



## Educational amenities and students' academic performance in selected secondary schools in Port Harcourt local government area of Rivers State

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### Abstract

The study sought to examine the impact of educational amenities on students' performance achievements in selected government owned secondary schools in Port Harcourt area of Rivers State. The condition of school amenities has an important impact on students' academic performance. The study was guided by two research objectives, two research questions and two hypotheses. The design adopted for this study is correlational research design. The population for the study consisted of 1,150 parents, teachers and students. The instrument for data collection was a set of structured questionnaire. Data derived from the field were analyzed using the Statistical Package for Social Sciences (SPSS) version 23.0 and statistical tools such as simple percentage and mean scores were used to answer the research questions and Pearson Product Moment correlation coefficient to test the relationship between the educational facilities and students' academic achievement. Findings from the study showed that there is a significant difference between students taught with computers and those that do not learn with computers ( $t\text{-cal} = 4.84, df = 288, P = 0.05$ ); further findings showed that there is a significant difference between schools with the aforementioned facilities and those without them in their schools ( $t\text{-cal} = 0.23, df = 288, P = 0.05$ ). Based on results and findings of the research work, the study concluded that the use of educational amenities is good and relevant only when they are judiciously applied and what makes a lesson easy to understand and a teacher resourceful are the types of educational amenities used during a lesson and how well they are used. Based on the findings of the study, it was recommended that more funds should be made available for the heads of school for proper running of the school while the government would have a monitoring body to oversee what they have issued the money. Again, money should be directed to the problem areas in education, amongst others.

**Keywords:** Educational amenities, student's academic performance, computers and laboratories

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### Introduction

#### Background to the Study

The characteristic of a developing nation like Nigeria is education. As a result, the educational system must reflect diverse ideals and goals that might result in a full transformation of the educational sector. Educational facilities, such as labs, instructional aids, computers, the road network, pipe-borne water, waste disposal facilities, educational facilities, and students' attitudes toward academic success, are all part of the educational system. As previously said, the availability of educational facilities makes teaching and learning more exciting and helps to drive the subject matter home. However, these educational resources are not available in every school, resulting in lower success and a lack of desire in education among the recipients (students). Dike (1989) <sup>[6]</sup> went on to explain that these children in secondary school had no educational resources with which to

study, and that this has stifled their enthusiasm and devotion to their studies. He also underlines the students' commitment to utilise these amenities while studying.

The value of school facility investments: Evidence from a dynamic regression discontinuity design, Cellini and Ferreira. Owners of schools and the government Underinvestment in school facilities has resulted in discontinuity in their usage. Students who have access to adequate facilities do better than those who have not.

The government, on its part, has made various attempts and emphasised the need of providing educational facilities to schools in order for them to properly deal with the educational system's issues (Earthman, 2012) [7]. The state of a school's facilities has a significant impact on student achievement and teacher effectiveness. Educational facilities and student outcomes Students with special needs improve their academic performance when they have access to the essential and suitable educational facilities.

When the government began giving equipment, other infrastructure, and study materials for schools, as well as taking over the rehabilitation work of the decrepit ones, the truth of the endeavour became obvious. As previously said, these educational facilities increase students' academic pursuits and successes. These facilities are necessary and crucial because they assist teachers in bringing a cognitive reality to students' academic achievement. Educational facilities are key facilities in the teaching-learning process. Due to time constraints, educational facilities make teaching and learning more efficient, and teachers have less instruction to deliver.

Many attempts have been made to effectively appreciate the contributions of educational facilities such as the ones stated above to educational enhancement, in light of the perceived contributions of educational facilities such as the ones mentioned above to educational enhancement.

### Statement of the Problem

Regardless of the fact that our schools, such as Elekahia Government Secondary School, have manpower and other instructional materials such as laboratories and libraries, the expectation is that these facilities will be used effectively by skilled and knowledgeable hands. However, this is not the case in our secondary schools, resulting in students losing interest in practical subjects. According to Johnson and Tim (1983), a computer is a type of modern technology used in classroom teaching and learning that makes topic knowledge simpler and faster. Teaching supplies, such as instructional materials, labs, libraries, road networks, pipe-borne water, and waste disposal bins, make it easier to earn and educate in their own unique methods. The availability of light (electricity) and ensuring the cleanliness of the surroundings are all geared toward effective and efficient teaching and learning.

