Planning, Academic Performance

## INTRODUCTION

The future of a country depends on the quality of education given to its citizens, because education assures the future of the society and provides continuity. It involves passing on knowledge, skills, values, attitude, norms and behaviours that are important to the survival and development of the people in the society. The primary purpose of teaching and learning process is to bring about in the learners' desirable change in behaviours through critical thinking. This process does not take place in a vacuum but rather in an environment structure to facilitate learning. School plant constitutes the major components of both direct and indirect action elements in the environment of learning. (Jumare, 2017). It is an undisputable fact that school plant plays an important role in enhancing effective teaching and learning in school. Aliyu (2015) observed that school plant refers to the school site or location, school building or structure, the equipment in the school and other material resources provided in the school for effective teaching and learning operation.

It is an indisputable fact that if school facilities are well planned, they will create avenue for future school development, increases students' academic performance psychologically, physically and social due to specious space. It will also increase students' interest to go to school and accommodates more school programmes and structures. On the other hand, spaces for convenience also motivate students to learn; and it is expedient to plan for it while sitting school. Spaces for convenience may include enough space for each person in toilets, cafeterias, kitchens, dormitories, sheds and stores. However, accessory planning is one of the important aspects of school plant. These include parks, garden, fields, lawns, television rooms and computer centres/ all these may make or mar the academic performance of students in school. Hence, the planning should be carefully and systematically so as to serve the purpose for which they are made for (Jumare, 2015). The places of school plant planning in the development of effective educational programme of the school system can hardly be over emphasized.

School plant planning plays a pivotal role in the actualization of the educational goals and objectives by satisfying the physical and emotional needs of the staff and student of the school. This is because educational facilities are needed for developing cognitive, effective and psychomotor knowledge, abilities and skills which are prerequisite for academic achievement of students and actualization of educational goals and objectives. They are essential for developing values, commitments, positive emotions and social interactional sensitivity of learners.

In Kaduna State, it is observed by the researcher that free basic education policy of the present administration has brought about population explosion in schools across the state. The rapid increase in both primary and secondary schools' enrolment without a corresponding increase in the provision of school plant has contributed to poor academic performance of student in schools. Also, inadequate accommodation, chairs, school buildings, instructional facilities among others have caused riots among student in some schools in Nigeria and have contributed to poor performance of students in their academic endeavour.

Experience has shown that some of the secondary schools in Nigeria were ill-sited. Some of the schools were sited near market places rail, rail line, cinema houses, close to the highway and airspace of airport whereby external noise of the environment may distract the attention of the students which in turn lead to poor students' academic performance (Ajayi & Yusuf 2010). School plant is an important vehicle through which these goals could be

achieved. If not properly planned and managed, it will dilapidate and wear out faster and the particular school will not benefit optimally from their use. Therefore, there is need for well-planned school to enhance students' academic performance. The school plant planning foster good interpersonal relationship. If there is shortage of accommodation, furniture, equipment or other material resources, the relationship between teacher-students, students-student and student administrator may be strained.

For effective use of implementation of educational resources, for proper implementation of educational programmes, to adapt to future changes in the society and population growth and to make school plants relevant to the needs of the students and the society, the proper planning of school plant is expedient. This is based on the premises that a well-planned functional school plant is with a wide array of teaching aids provide effective delivery of school's curriculum and are positively related to the academic performance of students (Ogbodo, 1995). This implies that no matter the strength of manpower resources in the system, educational process must require conducive physical accommodation, libraries, furniture, and playground among others. When these school plants are lacking or not properly planned, teachers are hardly effective in their instruction to students. It is therefore very necessary that school plant should be well planned in order to enhance effective teaching and learning in schools. In view of above, the research study seeks to examine the perceptions of stakeholders of the influence of school plant planning on students.

In the recent time, stakeholders in Kaduna State have been complaining about the poor academic performance of their children and wards. They often attributed it to poor school plant planning in secondary schools. Experience has also shown that space for convenience such as toilets, corridors and so on in some of the schools are not available, and where they available they are not properly planned (Ajayi & Yusuf, 2010).

In Kaduna State, the researcher observed that some of the secondary schools are poorly sited and have poor circulation space planning. Some of the schools have no good playing ground and buildings for both outdoor and indoor games. It must be stressed physical appearance of school has a motivating effect on students and members of society. The above statement is indeed very plausible. In fact, people are often turn off by dilapidated school blocks with sinking roofs and broken walls, bushy lawns, overgrown hedges, debris of classroom furniture. The same is time of glaring evidence of students' indiscipline such as profane writings on walls, littered lawns and pathways. In short, the school plant is like a mirror reflecting the image of a school and through it the public decides whether or not to associate with the particular school; hence, it needs to be properly planned.

