



Comparative Assessment of Provision and Utilization of School Facilities in Public and Private Secondary Schools in South West Nigeria

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ABSTRACT

The study compared the provision and utilization of school facilities in public and private secondary schools in South West, Nigeria. Four specific objectives with corresponding research questions guided the study and two hypotheses were formulated and tested at 0.05 level of significance. The study adopted a comparative research design. The population of the study was 113,116 teachers comprising 44,526 public and grant aided secondary school teachers and 68, 590 private secondary school teachers in 13,350 secondary schools made up of 2,699 public secondary schools and 10,651 private secondary schools in the South Western, Nigeria. The sample size for the study was 382 teachers and 370 secondary schools. The sample size was selected using proportionate stratified, systematic and convenience sampling techniques. Two instruments, a checklist and a questionnaire were used for data collection. The instruments were validated by experts. The reliability of the questionnaire was established using Cronbach Alpha method and an overall reliability coefficient of 0.79 was obtained. Data collected were analyzed using Means and Standard Deviation to answer research questions while independent t-test was used to test the hypotheses at 0.05 level of significance. Findings of the study revealed that the provision and utilization of school facilities in public and private secondary schools significantly differ in South West Nigeria in favour of private schools. The study concluded that, private schools generally fare better in provision and utilization school facilities in secondary schools than public secondary schools in South-West Nigeria. The study therefore recommended among others that given that private schools show better provision of facilities, there should be increased government investment in public school infrastructure through the allocation of more funds specifically for facility development and maintenance in public schools to bridge the gap with private institutions. Also, since private schools demonstrate higher utilization of facilities, the government should implement comprehensive training programmes for public school teachers and administrators on effective use of available resources. This could include workshops on integrating various facilities into teaching methodologies and curriculum delivery

Keywords: School Facilities, Provision, Utilization, Public Secondary Schools and Private Secondary Schools

Introduction

Globally, community participation in the administration of schools is recognized as a crucial School facilities form an integral part of educational process. The quality of education delivered by teachers and the academic achievement of students of any school is dependent on several factors of which school facilities is paramount. School facilities are materials resources that enhance teaching and learning thereby making the process meaningful and purposeful. Teaching and learning cannot be effective where there are inadequate school facilities. One major component for measuring the success of any educational programme is the provision and utilization of facilities for such educational programme. School facilities are very good means of measuring the standard and quality of the education being provided. Mupa and Chinooneka (2015) states that effective teaching and learning is dependent on provision of physical facilities such as classroom facilities, sporting facilities and Information and Community Technologies (ICT) facilities among others.

Provisions of facilities entail making available resources needed for effective teaching and learning in school. The importance of provision of facilities cannot be over-emphasized in teaching and learning in schools. The provision of facilities in school motivates the learners, increases the teacher's efficiency and promotes the productivity of the teacher. Facilities provisions are important aspect of achieving the desired goals of education and management. Non provision of school facilities will make it difficult for the implementation of school programmes (Lawanson & Gede, 2011). Provision of school facilities goes a long way in helping teachers to teach students effectively.

It is worthy of note that the provision of facilities does not translate to effective teaching and learning but the utilization of the resources. It is one thing for facilities to be provided to schools, and it is another for them to be utilized to serve the purpose for which they are provided. Akinsolu (2012) observes that utilization is to make use of available resources at the individual's disposal. These resources include the facilities, equipment and experienced personnel. Olagunju and Abiona (2008) states that the provision of facilities should be utilized in such a way that it enables the students to

acquire desirable learning competencies. Utilization of facilities in teaching brings about fruitful learning since it stimulates students' senses and motivates them. According to Nikky (2010), there is a relationship between knowledge of a skill and the actual utilization of knowledge. Nikky adds that the expected outcome in a programme will not come from mere acquisition of knowledge but from its utilization. Utilization as used in this study is the actual use of facilities provided in the school for effective teaching, learning and development of physical, social, mental and emotional wellbeing of the students.

According to Agwubike and Ogbouma (2010), provision and utilization of school facilities offer the best opportunity for students' physical activities. School facilities form one of the notable factors that are anticipated to contribute to students' academic achievement in the school system. School facilities are therefore of great significance to educational experiences in physical education. One of the goals of facilities is the total development of the students' physical, mental, social and emotional well-being. These facilities include school classroom, sporting facilities, libraries, laboratories, school clinic, toilet facilities, recreational centres, power supply, water supply, hostel accommodations, offices, dining halls and information and communication technology (ICT) equipment. They also include teaching aids, chairs, tables, devices such as modern educational hardware and software in the form of magnetic tapes, films, and transparent stripes. They are designed to enhance the process of teaching. The absence of school facilities implies the non-existence of any set up that may be referred to as school.