According to more recent research, facility upkeep and deterioration, rather than structural difficulties, may be more directly linked to student academic achievement. The interrelationship between excellent facilities, school atmosphere, and student success, according to Moran (2012). Students respond favourably to amenities that are relevant to them. All of these are either missing or in insufficient supply in our classrooms, resulting in poor academic achievement among kids.

### Purpose of the Study

This research work is geared towards educational amenities and student's academic performance in selected government owned secondary schools in Port Harcourt area of Rivers State. The specific aims of the study are:

1. To identify if computers as educational facilities have direct influence on the students' academic performance.
2. To find out if the non-availability of road network, pipe borne water, electricity, waste disposal, funding, of the aforementioned educational facilities can disorganized or influence the attitude of students towards their academic performance.

### Research Questions

The following research questions will be used in the study.

1. To what extent does computers educational facilities influence the student's academic performance?
2. To what extent does non-availability of electricity, pipe-borne water, disposal waste bins, road network and funding disorganize or influence student's attitude towards their academic performance.

### Hypotheses

These hypotheses were formulated and tested at 0.05 significance level.

**H<sub>01</sub>:** There is no significant difference between students taught with computers and those (students) who do not learn with computers in their schools.

**H<sub>02</sub>:** There is no significant difference between schools with waste disposal bins, pipe-borne water, electricity, road network etc. and those (schools) with imagined water system, light, environment and the like.

### Significance of the Study

Educational facilities are significant to private and public schools, teachers, school administrators, and lovers of education. It is important, as it will help the various parties mentioned above. On that note the research will aid to determine the educational facilities such as computers, laboratories, libraries etc. to facilitate the students' academic performances.

Again, it is significant in the sense that these teaching aids or instructional materials will help the beneficiaries to comprehend the lesson and the increases the students' academic performances in the classroom situation and even in any environment in which they will find themselves.

It is also important based on the recommendation the researcher will make concerning the functions of educational facilities to the system.

Finally, educational facilities are important and helps to raise the status, qualities and standards of students because if they can manipulate them well, they can be self-employed such as computer etc.

### Conceptual Review

#### Educational Facilities

A means of importing and facilitating the teaching learning process has been the concern of many who are either concerned with Education or Interested in the development of the child. Thus, the twenty first century has brought along an explosion in technology to solve man's problems, which had been extended to the field of education. This advanced and improved technology in education is now called Education Facilities (Ellen, 1970) [8].

The researcher went through some research materials both

published and unpublished in order to get the true picture of this new educational phenomenon: educational facilities investigations reveal that a lot of research has been carried out on the different phases of educational facilities. One of the findings revealed that:

Audio-visual instructional materials, if properly used, can make significant contributions to learning over a wide range of conditions and subject matter content (Ellen, 1970)<sup>[8]</sup> and besides, in that we tended to lose sight of the newer technological developments. Hence, we now like to refer to technological materials, instructional technology, audio communications, learning resources, and also to instructional or educational media.

The term teaching aids was commonly used at a time when aids were associated with the idea of making the teaching and learning process more convenient to both teachers and students. The process went through changes as more research was being carried out.

### Importance of Educational Facilities

Study materials here refers to instructional "Media". Although almost anything a teacher uses to teach can be considered an instructional aid (Awotua-Efebo 1999) viewed it as any device with instructional content or function that is used for teaching purposes, including books, text books, supplementary materials, and audio visual and other sensory materials, scripts for radio and television instrumentation, programmes for computer managed packaged sets of materials for instruction or manipulations.