### **Objectives of the Study**

The following objectives were raised to guide the study:

1. determine the influence of infrastructural facilities on Academic Performance of Student's in Senior Secondary Schools in Kaduna State;
2. evaluate the influence of space planning on Academic Performance of Student's in Senior Secondary Schools in Kaduna State;

### **Hypothesis**

The following hypotheses were raised to guide the study:

1. There is no significant influence of infrastructural facilities on Academic Performance of Student's in Senior Secondary Schools in Kaduna State
2. There is no significant influence of space planning Academic Performance of Student's in Senior Secondary Schools in Kaduna State

## Methodology

Descriptive survey research design was used for the study. The population of the study was 8229 consists of 7634) Senior Secondary School Teachers, 407 Principals and 229 School Supervisors from 12 Education Zones in Kaduna State. The sample size of 365 was used with questionnaire as instrument for data collection. The questionnaire contains 60 items which were distributed with the help of 3 research assistants. Descriptive statistics of mean and standard deviation were used to answer the research questions. Inferential statistics used was One-Way- Analysis of Variance (ANOVA) to test the two formulated null hypotheses. Any item that scores 3.00 and was considered agreed and less than that was considered disagreed. The hypothesis was rejected as the p-value was less than alpha value of 0.05 and was retained when otherwise.

## RESULTS

### Hypothesis 1

There is no significant difference in the opinions of principals, teachers and supervisors on the influence of infrastructural facilities planning on students' Academic Performance in Senior Secondary Schools in Kaduna State. Items 1-10 in the questionnaire are related to this hypothesis. Respondents' opinions in respect of those items were collected, analysed and presented in Table 3.

**Tables 3: Summary of One-Way-Analysis of Variance (ANOVA) on the Influence of Infrastructural Facilities Planning on Students' Academic Performance in Senior Secondary Schools In Kaduna State.**

Variation	Sum of Squares	Df	Mean Square	F-ratio	F-crit.	P-Value
Between Groups	0.103	2	0.051	1.99	3.03	0.82
Within Groups	82.946	322	0.258			
<b>Total</b>	<b>83.049</b>	<b>324</b>				

### P<0.05

Table 3 revealed that the calculated F-ratio value of 1.99 is less than the 3.03 F-critical value while the calculated P-value of 0.82 is greater than 0.05 level of significance set for the study. The null hypothesis is hereby retained. Therefore, there is no significant difference in the opinions of Principals, Teachers and Supervisors on the influence of infrastructural facilities planning on students' Academic Performance in Senior Secondary Schools in Kaduna State.

## Hypothesis 2

There is no significant difference in the opinions of Principals, Teachers and Supervisors on the influence of administrative space planning on students' Academic Performance in Senior Secondary Schools in Kaduna State. Items 11-20 in the questionnaire are related to this hypothesis. Respondents' opinions in respect of those items were collected, analysed and presented in table 4.

**Tables 4: Summary of One-Way-Analysis of Variance (ANOVA) on the Influence of Administrative Space Planning on Students' Academic Performance in Senior Secondary Schools in Kaduna State.**

Variation	Sum of Squares	Df	Mean Square	F-ratio	F-crit.	P-Value
Between Groups	111	2	.055	0.331	3.03	0.72
Within Groups	53.786	322	.167			
<b>Total</b>	<b>53.897</b>	<b>324</b>				

### P<0.05

Table 4 revealed that the calculated F-ratio value of 0.331 is less than the 3.03 F-critical value while the calculated P-value of 0.72 is greater than 0.05 level of significance set for the study. The null hypothesis is hereby retained. Therefore, there is no significant difference in the opinions of principals, teachers and supervisors on the influence of administrative space planning on students' Academic Performance in Senior Secondary Schools in Kaduna State.

## Summary of Findings

Based on the data collected and analysed, the study revealed that:

1. Infrastructural facilities planning such as well-planned Classroom Blocks, Laboratories, Libraries and Entrepreneurship Workshops enhanced the students' Academic Performance in most Senior Secondary Schools in Kaduna State.
2. Administrative space planning such as well positioned principal's office, staff rooms, Guidance and Counselling unit and Vice-Principals' offices enhanced the students' Academic Performance in most Senior Secondary Schools in Kaduna State.