Provision of facilities in schools according to Asemah (2010) enhances the level of student's concentration and it can serve as: an aid to better understanding on the part of the students as well as help the teachers to communicate better; suitable relaxation centre that eases tension on the part of staff and students hence encourages academic performance on the part of staff and students. It also helps students in developing their mental alertness which largely enhances academic performance. Provision of facilities is a motivating factor or force for teaching and learning. Ogunsaju (2010) maintains that the quality of education that students receive is directly proportional to the availability and utilization of facilities and overall atmosphere in which learning takes place. In this study, basic school facilities that make up secondary education set up will be studied. Hence this study will be focusing on the provision and utilization of the following facilities: library facilities, classroom facilities, staffroom facilities, toilet facilities, laboratory facilities, sporting facilities and ICT facilities.

Library facilities refer to the physical, technological, and organizational resources provided by a library to support its users in accessing information, conducting research, and engaging in educational or recreational activities. The presence of library facilities in school helps to accelerate the implementation of educational programs so that the aims and objectives of education could be achieved (Owate & Iroha, 2013). Provision and utilization of school library facilities makes room for additional reading opportunities for students, thus improving their knowledge, writing skills, reading skills and clarity of expression. Provision and utilization of library facilities helps to support both students and teachers in school because it keeps them abreast of new development in education. Studies found that the provision and utilization of library services is significantly related to success of educational set up. For instance, Oji and Abana (2012) confirm that provision and utilization of library facilities increase students' study habits. The authors claim that learners cannot acquire knowledge only through classrooms alone, they need to consult library materials (including online) to add to what teacher has taught them. The student's intellectual capacity development is linked to constant use of library resources. Therefore, library is meant to fulfil their information needs because it is more convenient for students to collect reading materials from the school library.

Classroom facilities refer to the physical and organizational elements within a space dedicated to teaching and learning. These facilities are designed to create an environment that supports effective instruction, student engagement, and educational activities. Ryan (2013) points out that classrooms are buildings where students develop what they aspire for their future, as well as knowledge and skills necessary to reach that aspiration. The author points out that the physical setting environment of a classroom includes designating areas for specific activities, choosing and arranging furniture, arranging proper seating to facilitate learning, decorating areas for specific purposes and organising materials and providing easy access. Common among the facilities found in school classrooms includes: Televisions, maps, charts, pencils, books, monographs and LCD projector for presenting information and images from a computer (Mojela, 2013). Provisions and utilization of school classroom facilities provide a comfortable and stress-free working environment that is suitable for intellectual activities like teaching and learning.

Similarly, staffroom facilities are very essential to the performance of staff in secondary schools. Staffroom is where teachers have their desk and prepare their lessons. Staffroom plays very important role in the teachers' job performance at every level of education. It represents a learning environment which has a tremendous influence on the comfort, safety and performance of the teachers (Atidoga, 2017). Staffroom facilities help in day to day running of the school by the staff, sharing information, planning and working jointly and is largely conducted through informal and formal daily and weekly meetings of various kinds. Staffroom facilities provide staff with personal work space, seating arrangement, outside view, lighting, noise, temperature and ventilation and safety and security. These facilities aim to enhance productivity, well-being, and collaboration among staff members.

In addition, laboratory facilities are materials / resources that can be used to ease, encourage, improve and promote teaching and learning activities in the laboratory. They are materials /resources that a teacher uses to pass information to the learners. These facilities communicate explicitly to clarify concept, knowledge and facilitate understanding for learners (Anyadiegwu, 2018). Laboratory facilities offer opportunities for productive, cooperative interaction among students and with the teachers. It makes teaching and learning more practical thereby enhancing an effective job performance of the secondary school teacher and improving students' academic performance. Provision and utilization of laboratory facilities could potentially enhance constructive and social relationships as well as positive attitude and cognitive growth of students and teachers in secondary schools. Despite the importance of laboratories, many researchers such as Omiko (2015) finds that there are shortages in the number of laboratories in Nigerian schools. The author adds that many schools do not have required laboratory facilities. Hence, students often fail to acquire science laboratory skills because their teachers were unable to conduct practical as they would like to and this always had inevitable consequences for students' learning. These shortages of laboratory facilities could have serious implications on the quality of schools' output. All these show the importance attached to laboratories in schools.

Inappropriate, inadequate provision and utilization of laboratory facilities are being identified by some scholars such as Ihejiamaizu and Ochui (2016) as the possible causes of students' poor performance.

