

Effects of School Facilities on pupil's Satisfaction with Schooling in Ondo State, Nigeria

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Abstract

School environment emphasise on adequate and qualitative facilities to promote conducive teaching and learning environment, the deplorable conditions of the primary schools has become worrisome to the state government and education stakeholders. The study investigated the effects of school environment and pupils' satisfaction with schooling in Ondo State, Two hypotheses were formulated and tested. The descriptive survey design was adopted for the study and a multistage sampling technique was used to select 900 respondents from both public and private primary schools within the state. The instrument for the study was a questionnaire which sought information on pupils' level of satisfaction with the school environment. The test retest method of reliability was used in determining the reliability of the instrument, a reliability coefficient of 0.89 was obtained. The data were analyzed with Statistical Package for Social Sciences(SPSS) using percentages, mean, standard deviation, t-test and Spearman rho to test the hypotheses at the 0.05 level of significance. The study found out that pupils in compliant schools were more satisfied with schooling than pupils in non compliant schools. it was recommended that adequate facilities should be provided for the non compliant schools to make pupils derive satisfaction with schooling. The study will enable state government and education stakeholders to provide necessary facilities for effective teaching and learning.

Keywords: school facilities, effects on pupils, satisfaction with schooling.

INTRODUCTION

Primary education as the first stage of basic education is the foundation of any educational system. If this foundation is not strong enough, the whole educational system will be weakened. Over several decades there has been gradual deterioration in the facilities provided by the government for the running of education at the primary school level. Adeyemi (2007) posited that in public schools, pupils learning environment typically has few facilities, and that many classes had up to 50 pupils which is higher than the 30 to 40 pupils as indicated in the National Policy on Education(Federal Government of Nigeria, 2004).

Asiabaka (2007) lamented the unhealthy nature of school buildings, with some uncompleted, old and antiquated and sometimes dilapidated. Asiabaka also lamented the overcrowded and un-conducive classrooms, unsightly and unhygienic toilets, inadequate laboratories and workshops. With these short comings, he posited that pupils start learning in already deprived and disadvantaged school environment. He noted further that in several primary schools in most parts of the country, the buildings were either half completed or dilapidated. He painfully noted that population explosion, insufficient desks, overcrowded classrooms, inadequate learning materials, preponderance of unqualified teachers, poorly educated and ill-motivated teachers characterized the entire system, and that many school administrators focused mainly on infrastructural

facilities such as buildings, classrooms, chairs, tables and so on but neglected other school facilities as well as the school environment. The need for both public and private primary schools to co-exist is to promote education; parents prefer to put their children in schools with good facilities. Most parents patronize private primary schools, because the schools have very inviting, serene environment and facilities that are attractive to the children. Meanwhile these facilities are lacking in most public primary schools. But then there are several primary schools in the state that are doing well in terms of physical infrastructural development. The school physical environment includes the buildings, classrooms, furniture, equipment, libraries, playgrounds and so on.

Satisfaction with own school is a major aspect of children's quality of life. It is important that children have a right to feel good about themselves and the institutions in which they function. Schools should be caring and supporting settings that children value and enjoy.

Furthermore, the degree of satisfaction with the school is important because it affects psychological well-being of the pupils in the school, as well as school engagement, absenteeism, drop-out rate, and behavioral problems (Ainley 1991 Reyes & Jason 1993). Hence, it is important to understand how children rate their schools and know which factors are related to the level of satisfaction with the

school. Although children spend a great deal of their time in school, there is relatively little attention for school satisfaction. Positive achievement experiences are satisfying in themselves and can be expected to contribute to school satisfaction. Children who do well in school tend to be more satisfied with school. Good school results can be expected to lead to school satisfaction because they lead to gratifying feeling of being academically competent. Pupils who are accepted by their peers have been found to be more likely to enjoy school and their classes (Osterman 2000). Okun Braver & Weir (1990) found that girls showed more school satisfaction than boys, it also appears that boys report peer victimization more than girls fairly consistently whereas girls are more likely to emphasize their relatedness to others. Pupils may be satisfied with schooling when the learning environment is conducive, if they have the opportunity to play around freely in a sport arena where running, jumping, climbing, throwing and other activities are done. In other words pupils may prefer to go to school with well constructed classrooms and facilities that they can be proud of (Omotere 2013).