As Dike (1999) puts it, instructional media are alternative channels of communications in any teaching-learning situations. According to (Awotua-Efebo 1999) instructional media is anything (materials and equipment) that can help the teacher to communicate effectively his/her ideas or idea to the student so that at the end of instruction the students can do that which the teacher states in the objective. These materials and equipment's can include visuals which include specimens, models, charts and posters pictures, textbooks, maps, atlases and globes, real things, chalkboards, felt board/magnetic and soft boards flip charts, graphs etc.

Other materials are Audio Media Materials, which include Radio, Tape Records/Recording and CDs. Projected and audio-visual media are motion pictures, film and film projectors, video cassette and video disc materials, slides and slide projected overhead projector and transparencies, opaque projector (Episcope), computers etc. (Wodi & Dokubo 2004)<sup>[24]</sup>.

### Problems of Educational Technology/Facilities

Since educational technology is a relatively new concept in the educational system, it is bound to have some problems; researchers reveal that these problems range from mere resistance to storage that is some people have not come to accept it and maintenance of media like computers is not very easy for some people. Akude (1986)<sup>[2]</sup> stresses Tylers' (1980) view that devices or systems that require extensive training for use or that appear complicated are not likely to be used by most teachers. Another factor identified by Tyler is cost. The computer and some projectors are expensive to use and maintain. Technological medium devices or system is an important factor in its use. It is a fact that most public schools are built without due consideration to provision and acquisition of Educational technology of material, 'another problem with Educational technology of materials is

manpower; there are no adequately trained personnel and adequate training programmes.

### The Influence of study Environment on Student's Academic performance

These who design instruction-teachers, curriculum developers, in structural designers, trainers-tend to concentrate on pedagogical and interpersonal issues, ignoring the spatial context in which the teaching-learning process occurs. While concerted efforts are made to vary teaching strategies, the classroom setting remains the same; the arrangement is dictated by tradition or by the custodian. The programme/environmental mismatch that frequently results can be thought of as "setting deprivation", a situation in which the physical environment is unable to support the activities and needs of the users.

The educational environment may be categories into four areas of consideration: visual, Thermal, Acoustic and Aesthetic environments.

**Light and colour:** It has been fairly well established that the light source-sunlight, in can descent eyes providing an appropriate light level is established (Okolie, 1987)<sup>[20]</sup>. Lighting must be of a quantity and quality which will not require students to spend energy either consciously or unconsciously, to adjust to inadequate levels of (right) excessive light, or problems of glare accruing from improper lighting.

**Heating, Conditioning and Ventilation:** There is a general awareness that controlled thermal condition bring about not only comfort, but productivity and safety. Heat gains due to lights, metabolic heat release and solar radiation out weights heat losses most of time, so that the problem is mainly one of removing heat rather supply. Temperature and humidity control, ventilation or air change is essential. According to Okolie (1990), a minimum requirement of at least 10 cubic feet per minute of fresh air per person (not only outside but unpolluted) is a minimum requirement Air should be distributed uniformly with velocities generally not exceeding 25 feet per minutes.

### Computers as an Educational Facilities

Computer can be seen as an electronic machine in solving problems in education and it enhances the students' academic performance. The first electronic computer was built at the University of Pennsylvania in 1954, to solve problems in ballistics and aeronautic for US Army. It is called ENIAC 'Electronic Numeric Integrator and Calculator) but was relatively inadaptable, as it had been designed to work on specific problems EDVAC (Electronic Discrete Variable Automatic Computer) was the next, which was far more versatile. It was a stored programmed machine using punched paper. Tape for input and has been described as the world's first commercial electronic processing data machine e. The international Business (IBM) later developed a general-purpose computer in 1948 called (IBM) 604. In late 1950's the electronic value was superseded by transistor and the first all-transistor computer was built. Since then, computer has gone through series of generations and it can be seen therefore that computer technology is growing very rapidly. The use of computer in Education instructions has been in advocates as potentially a tool peer and the probable means for providing instructional 'flexibility and individualized

instruction.