Furthermore, sporting facilities refer to the physical infrastructure and amenities specifically designed and constructed to support various sports and recreational activities. Schools equipped with sports facilities provide students with the opportunity to cultivate mental resilience and foster teamwork. Bucher (Cited in Shuaibu, Mall & Sabo, 2020) describes sports facilities in terms of material infrastructures such as track and field ground and pitches, football field, swimming pool, all sports and game pitches and courts and the gymnasium; which are required for sports experience. Sporting facilities in secondary schools are such facilities as: football field, volleyball court, handball field, athletic oval and table tennis bats among others (Okwere, Abieraba & Osman, 2019). They also include, but not limited to: basketball courts, baseball fields, running tracks, and skating rinks. Good health and well-being can be maintained through participation in sports or engaging in physical activities or exercise. Schools usually set aside some part of their premises for sporting facilities and recreational grounds for students to enable children to develop themselves physically and mentally

Toilet facilities in schools refer to the designated areas or spaces within educational institutions that are equipped with sanitary fixtures such as toilets, sinks, and possibly other amenities. These facilities are essential for addressing the personal hygiene needs of students, teachers, and staff during school hours. Properly maintained and accessible toilet facilities contribute to a healthy and comfortable learning environment, promoting overall well-being and sanitation within the school community. According to Joshua (2014), human excreta which form an important cause of environmental pollution need to be properly disposed through modern methods that are socially and culturally acceptable to the people. The school toilet facilities are important facilities that need to be provided in schools for convenience of students and teachers to feel comfortable. Inadequate toilet facilities in schools has its health implications on the well-being of students and teachers as this can result in illness and diseases such as bacterial, viral and parasitic in origin such as typhoid and paratyphoid fever, dysenteries, diarrhoeas, cholera, hookworm, ascariasis, viral hepatitis, schistosomiasis, guinea worm diseases, genito-urinary tract infections and a host of other intestinal and parasitic infections or even eye infections like trachoma (caused by *Chlamydia trachomatis* which is caused by flies that breed in dirty environment).

In similar vein, Information and Communication Technology facilities have brought a robust change in secondary schools especially in the area of teaching and learning. Information and communication technology facilities are described as all the equipment available for the identification, generation, processing, storage, packaging, preservation, and conservation and sending of information, regardless of time and location challenges (Nwuke & Ucheju, 2021). Therefore, it becomes pertinent for administrators, who serve as key implementers of the nation's educational policy, to be well-informed and adequately equipped with ICT facilities in order to enhance their performance in this age of information explosion and technological advancement. The provision and utilization of ICT facilities in schools lead to significant educational and pedagogical outcomes, beneficial to both students and teachers.

Foregoing, the role of school facilities for effective teaching and learning in schools cannot be overemphasized. In Nigeria, school facilities are used in both public and private secondary schools for the actualization of educational objectives. While public secondary school is any post primary learning institution established, funded and overseen by the government, the private secondary school is any post primary learning institution established, funded and oversees by the individuals, groups, missions and non- governmental organization. Public schools are generally considered to provide broader access, serving a more diverse student population including those from low-income backgrounds while private schools might be perceived as catering to a more affluent demographic (Chingos & Peterson, 2011). In Nigerian schools, there is a public held pinion that public schools often face challenges related to inadequate infrastructure, overcrowded classrooms, and limited teaching resources and these factors seem to impact the quality of education and the learning environment. On the other hand, private schools tend to have smaller class sizes, better infrastructure, and a more conducive learning environment. They often invest in facilities, technology, and teacher training, which seem to contribute to a higher perceived quality of education.

In literature, the provision and utilization of school facilities in public and private secondary schools have stirred a debate among scholars over the years. While some studies tend to suggest that school facilities are provided and utilized more in public schools (Adewolo, 2021), others suggest that the provision and utilization of school facilities in private schools is higher and nothing compared to that of public schools. Through the report of World Bank on "Education and Health Services in Nigeria", Ojukwu (2022) disclosed that private schools in Nigeria outperformed public schools across all indicators.

In South-West Nigeria, discussions and reports about the provision and utilization of school facilities in public and private schools has been inconclusive. While some arguments seem to suggest that the standard and quality of education in private schools surpasses that of public schools in all ramifications, particularly in the provision and utilization of school facilities due to the fact that the government in a way has neglected the educational needs of public schools, some seem to suggest that most private schools do not have enough landmass to contain school facilities which are necessary for effective teaching and learning. In view of these arguments, the researcher sought to carry out a comparative assessment of the provision and utilization of school facilities in public and private secondary schools in South-West Nigeria.