School location in Ondo State, Nigeria could be seen in terms of urban and rural location of schools. Rural areas accounts for 168 primary schools (57%) in the State while Urban schools accounts for the remaining 127 secondary schools (43%) , (Adeyemi 2008). The researcher actually intends to investigate how well school facilities contributes to pupils satisfaction with schooling in Ondo State, Nigeria. Inadequate school facilities has posed a lot of challenges to primary

school education and as a result of that both teachers and pupils find it difficult to interact effectively. Pupils prefer to go to schools where they can enjoy good facilities even though most of the public primary schools have obsolete and poor facilities , this study will give an overview of the status of the facilities in Ondo State primary schools.

METHODOLOGY

A total of 900 pupils were randomly selected as sample for the study. A multistage sampling technique was used to select the sample, in the first stage all the primary schools were grouped into public and private schools while the second stage classified them into urban and rural schools. Five pupils were selected per school to make fifty that were selected per local government in the eighteen local government areas in Ondo State totaling 900 pupils. The instrument for the study was a questionnaire which sought information on pupils’ level of satisfaction with the school environment. The test retest method of reliability was used in determining the reliability of the instrument, a reliability coefficient of 0.89 was obtained. The data were analyzed with Statistical Package for Social Sciences(SPSS) using percentages, mean, standard deviation and Spearman rho to test the hypotheses at the 0.05 level of significance.

Hypothesis 1

There is no significant difference between pupils in public and private schools in the relationship between school facilities and satisfaction with schooling.

Table 1: Summary of Spearman rho Correlations for type of school on the difference between pupils in public and private schools in terms of their satisfaction with schooling and school facilities

School Type	Variables	Mean	SD	N	Df	r	Sig (r)	Zr	Z	Sig (Z)
Private School	School Facilities	47.37	8.267	90	88	.372	.000	0.388	0.000	> 0.05
	Satisfaction with Schooling	47.26	6.697							
Public Schools	School Facilities	42.50	10.079	90	88	.374	.000	0.388		
	Satisfaction with Schooling	41.14	8.627							

Table Value for Z= 1.96

Table 1 revealed that both private school and public school indicated a significant relationship between school facilities and satisfaction with schooling. The computed Z-value of 0.000 was less than the critical Z- value (1.96) needed for the rejection of the null hypothesis at 0.05 significant levels, therefore, the null hypothesis was retained and it implies that there was no significant difference between the correlation

coefficients computed for the two groups. It was concluded that school facilities affects the satisfaction of both private and public school pupils in about the same way.

Hypothesis 2

There is no significant difference between pupils in urban and rural schools in the relationship between school facilities and satisfaction with schooling.

Table 2: Summary of Spearman rho Correlations for School location on the difference between pupils in rural and urban schools in their satisfaction with schooling and school facilities

School Location	Variables	Mean	SD	N	Df	r	Sig (r)	Zr	Z	Sig (Z)
Rural Located Schools	School Facilities	44.71	9.053	90	88	.376	.000	0.497	0.640	> 0.05
	Satisfaction with Schooling	43.63	8.656							
Urban Located Schools	School Facilities	45.16	9.992	90	88	.455	.000	0.400		
	Satisfaction with Schooling	44.77	7.910							

Table Value for $Z = 1.96$

Table 2 revealed that the result of school locations indicated that both rural and urban schools showed a significant positive relationship between school facilities and satisfaction with schooling. The computed Z-value of 0.640 was less than the critical Z-value (1.96) needed for the rejection of the null hypothesis at 0.05 significant levels, therefore, the null hypothesis was retained and it implies that there was no significant difference between the correlation coefficients computed for the two groups. It was thus concluded that school facilities affects the satisfaction with schooling of both pupils from rural and urban schools in about the same way.

