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INFLUENCE OF SCHOOL FACILITIES ON TEACHERS' EFFECTIVENESS IN SECONDARY SCHOOLS IN ILORIN METROPOLIS

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Abstract

The subject of school facilities has received great attention from the public as well as educators in recent times. The study examined the perceived influence of school facilities on teachers' effectiveness in secondary schools in Ilorin metropolis. A descriptive survey research design was adopted. The population of this study was 2,032 comprised of 173 principals from Public and Private schools respectively, and 1,859 teachers comprised from Public and Private Senior Secondary Schools respectively in Ilorin metropolis, Kwara State of which 80 Principals and 467 teachers from public and private schools were randomly sampled. A 70-item self-designed questionnaire was the instrument used for data collection based on 4-point Likert rating scale. Mean ratings and standard deviation were the statistical tools used for data analysis. Means of 2.50 and above were accepted for the research questions. Findings of the study revealed that Library facilities were under-utilized for teaching and learning in secondary schools in Ilorin metropolis (mean = 1.72, SD = 0.89); Science laboratory facilities were under-utilized for teaching and learning in secondary schools in Ilorin metropolis (mean = 1.72, SD = 0.89); ICT facilities were underutilized for teaching and learning in Secondary Schools in Ilorin metropolis (mean = 1.38, SD = 0.55); and that, School facilities have significant influence on teachers' effectiveness in secondary schools in Ilorin metropolis (mean = 3.05, SD = 0.44). From the findings, it could be concluded that, Books and maps which are library facilities; Pipettes, centrifuges, Bunsen burner and stirrer which are science laboratory, computer which are ICT facilities, together with, methodology in teaching, the instructional material, assignment, assessment of the students, discipline, classroom instructional climate, content of knowledge, student's perception of teacher's effectiveness,

influence of teachers on students and professional behavior of teachers contribute positively to teachers' effectiveness in secondary schools in Ilorin metropolis. Based on the conclusion it was recommended that the Government should earmark a substantial amount of money (that is from the national budget) for the provision of needed facilities in the schools. There should be an adequate and prompt supply of infrastructural facilities into all secondary schools. Also, proper, and timely maintenance of these facilities are essential. Most of the facilities available are in a poor state of disrepair. Hence, educational planners and school leaders should carry out extensive repairs, renovation, retrofitting and replacement of some major component.

Introduction

Education, in every human community, is an indispensable instrument for human progress, empowerment and effecting national development. This suggests that a nation that lacks a sound educational culture and philosophy stands the risk of decay whereas a nation that sees to the development of its education is bound to achieve great success. Education is very important for every nation of the world. It is important because the transmission of cultural heritage and technological advancement of any nation depends on it. In recognition of the importance of education, every nation including Nigeria earmarks huge budgetary allocations for it yearly.

According to Bullock, (2017), teaching which used to be a noble profession has been taken over by impostors who have no business teaching in the class. The low employment opportunities prevalent in the country has contributed to inundate the classroom with unqualified teachers who consider teaching as a stopgap, which should be jettisoned as soon as their dream jobs are obtained. Qualified teachers are teachers who received relevant training in education and in their teaching subjects, up to a minimum level (Bullock). A chemical engineer who teaches chemistry, physics or mathematics in a secondary school is regarded as unqualified teacher as he neither received training in physics education, chemistry education nor mathematics education. Such teachers are not familiar with the intricacies of teaching these subjects; they have low motivational level and may not bother much about their efficiency or teaching effectiveness.

The development of educational facilities dates to the formalisation of education. Even if additional resources like money and human resources are needed, it changes in line with the educational system. Following the introduction of numerous educational programmes, there has been an increase in secondary enrollment throughout time (Lyons, 2011). The Universal Basic Education (UBE) programme is one of them. Additionally, successive administrations have allotted and continue to allot a portion of their annual budgets for the construction and upkeep of educational institutions intended to advance the field. According to Balderstenb (2014) and Comb (2015), education in Nigeria started to grow gradually before picking up speed.