Problem Statement

Over the years, there has been an unending debate about the provision and utilization of school facilities for quality education in public and private secondary schools in Nigeria at large. The World Bank in a report titled "Education and Health Services in Nigeria", as reported by Ojukwu (2022) recently disclosed that private schools in Nigeria outperformed public schools across all indicators. The report has it that in terms of input availability and competency, private schools performed better than public schools, as nevertheless, public schools performed poorly generally. It revealed that the

availability of infrastructure was three times higher in private schools and availability of teaching equipment in private schools had an average of 66% compared to 45% in public schools.

In the South-West region of Nigeria, there have been concerns about the provision and utilization of school facilities in secondary schools. Disparities in resource allocation and utilization seem to exist, leading to potential inequalities in educational opportunities and outcomes among students. Some researchers have shown that private schools provide more facilities and it is attractive to parents compared to public schools. However, reports have it that while some schools, particularly public ones have landmass to set up such facilities, private schools have little or no space for sporting activities (Chingos & Peterson, 2011). This raises the question of whether facilities in schools are more abundantly provided and effectively utilized in private schools compared to public schools and vice versa.

Moreover, there is a prevalent belief that the standard of education in public schools in South West Nigeria pales in comparison to that in private schools. This perception stems from the assumption that the relatively low fees charged in public schools cannot afford students the same quality of education as their peers in private institutions. Some individuals hold the view that public schools offer well-constructed school buildings, libraries, and sports facilities, whereas private schools may lack these amenities due to financial constraints. It is worthy of note that one of the most effective ways to measure the quality of a school is in the provision and utilization of school facilities. The problem of this study was to compare the provision and utilization of school facilities in secondary schools in South-West Nigeria.

Objectives

Specifically, the study compared the:

- i. school facilities provided in public and private secondary schools
- ii. extent of provision of school facilities in public and private secondary schools
- iii. school facilities utilized in public and private secondary schools
- iv. extent of utilization of school facilities in public and private secondary schools

Research Questions

The following research questions were raised to guide the study:

- i. What are the differences in the provision of school facilities in public and private secondary schools?
- ii. To what extent do school facilities provided differ in public and private secondary schools?
- iii. What are the differences in the utilization of school facilities in public and private secondary schools?
- iv. To what extent do school facilities utilized differ in public and private secondary schools?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance

- i. Provision of school facilities in public and private secondary schools do not significantly differ in South West Nigeria
- ii. Utilization of school facilities in public and private secondary schools do not significantly differ in South West Nigeria

Methodology

The research design adopted for the study was comparative research design. The population of the study was 113,116 teachers comprising 44,526 public and grant aided secondary school teachers and 68, 590 private secondary school teachers in 13,350 secondary schools made up of 2,699 public secondary schools and 10,651 private secondary schools in the South Western, Nigeria. The sample size for the study was 382 teachers and 370 secondary schools. The sample size is determined using Krejcie and Morgan (1970) table for determining sample size from a given population. The sample size was selected using proportionate stratified, systematic and convenience sampling techniques. Two instruments, a checklist and a questionnaire were used for data collection. The checklist was titled "School Facilities Provision Checklist (SFPC)" while the questionnaire was titled "School Facilities Utilization Questionnaire (SFUQ)". The checklist and questionnaire were developed in line with the specific objectives of the study such that the research questions were answered. The instruments were subjected to face and content validation by three experts, one each from Measurement and Evaluation and two from Educational Administration and Planning, from the departments of Guidance and Counselling and Educational Administration and Planning respectively. The experts were all from Joseph Sarwuan Tarka University, Makurdi. To ensure the reliability of the questionnaire, it was trial-tested on 60 teachers (30 public and 30 private secondary schools) in four schools (2 public and 2 private secondary schools) in South Western Nigeria, who were part of the population but not part of the sample of the study. The reliability index of the instrument was established using Cronbach Alpha method and coefficient 0.79 was obtained indicating that the instrument was reliable. Data collected for the study

was analyzed using Means and Standard Deviation to answer the research questions while an independent t-test was used to test the null hypotheses at 0.05 level of significance.

Results

Research Question 1: What are the differences in the provision of school facilities in public and private secondary schools?