### Laboratory Facilities

These were all in an attempt to encourage students to study science subject. In recent time emphasis has also been laid on the important for the provision of science facilities to enable our students grapple effectively the challenges of the new educational system (6-3-3-4) policy makers and opinions leaders have expressed concern over this small proportion of students studying science subjects and advanced several reasons why there is lack of interest and also the ineffectiveness of the few that study these subjects. One of the main reasons advanced is the of practical work as a result of lack of or inadequate supply of resource materials to our secondary schools. It is argued that this lack of participation and interest of our students in this important area of knowledge might result in a disadvantageous consequence both for themselves and the society. Secondly the students are disadvantaged when considering careers that required physical science entry requirements.

It then become a serious problem concerning the cause of this lack of interest and the ineffectiveness of the few that study science subjects, and what actually should be done to encourage them to develop interests in the study of science subjects. Whatever a teacher seeks to achieve with his students, his aspirations will be influenced and, in some instances, limited by the teaching and learning resources available to him. Within the reach of the teacher is also the community, which contains both materials and personnel, which can be used to enrich learning.

### Attitude and student achievement

Some psychologists Jenson (1980) and Nash (1970) are of the opinion that equipment and materials arouse students' interest and attitude towards the study of science and that interest and attitude are very much related to achievement. Avvidson (1982) is of the opinion that a better attitude towards schools is associated with high marks because the attitude conditions other factors (home background, teacher influences, and material available which determine students' achievement). This idea was supported by Cromback (1977) who contended that interest patterns have a much to do with persistence and success in line of studies as abilities do suggesting that teachers ought to monitor attitude directly as an opinion or position taken with respect to a psychological object in the study of science, which involve both intellectual and emotional dime on Aiken (1970) said that equipment and materials have direct relationship with attitude. Hindgren (1976) also supported this view by stressing the importance of student's favourable attitude if learning experience are to be successful. Fraser (1978) in a study of student's attitude and achievement in science subjects found a significant positive correlation between student attitude and their achievement in schools science subjects. The respondents were 3,000 male and female students of form five. The test of science related attitudes developed by Fraser was used as the instrument to measure students' attitude towards science.

### Students' academic performance and poor facilities

On any given school's day, about forty percent of Nigerians spend time in a school building. The average age of our schools is close to fifty years, and studies by the statistics Department of the Federal Ministry of Education have documented widespread physical deficiencies in many of them. Faced with an aging building stock and growing,

shifting student enrollments, states and local governments are working hard to build and modernize school facilities.

Those involved in school planning and design see this as an opportunity to enhance academic outcomes by creating better learning environments. Their logic is compelling-how can we expect students to perform at high levels in school buildings that are substandard?

### Indoor Air Quality

Poor indoor air quality (IAQ) is widespread, and its effects are too important to ignore. The Federal Ministry of Education Statistics Office has found that fifteen thousand schools suffer from poor IAQ, affecting more than eight million children or one in five children in our schools (Fed. Mm. of Edu. Statistics Office 1995). The IAQ symptoms identified-irritated eyes, nose and throat, upper respiratory infections, nausea, dizziness, headaches and fatigue, or sleepiness have collectively been referred to as "sick building syndrome" (EPA, 2000).

Ironically, the high incidence of symptoms stemming from poor IAQ seems to have emerged as an unintended consequence of the electric power brownouts, and gas lines that characterized the civil war crisis. In response to that national emergency, many building, including schools, were fitted with air handling systems and controls that delivered less fresh air than now is considered adequate. Most recommendations from the Occupational Safety and Health Administrators (OSHA).

### Lighting

Classroom lighting plays a particularly critical role in student performance Philip obviously, students cannot study unless lighting is adequate, and there have been studies reporting optimal lighting levels (Dunn et al., 1999). Jago and Tanner's (1999) cite results of seventeen studies from the mid-1930s to 1997. The consensus of these studies is that appropriate lighting improves test scores, reduces off-task behaviour, and plays a significant role student achievement. Recently there has been renewed interest in increasing natural daylight in school buildings. Until the 1950s, natural light was the predominant means of illuminating school spaces, but as electric power costs declined, so too did the amount of daylighting used in schools. According to Benya a lighting designer and consultant, including energy-efficient windows and skylight and a renewed recognition of the positive psychological and physiological effects of day-lighting, heightened interest in increasing natural daylight in schools (Benya, 2001) [5].