According to Hunter (2016), insufficient heating, inadequate ventilation, and a subpar lighting system are examples of environmental factors that have an impact on both staff and children in schools. Students' academic success was favourably correlated with the general building condition, the building's age, the windows, and the instructional spaces (Bullock, 2017). Their contributions make it clear that the physical school building, its age, its layout, and its condition all affect students' academic success. The management of teaching tasks and the structuring of students' learning processes both within and outside of the classroom are greatly influenced by school facilities. Without a doubt, the construction of schools as a means of establishing an efficient teaching and learning process required a significant investment of public monies over their creation and upkeep by the administration (Lyons, 2011).

In the formal school system, teachers are crucial to students' education because of their specialisation (Udoh, 2014). These individuals were involved in imparting knowledge, concepts, abilities, or behaviour models in a way that helped the learner comprehend and assess the underlying justification for what was being offered to him. According to the International Labour Organisation (ILO) and United Nations Educational, Scientific and Cultural Organisation (2012), teachers are anyone who works

in a school and oversees giving students the education they need to grow as individuals and advance the local economy.

Effective teachers are people who intellectually challenge students, make students, set high standards, and encourage self-initiated learning (Darling-Hammond 2010). According to Anderson (2004), a successful teacher is one who meets their own objectives or those imposed upon them by outside parties, such as the Ministry of Education. However, some aspects of teaching, such as student engagement, lesson plans, and classroom management, can be measured.

The Use of the Laboratory in Learning: Its effectiveness in educational institutions, laboratories serve as academic support units. They can be closed or open, permanent, or mobile, and their management and use are local in the context of delivering education, research, and community service. They do this by using tools and materials based on specific scientific methods to test, calibrate, or produce on a small scale. To ensure that scientific instruction in SMP/MTs is effective, the school must offer the necessary infrastructure. If the management of the laboratory includes user and personal management, the usage of the laboratory and any operations performed in the laboratory can function smoothly. The efficacy of the teaching and learning process is increased when laboratory facilities are used properly, but this depends on the teachers' capacity to do so.

ICT is the use of technology to the management and processing of information, utilising electronic computer hardware and software to transform, store, protect, process, transfer, and retrieve data. According to Oje (2015), the developing world is becoming more conscious of the use of ICT in the classroom, making it ineffective to merely verbalise or over verbalize ideas, skills, and attitudes in order to educate learners. ICT has now become a crucial component of classroom instruction. It gives teachers and students the chance to learn how to function in the information and technological age.

ICTs are fundamentally altering the curriculum in schools in many ways, requiring instructors to concentrate on innovative teaching strategies rather than depending on tried-and-true ones. According to Hare (2017), these interrelated factors make it difficult to successfully integrate technology into education.

Statement of the Problem

Even though secondary education is the cornerstone and foundation for higher learning in tertiary institutions, as well as a tool for national development that fosters everyone's worth and development for further education and development, as well as the general development of the society, there are still students who struggle academically because teachers don't have access to and don't use the necessary teaching resources. According to School Facilities Reports, due to a lack of preventive maintenance, more than 30% of schools need costly repairs, and another 40% need to replace important components (Geiger, 2002).

The academic performance of children is negatively impacted when teachers fail to instill in them the habit of using the school library's resources to broaden their knowledge base. It is the duty of the teacher to ensure that library materials are used to complement the curriculum and that students frequently use school resources like the library and ICT and science labs. In many secondary schools in Nigeria, as shown by several research, school libraries that offer learning resources and a suitable environment that are flexible, dynamic, and also capable of reacting to a wide variety of requirements and learning styles have not had the desired effects. The utilisation of school resources to improve both student and teacher academic achievement is highly valued in secondary schools around the world.

As a result of the researcher's interaction with some of the secondary school teachers, it was discovered that if necessary instructional resources were provided to

them, they will be able to perform their duty as a teacher effectively. It is important to look into how school facilities affect teachers' efficacy in secondary schools in the city of Ilorin since low-standard school facilities, among other things, may be partially to blame for pupils' poor academic achievement.