Based on the opinions of the respondents, the findings of the study revealed that infrastructural facilities planning such as well-planned classroom blocks, laboratories, libraries and entrepreneurship workshops enhanced the students' academic performance in most senior secondary schools. This finding was in line with the finding of research conducted by Udosen (2015) on "Perception of Stakeholders on the Provision and Maintenance of School Plant in Secondary Schools in Kaduna Metropolis". The researcher revealed that school plants such as classrooms, libraries and laboratories were inadequately provided in schools and where they were provided they were not maintained and this might affect the academic performance of students.

The study revealed that administrative space planning such as well positioned principal's office, staff rooms, Guidance and Counselling unit and Vice-Principals' offices enhanced the students' Academic Performance in most Senior Secondary Schools. This finding was in line with the finding of research conducted by Nandagoyang, (2016) on the "Assessment of the Provision and Management of School Plant in Secondary School in Yola Metropolis, Adamawa State, Nigeria" who revealed that provision and management of school plant were not achieved not because of welfare facilities were provided in the secondary schools, but due to managerial problems, and this affect students' and teachers' performance.

## Conclusions

Based on the findings of the study, it was concluded that infrastructural facilities planning such as well-planned classroom blocks, laboratories, libraries and entrepreneurship workshops enhanced the students' academic performance in most Senior Secondary Schools; administrative space planning such as well positioned Principal's office, Staff Rooms, Guidance and Counselling unit and Vice-Principals' offices enhanced the Students' Academic Performance in most Senior Secondary Schools;

## Recommendations

It was recommended that Kaduna State Ministry of Education should sustain the provision of adequate infrastructural facilities such as Classrooms, Laboratories, Desks and Chairs in Senior Secondary Schools so as to enhance students' academic performance and achieve maximum educational outcomes in the state; Kaduna State Ministry of Education should sustain the provision of adequate administrative blocks and ensure that qualified and competent contractors are assigned for the planning and construction of any administrative space such as principal's office, staff rooms and Guidance and Counselling unit in secondary schools. This will help to enhance students' academic performance in secondary.

## References

- Adamu, B. (2015). *Introduction to Principles of Management*. Kano: Tunlad Prints and Publishing Coy.
- Adamu, M. S. (2016). *Influence of School Plant Planning on Students' Performance in Secondary Schools in Kaduna State*. An Unpublished M. ED Dissertation Submitted to School of Postgraduate Studies, Ahmadu Bello University, Zaria – Nigeria.
- Ajayi, I. A; & Ayodele, J. B. (2011). *Fundamental of Educational Management*. Ado Ekiti; Green Line Publication.
- Ajayi, I. A. & Yusuf, M. A. (2010). School Plants Planning and Student Learning Outcome in Southwest Nigerian Secondary Schools. *International Journal of Education in Social Science*,2 (1) 47-53
- Jumare, A. B. (2016). *Introduction to Issues in Educational Management in Nigeria*. Zaria; Concept Designs & Prints.
- Jumare, A. M. (2017). *Research Methodology in Education: A Practical Approach*. Zaria, Concept Design and Prints.

- Jumare, A. M. (2018). *Introduction to Recurrent Issues in Education Administration in Nigeria*. Zaria: Concept Design and Prints.
- Kajang, T. J. & Istifanus, J. J. (2011). *Modern Concepts and Theories of Administration* (2<sup>nd</sup>ed). Zaria: SA'AD-DEEN Press Ltd.
- Ojede, P. K. (2004). *Facilities Provision and Management for the Successful Implementation of Universal Basic Education (UBE) Programme in Nigeria*. Ibadan: NAEAP/Codat Publications.
- Ololube, N. P. (2013). The Problems and Approaches to Educational Planning in Nigeria: A Theoretical Observation. *Mediterranean Journal of Social Sciences*, 4 (12).
- Onwurah, C. (2004). School Plant Management. In Mgbodile, T. O.(Ed): *Fundamentals of Educational Administration and Planning*. Enugu. Magnet Business Enterprises.
- Ugiomoh, I. C., Ememe, O. N. & Obike, C. N. (2013). Implementation of Standard Specifications on Secondary School Facilities in Etsako West Local Government Area, Edo State. *International Journal of Human Resource Studies*, 3(4).