### Funding as Educational Facilities Function

Historically, the financing of education in Nigeria has been accomplished through: school fees; grant-in-aid from the various government; and levies by cultural unions and various forms of voluntary contributions, by parents and guardians (Adesua, 1981). Igwe (1990) reports of three traditional sources of income for education services include the public authorities, users of education: and self-generated income. In 1960 educational expenditure in Nigeria absorbed 5.0% of the gross national product of the nation (Adesina, 1980). Mbipom, (2000) observes that federal government expenditure on education rose from N20.19 million in 1967/68 session to 867 36 million in 1977/78 session. In the second national development plan, allocation to education accounted for N3.2 billion (or 12%) of the total public sector

budgets, it still remains inadequately funded because of large budgets, it is still remains inadequately funded because of large numbers and high cost of equipment. Nigeria introduces the Universal Primary Education (UPE. the various State government and the federal government have consistently spent a large percentage of their annual-rent budgets on education. In the former Western and Eastern Regions, this source alone accounted for 82.2% and 78.0% respectively, of their total expenditure on education between the years 1955 and 1962 (Ezekiel, 1997).

### Theoretical Framework

The existence, relatedness and growth (ERG) theory developed by Earthman (2012) [7] on the existence needs of this theory is the provision of a pleasant working environment in the work place in this case the school environment, the provision of educational facilities for the teacher and students enhances academic performance.

The growth needs refer to the desire to be self-confident, productive and creative. It involves a person's interaction with his or her environment in order to realize the abilities and capabilities he or she deems important. Thus, with the provision of educational facilities (existence needs), students and teachers interact with these facilities to achieve their academic goals (growth).

Student's performance in classroom and the application of knowledge in general is due to a large extent, on how learning experiences are presented to them. It is believed that education could be enhanced through research on the methods, means and ways the students are taught, or how the learning experience are presented to the student for understanding and mastery.

The term teaching aids was commonly used at a time when aids were associated with the idea of making the teaching and learning process more convenient to both teachers and students. The process went through changes as more research was being carried out.

### Review of Empirical Studies

Hunt (1997) provides more detail on the rather intense arguments that greeted Hanushek's work. Collectively, the work of Krueger, Greenwald, Hedges, and Lanne has undermined the strength of Hanushek's arguments-but the issue is far from settled. While Hanushek has been a driving force in staking out the class size doesn't matter position other researchers using a range of data also have found that reducing class size has no effect on, educational outcomes. For example, Horby (2000), using naturally occurring variation in class sizes in a set of 649 elementary schools, finds that class size no effect on student achievement. An analysis of the relationship between class size and student achievement for Florida students using 1993-9 school level

data found no relationship between smaller classes and student achievement (State of Florida 1998). Similarly, Johnson (2000) finds no effect of class size in 1998 NAEP reading scores, other things being equal. While many studies use student/teacher ratios, Johnson uses class size, and he compares student performance classes that have both more and less than twenty students and finds no different ice. However, Johnson notes that the range of "Collectively, the work of Krueger, Greenwald, Hedges, and Lanne has undermined the strength of Hanushek's arguments-but the issue is far from settled." Class sizes in his database may not be sufficient; since some researchers such as Mosteller (1995) and Slavin (1989) find effects only for very large declines in class size.

In contrast, Robin and Wittebols (1986), using a related cluster analysis approach of more than one hundred relevant research studies (in which similar kinds of research studies are clustered or grouped together), concluded that the clearest evidence of positive effects of smaller class size in the primary grades, particularly kindergarten through third grade, and that reducing class size is especially promising for disadvantaged a minority student.

More positive conclusions on the influence of class size have been drawn from an analysis of Texas schools. Using data from more than 800 districts containing more than 2.4 million students, Ferguson (1991) found significant relationship among teacher quality, class size, and student achievement. For first through seventh grades, using student/teacher ratio as a measure of class size, Ferguson found that district student achievement fell as the student) teacher ratio increased for every student above an eighteen to one (18:1) ratio.