DISCUSSION

The results revealed that majority of the pupils in private primary schools were more satisfied with schooling than their counterparts in the public primary schools, because infrastructural facilities were adequate and functional in most of the private school than the public schools; hence, pupils were more satisfied, safe and comfortable whenever they are in school. The Spearman rho correlation in hypothesis 1 corroborated the statement that pupils in private schools were highly satisfied with schooling than pupils in public schools. Offiong (2003) supported this in his write up which says that the availability of attractive physical facilities the private schools influences serious patronage by both parents and pupils, it also affirmed that pupils preferred to go to private primary schools because of the beautification of the environment. The teaching activities in private primary schools were adequate as responded by the pupils; teachers in private schools are more dedicated, punctual and hardworking than those in the public primary schools. This corroborated the assertion of Williams, (2008), that the high level of commitments to work in private school enable teachers to work hard so that pupils can derive the satisfaction and love for the school. The proprietors of private schools wants teachers to put in their best so that pupils will be satisfied and comfortable, they believed that such actions could bring in more pupils. On the other hand, the high level of carelessness, laziness and lack of willingness to teach exhibited by teachers in public primary schools prompted many parents to withdraw their children from the public schools and put them in the private schools where they can enjoy the best of the

teacher's activities. The statement confirmed the positions of (Odunfowokan,2008; Mark, 2002; Ipaye, 1987), that public primary school in the country will continue to loose patronage as a result of teachers attitude to work which includes laziness, absenteeism, and so on.

They said that the population of pupils in public primary schools was going down while those of private schools were going up. They submitted that if nothing is done to check the high level of migration public schools may be heading towards acute shortage of pupils. The findings also revealed that pupils claimed to derive more satisfaction with schooling with the availability of functional toilets and urinals, flowers planted at specific locations in the school premises, good play ground and so many other attractive facilities for teaching and learning. Rickinson (2004) Rivkin (2003) Moore (2006) Omotere (2013) in their various studies revealed that school beautification attracts pupils, they aligned with the findings and added that a school that has very serene and inviting environment promotes teaching and learning, hence pupils derive more satisfaction being a pupil in the school. The findings showed that pupils in rural schools were more satisfied with schooling than their counterparts in urban schools the reason was that the few available facilities were properly maintained and used by moderate number of pupils while facilities in urban schools were overstressed and damaged quickly by the overpopulated pupils. Though pupils in urban schools have access to adequate and functional physical facilities but could not be maintained as a result of overpopulation. The teachers too were running away from the rural schools, they preferred posting to urban schools to rural schools. The findings also revealed that primary schools in the rural areas enjoys high level of noise reduction, hence the pupils were satisfied, unlike those in the urban areas where noise from vehicles, markets, shops and other areas could be disturbing the peace in the school, such pupils cannot claim to be satisfied with schooling. One could imagine a situation where the school is cited close to the market, the noise from the market will not allow both the teachers and the pupils to enjoy the kind of silence teaching and learning deserves.

The ascertainment of hypothesis 2 as interpreted by Spearman rho correlation submitted that pupils in rural schools were more satisfied with schooling than pupils in urban schools. Though most of the public primary school structures were old yet they are still relevant, the state government was working hard in rehabilitating some of the school to make it conducive for learning. The newly constructed Mega primary schools were to create a healthy rivalry between the public schools and the private schools. Mega schools has features such as the beautiful classrooms well furnished with moderate number of pupils per class, good toilets and urinals, good play ground with sporting facilities, library with books and so on, but only few of them existed presently in the state now.

CONCLUSION

Based on the findings of this study it was concluded that quite a great number of primary school pupils in Ondo State derived satisfaction with their school facilities. It also established that both male and female pupils derived almost the same level of satisfaction with the school facilities. The availability of adequate physical facilities in the primary schools greatly affect the satisfaction of pupils, both pupils in rural and urban locations expressed great effect of the facilities on their satisfaction with schooling. Therefore, both the state government and education stakeholders are duty bound to provide a conducive environment for teaching and learning.

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