Research Questions

The following questions were raised to guide the study:

1. What are the available library facilities for teaching and learning in secondary schools in Ilorin metropolis?
2. What are the library facilities being used for effective teaching and learning in secondary schools in Ilorin metropolis?
3. What are the available science laboratory facilities for teaching and learning in secondary schools in Ilorin metropolis?
4. What science laboratory facilities are being used for effective teaching and learning in secondary schools in Ilorin metropolis?
5. What are the available ICT facilities for teaching and learning in secondary schools in Ilorin metropolis?
6. What ICT facilities are being used for effective teaching and learning in secondary schools in Ilorin metropolis?

Research Hypotheses

The following research hypotheses were formulated to be tested at 0.05 level of significance:

H_{01}: Library facilities do not significantly influence teachers' effectiveness in secondary schools in Ilorin metropolis.

H_{02}: Science laboratory facilities do not significantly influence teachers' effectiveness in secondary schools in Ilorin metropolis.

H_{03}: ICT do not significantly influence teachers' effectiveness in secondary schools in Ilorin metropolis.

METHODOLOGY

This study adopted the descriptive survey research design. The total population for the study was 219 which comprised all the teachers in the senior secondary schools in Edu Local Government Area of Kwara State (Source: field survey, 2022). Stratified random sampling technique and simple random sampling technique was employed to obtain the sample size of one hundred and forty (140) respondents (teachers). The instrument for data collection was a 20 item-structured questionnaire titled “Human Resource Management Practices and Teachers Job Performance Questionnaire' (HRMPTJPQ). The instrument provided responses to the four research questions. Item 1-10 dealt with research question one, and item 11 – 20 dealt with research question 2 in a 4-point rating scale of '1' Very low (VL), '2' Low (L), '3' for high (H), '4', for Very High (VH). To establish the validity of the instrument, the questionnaire was subjected to face and content validity by three experts from the Department of Educational Management, Business and Entrepreneurship Education, and Early Childhood Education, all of Faculty of Education in Kwara State University, Malete. To ensure the consistency of the instrument, the test-retest method of reliability was adopted in establishing a reliability coefficient of 0.74. All 140 copies of the questionnaire administered were retrieved and used for the study. The data analysis was done using the means to analyze the research questions while inferential statistics of linear regression was used to test the hypotheses. The mean score of 0.00 – 1.49 indicates very Low, 1.50 – 2.49 indicate Low, 2.50 – 3.00 indicate High, above 3.00 indicate Very High. Also, the decision rules for the hypotheses were that when the observed probability value is greater than or equal to 0.05 level of significance, the hypothesis was rejected and if it's value is less than the Table valve, the hypothesis is accepted.

Results

Research Question 1: What is the level of teachers training in secondary schools in Edu Local Government Area of Kwara State?

Table 1: The level of secondary school teachers training in Edu Local Government Area of Kwara State

S/N	Teachers Training	Mean	SD	Remark
1.	Teachers are given adequate training and development	2.36	0.76	Low
2.	Teachers normally go through training programs every year	2.51	0.76	Low
3.	Training and development enable teachers get more equiped through exposure to impact better on the students	2.03	0.72	Low
4.	New knowledge and skills are imparted to teachers periodically to work in teams	2.20	0.77	Low
5.	Training encourages teachers to acquire professional competencies to meet the demands of their duties.	2.20	0.85	Low
6.	Training needs identified are realistic, useful and based on the strategy of the school	2.16	0.74	Low
7.	New knowledge and skills are imparted to teachers periodically to work in teams	2.28	0.80	Low
8.	There are formal training programs to teach new teachers the skills they need to perform their jobs.	2.09	0.83	Low
9.	Training needs are identified through a formal performance appraisal mechanism	2.11	0.78	Low
10	My school conduct extensive training programs for its teachers in all aspects of quality	2.00	0.68	Low
Weighted average		**2.19**	**0.87**	**Low**

Decision Rule: very Low: 0.00 – 1.49, Low: 1.50 – 2.49, High: 2.50 – 3.00, Very High: Above 3.00.
Source: Field Survey, 2023