Other studies find that class size affects test scores (Wenglinsky, 1997) used data from fourth graders in more than 200 districts and eight graders in 182 districts and found that smaller class size positively affected math scores for fourth graders and improved the social environment for eight graders, which in turn produced higher achievement. These effects were greatest for students of lower socio-economic status. None of these econometric studies, however, have shown very large effects, and many researchers caution about the high cost of implementing this reform relative to its expected benefits. While the econometric evidence has been inconclusive, there have been a series of experiments in which class sizes have been reduced, and the results of these experiments have been interpreted to support the benefits of smaller case size.

### Methodology

The study adopted pure correlational research design. The population for the study consisted of 1,150 parents, teachers and students as shown in Table 1.

**Tale 1:** Population for the Study

Respondents						
S/N	Names of School	Parent	Teachers	Students		Total
				JSS 3	SS 1	
1.	G.G.S.S. Rumuene	10	20	100	100	230
2.	G.G.S.S. Oromenike	10	20	100	100	230
3.	G.G.S.S. Oroworukwo	10	20	100	100	230
4.	G.G.S.S. Bokorkiri	10	20	100	100	230
5.	G.G.S.S. Elekahia	10	20	100	100	230
	Total	50	100	500	500	1,150

The simple random sampling technique was used to sample 230 respondents for the study. The instrument for data collection were two sets of structured questionnaires, the first was for the parents and teacher while the second questionnaire was for the students. The research instruments were vetted by two experts in measurement and evaluation and are experts in school management and administration within the faculty of Technical and Science education as directed by the supervisor. In order to determine the reliability of the instrument, a test re-test statistical procedure was used. The research instrument was administered to parents, teacher's students etc. J.S.3 and S.S.I from the selected secondary schools. A reliability of 0.60 and 0.65 was established using the Pearson Product Moment Coefficient

Statistic. The copies of research instrument were administered to the various groups under study. The collection was made to aid first-hand information or data of the analysis. The data were collated and analyzed through step-by-step analysis. Simple percentage and mean scores were used to answer the research questions and Pearson Product Moment correlation coefficient to test the relationship between the educational facilities and students' academic performance.

### Result and Discussion

**Research Questions 1:** To what extent do computer as educational facilities influence students' academic performances.

**Table 2:** Mean Computation of Responses on Computer(s) as an Educational Facilities which can Influences students Achievements in class (N = 230)

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	Total	X	Remark
1.	Computer education is a compulsory thing for everybody in education and other disciplines	520 (68.42)	180 (23.68)	40 (5.26)	20 (2.63)	760	3.30	Adequate
2.	Computers increase skills, knowledge and potentials of the students.	360 (50.70)	270 (38.02)	60 (8.45)	20 (2.53)	790	3.09	Adequate
3.	Computer makes reading, printing and fine consumption more simplified.	440 (70.13)	180 (23.38)	40 (5.19)	10 (1.30)	790	3.43	Adequate
4.	Students upgrade their knowledge skills values and through the use of computer and instructional technology	560 (70.13)	180 (23.38)	40 (5.19)	10 (1.30)	790	3.43	Adequate

Grand Mean = 13.25

Students and teachers are sound adequate in terms of class tutorials, Laboratories, workshop/studio and clinics sessions 1.70. the students of the higher institutions as specified by the ministry in terms of number of quality books - 3.24, effective health clinic is collected in all the schools n Rivers State 3 30 and because of poor funding, old tables 3.57

**Research Questions 2:** To what extent does non-availability of electricity, pipe borne water waste disposal bins, road network and funding disorganize or influence students' attitude towards their academic performances.