Table 1 shows the level of teachers training in secondary schools in Edu Local Government Area of Kwara State. The respondents reaction is as followings: they agreed that Teachers normally go through training programs every year (Mean=2.51), however,

respond to the following are low: Teachers are given adequate training and development (Mean= 2.36), Training encourages teachers to acquire professional competencies to meet the demands of their duties (Mean= 2.20), New knowledge and skills are imparted to teachers periodically to work in teams (Mean= 2.20), Training and development enable teachers get more equipped through exposure to impact better on the students (Mean= 2.03), My school conduct extensive training programs for its teachers in all aspects of quality (Mean= 2.00), Training needs identified are realistic, useful and based on the strategy of the school (Mean= 2.16). The weighted mean is 2.19 which is a numeric indicator that the level of teachers training in secondary schools in Edu Local Government Area of Kwara State is low.

Research Question 2: What is the level of reward system for teachers in secondary schools in Edu Local Government Area of Kwara State?

Table 3: The level of Reward system for teachers in secondary schools in Edu Local Government Area of Kwara State

S/N	Reward System	Mean	SD	Remark
1.	The performance-based reward system in the school is appropriate	1.92	0.67	Low
2.	Conditions of service is attractive for teachers	1.89	0.77	Low
3.	Rewardsgiven to the teachers to encourage hard work promotes good performance 1	1.99	0.68	Low
4.	Rewards influence teachers' performance	1.97	0.73	Low
5.	Teachers recognition for good performance motivate teachers	1.99	0.79	Low
6.	The rewards for performance instead of experience and formal qualifications to inspire their efforts	1.99	0.72	Low
7.	Performance-based pay to motivate teachers to perform at their best	1.95	0.74	Low
8.	The pay given to teachers for the services they render is encouraging	2.02	0.84	Low
9.	Teachers' promotion based on their performance ddemonstrates fair and equal treatment	1.91	0.75	Low
10.	Teacher's output outweigh the pay they receive in terms of salary	1.95	0.72	Low
Weighted 1average		**1.96**	**0.98**	**Low**

Decision Rule: very Low: 0.00 – 1.49, Low: 1.50 – 2.49, High: 2.50 – 3.00, Very High: Above 3.00.
Source: Field Survey, 2023

Table 3 shows the reward system for teachers in secondary schools in Edu Local Government Area of Kwara State. The respondents reaction is as followings: Performance-based pay to motivate teachers to perform at their best (Mean=1.95), The rewards for performance instead of experience and formal qualifications to inspire their efforts (Mean= 1.99), Teachers recognition for good performance motivate teachers (Mean= 1.99), rewards given to the teachers to encourage hard work promotes good performance (Mean= 1.99), Conditions of service is attractive for teachers (Mean= 1.89), The performance based reward system in the school is appropriate (Mean= 1.92). The weighted mean is 1.96 which is a numeric indicator that the reward system for teachers in secondary schools in Edu Local Government Area of Kwara State is not adequate.

Hypotheses 1

There is no significant influence of teacher training on teachers' job performance in secondary schools in Edu Local Government Area of Kwara State

Table 3: Summary of Regression Analysis on the influence of teacher training on teachers' job performance in secondary schools in Edu Local Government Area of Kwara State.

Variable	Mean	SD	N	R	R Square	Adjusted R Square	F	Sig.
Teachers Training	22.06	3.696						
Teacher Job Performance	28.57	5.140	96	.107	.011	.001	1.083	.009

Dependent Variable: Teacher Job Performance

Table 5 shows the regression Analysis of the influence of teacher training on teachers' job performance in secondary schools in Edu Local Government Area of Kwara

State. The result indicated that positive relationship exists between teachers training and teachers job performance (R = .107) while the R-Square is .401 which means that the independent variable (teacher training) explained 4.0% variation of the dependent variable (teachers job performance). This indicates a good fit of the regression equation. Thus, this is a reflection that teacher training significantly influenced teachers job performance (F (96) = 1.083, P < 0.05). The hypothesis is therefore rejected in the light of the result since the significance value (.000) is less than 0.05.

Hypotheses 2

There is no significant influence of Reward System on teachers' job performance in secondary schools in Edu Local Government Area of Kwara State.

Table 4: Summary of regression analysis showing the significant influence of Reward System on teachers' job performance in secondary schools in Edu Local Government Area of Kwara State.

Variable	Mean	SD	N	R	R Square	Adjusted R Square	F	Sig.
Reward System	19.89	4.815						
Teachers Job Performance	28.57	5.140	96	.061[a]	.050	-.007	.350	.000

Dependent Variable: Teacher Job Performance

Table 7 shows the regression analysis on the significant influence of reward system on teachers job performance in secondary school in Edu Local Government area of Kwara State. The result indicated that there was positive relationship between the reward system and teachers job performance in secondary school in Edu Local Government Area of Kwara State (R = .061) while the R-Square is .050 which means that the independent variable (reward system) explained 5.0% variation of the dependent variable (teachers job performance). This indicates a good fit of the regression equation.

Thus, this is a reflection that reward system significantly influence teachers job performance in secondary school in Edu Local Government Area of Kwara State ($F_{(96)=}$ 350, $P < 0.05$). The hypothesis is therefore rejected in the light of the result since the significant value is less than 0.05. This implies that the staff reward system significantly influence teachers job performance in secondary school in Edu Local Government Area of Kwara State.

Discussion of Findings

The focus of the study was on how teacher job performance is affected by human resource management practices. The hypothesis, which states that there is no significant relationship between training and teachers' job performance, was rejected and illustrated in Table 1. Job training enables employees to perform their job in such a way as to meet standards. The finding of this study is in line with Napal Fraile et al. (2018) that teacher training will help them use instructional materials to give their best and use the skills and knowledge obtained during training to perform better in teaching the students what they need to know. It also aligned with Change et al. (2019) that teacher job performance is dependent on knowledge earned through studying, practicing, experimenting, and experiencing. This finding likewise agreed with Tzivinikou (2015) that training is indispensable for teachers teaching technical/engineering-based subjects like technical drawings, building constructions, metal works, basic electronics, molding of concrete blocks, basic technology. This study further revealed that training is significantly correlated to teachers' job performance (Napal Fraile et al., 2018; Imhangbe et al., 2019).

Likewise, the outcome showed that there was positive connection between reward and teacher job performance in secondary schools in Edu Local Government Area of Kwara State. It stands to reason that teachers' attitudes toward their work in secondary schools in Edu Local Government Area of Kwara States are influenced by the

reward system. This study's literature review demonstrates that teachers' job performance is significantly influenced by reward. The discoveries of this study are steady with Mullins (2005) finding that reward frameworks have turned into a noticeable method by which associations have had the option to work on the presentation of their representatives to accomplish hierarchical goals. In accordance with this, Guajardo (2011) observed that the most powerful pay in Africa is rewards. Gungor (2011) also found that workers' productivity is strongly influenced by financial incentives in Turkey. According to Yaomah (2013), there is a significant correlation between productivity and reward in Ghana. In South Africa, a study conducted by Narsee (2012) found that monetary rewards are the most essential. This finding shows that people work so that based on what they get in terms of reward, they can be satisfied.

Conclusion

In conclusion, the process of organizing and enhancing individuals' physical, mental, and emotional capabilities for productive work is what is known as Human Resource Management practices in any organizational setting. In this study, effective training, and reward, were identified as investments in an organization's human resources with both immediate and long-term returns; however, in educational systems, returns are in the form of improved teacher performance, which typically translates into improved academic achievement for students.

Recommendations

The following recommendation was made based on the findings of this study:

1. The government, NGOs, school managers, PTA, administrators, educational planners, curriculum experts or designers, and other stakeholders in secondary education in the Edu local government of Kwara State should give special

attention to training and retraining secondary school teachers so that they can do their jobs well.

2. In order to guarantee teacher productivity and tenure, policies should be developed and periodically reviewed to ensure that teachers' reward systems are attractive and effective. As it keeps teachers on the job and keeps them committed, the salary structure should be reviewed.

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