**Table 3:** Mean computations of non-availability of electricity, pipe borne waster, disposal waste bins, road network and funding which influences the students in their attitudes towards academic performances. (N = 230)

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	Total	X	Remark
5	Money is sourced internally for buying computers for out schools	500 (64.52)	210 (27.10)	60 (7.74)	5 (0.65)	775	3.37	Adequate
6	Non-governmental organization aid to fund the school's facilities.	400 (52.63)	300 (39.47)	60 (7.32)	0	760	3.30	Adequate
7	Through donations and launching sound road network facilitates accessibility to the learning environment.	360 (49.23)	270 (39.99)	100 (13.7)	0	730	3.17	Adequate
8	Electricity, water, and absence of teachers during classes are the major constraints of students in schools	680 (81.44)	120 (14.37)	5 (0.6)	835-0	3.63-835	3.63	Adequate

Grand Mean = 13.47

Money is scored internally for buying computers for our schools – 3.37, non-governmental organizations aid to fund schools through facilities donations and launching of other things 3.30, sound road network, facilitates accessibility to the learning environment 3.17 and electricity, water and absence of teachers during class are the major constraints of

students in schools.

**Hypothesis 1:** There is no significant difference in academic performance between students taught with computers and those who do not learn with computers in their schools

**Table 4:** Analysis of responses between students taught with computers and those who do not learn with computers in schools

Response	N	X	SD	Df	P	Std Err	t-Cal	t-Cri	Remarks
Teachers	80	15.75	14.77	228	0.05	0.59	4.84	3.689	Significant
Students	12.21	11.1	150						

The result in the table shown above indicates that there is a significant difference between student taught with computers and those that do not learn with computers. This depicted by the t-cal of 4.84 at  $P = 0.05$  which is greater than t-critical of 3.689. The null hypotheses is rejected and the alternative hypotheses is accepted.

**Hypothesis 2:** There is no significant difference in academic performance between schools with waste disposal, pipe-borne water, electricity, road network etc and those with imagine water system, environment and the like.

Table 4: Analysis of responses between schools with waste disposal, pipe-borne, electricity, road network etc. and those with imagined water system, environment and the like.

**Table 5**

Response	N	X	SD	Df	P	Std Err	t-Cal	t-Cri	Remarks
Teachers	12.44	11.84	80	228	0.05	0.47	0.23	0.15	Significant
Students	12.33	11.11	150						

The result above shows that there is a significant difference between schools with the aforementioned facilities and those without them in their schools. However, this depicted by the t-cal of 0.23 at  $p 0.05$  which is greater than t-critical of 0.15. The null hypothesis is rejected and the alternative accepted.

### Discussion of Findings

There is no significant difference in students taught computers and those who do not learn with computer in schools. Based on the result of the study, the researcher discovered that the hypothesis is rejected. This means that there is significant difference between those that studied with computer and those that do not. The non-acceptance of this hypothesis implies that studying in schools with computers aid learning faster than those schools without computers. Some research studies carried out by Berko (1991) and Bluckey (1989), shows a significant difference in this regard. In effect, the findings of these studies are similar to the present study.

The research hypotheses stated above revealed a significant difference between schools with pipe-borne water, electricity etc. and those without such facilities. Base on that, the null hypothesis is rejected. The non-acceptance of this hypothesis depicts that there are schools with waste disposal bins, pipe-borne water, electricity, road network etc. and those schools without the above-mentioned facilities. These things make education to be enjoyable while in the process of teaching and learning.

### Conclusion

Based on results and findings of the research work, the following conclusions are drawn. That the availability of educational facilities in the teaching and learning process is very important and has numerous advantages in student rate of retention and assimilation thereby enhancing students' academic performance. No good lesson would have been taught effectively without the use of educational facilities. The use of educational facilities is good and relevant only when they are judiciously applied and manipulated. From the foregoing, one can infer that what makes a lesson easy to understand and a teacher resourceful are the types of educational facilities used during a lesson and how well they are used.

### Recommendations

Based on the result that majority of schools do not have educational facilities it is recommended that government

should:

1. Library and laboratory should be provided for schools for effectiveness teaching and learning processes.
2. More fund should be made available for the heads of school for proper running of the school while the government would have a monitoring body to oversee what they have issued the money. Again, money should be directed to the problem areas in education.
3. Facilities of health should be provided for school to enhance student academic performance.

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