Table 1: Provision of School Facilities in Public and Private Secondary Schools in South West

	Clusters	School Type		Remark
		Public Schools	Private Schools	
	A: Classroom Facilities			
1	Dusters	√	√	Provided
2	Wall clock	√	√	Provided
3	Seaters/desk	√	√	Provided
4	Chalk board	√	√	Provided
5	Ceiling fan	√	√	Provided
6	Lighting Points	√	√	Provided
7	Tables for Teachers	√	√	Provided
	B: Library Facilities			
1	Ceiling fan	√	√	Provided
2	Periodicals	√	√	Provided
3	Current text books	√	√	Provided
4	Tables	√	√	Provided
5	Chairs	√	√	Provided
6	Book shelves	√	√	Provided
7	Clock	√	√	Provided
	C: Staffroom Facilities			
1	Tables	√	√	Provided
2	Chairs	√	√	Provided
3	Office cabinet	√	√	Provided
4	Fans	√	√	Provided
5	Electrical bulbs	√	√	Provided
6	Wall Clock	√	√	Provided
7	Textbooks	√	√	Provided
	D: Laboratory Facilities			
1	Work benches	√	√	Provided
2	Gas light/stove	√	√	Provided
3	Reagents	√	√	Provided
4	Washing basin/soap	√	√	Provided
5	Microscope	√	√	Provided
6	Tables	√	√	Provided
7	Wall Clock	√	√	Provided

E: Sporting facilities				
1	Lawn tennis/balls	√	√	Provided
2	Rackets	√	√	Provided
3	Table tennis table/balls	√	√	Provided
4	Table tennis bats	√	√	Provided
5	Football field/footballs	√	√	Provided
6	Handball Court/Handball	√	√	Provided
7	Volleyball court/volleyball	√	√	Provided
F: Toilet Facilities				
1	Water tank.	√	√	Provided
2	Water tape	√	√	Provided
3	Water Closet	√	√	Provided
4	Toilet disinfectants	√	√	Provided
5	Hand washing basin	√	√	Provided
G: ICT Facilities				
1	Desktop sets/laptops	√	√	Provided
2	Printer	√	√	Provided
3	Photocopy machine	√	√	Provided
4	Internet	√	√	Provided
5	Television	√	√	Provided
6	Projector	√	√	Provided

The result in Table 1 indicates that both public and private secondary schools in the South West region provide an extensive range of school facilities. Across various clusters—including classroom, library, staffroom, laboratory, sporting, toilet, and ICT facilities—both school types have marked every item as provided. This suggests a parity in the provision of basic educational infrastructure, with both public and private schools ensuring the availability of essential resources such as dusters, wall clocks, seaters/desks, chalkboards, and ceiling fans in classrooms; ceiling fans, periodicals, and current textbooks in libraries; tables, chairs, and office cabinets in staffrooms; work benches, gas lights/stoves, and reagents in laboratories; and lawn tennis balls, rackets, and football fields in sporting facilities. Similarly, toilet facilities like water tanks, water taps, water closets, toilet disinfectants, and hand washing basins are provided, as well as ICT facilities including desktop sets/laptops, printers, photocopy machines, internet, televisions, and projectors. This uniformity in the provision of school facilities suggests that both public and private schools are equally equipped to support the educational needs of their students.

Research Question 2: To what extent do school facilities provided differ in public and private secondary schools?

Table 2: Extent of Provision of School Facilities in Public and Private Secondary Schools

	Clusters	Public Schools		Private Schools	
		Mean	Std. Dev	Mean	Std.Dev.
A: Classroom Facilities					
1	Dusters	2.85	.87	3.43	.79
2	Wall clock	2.80	.91	2.98	.80
3	Seaters/desk	2.75	.84	2.98	.83
4	Chalk board	3.21	.99	3.33	.83
5	Ceiling fan	2.47	1.01	2.65	.87
6	Lighting Points	2.33	.90	2.60	.78

7	Tables for Teachers	2.42	.87	2.73	.86
B: Library Facilities					
1	Ceiling fan	2.48	.80	2.67	.89
2	Periodicals	2.78	.87	2.89	.77
3	Current text books	2.46	1.00	2.69	.78
4	Tables	2.86	.84	3.38	.82
5	Chairs	2.94	.93	3.40	.81
6	Book shelves	2.96	.88	3.28	.80
7	Clock	2.53	.76	3.26	.99
C: Staffroom Facilities					
1	Tables	3.02	.80	3.62	.86
2	Chairs	3.08	.91	3.71	.80
3	Office cabinet	2.49	.78	2.61	.98
4	Fans	2.41	1.02	2.83	.85
5	Electrical bulbs	2.39	.87	2.46	.83
6	Wall Clock	2.90	.84	3.30	.94
7	Textbooks	3.35	.92	3.63	.88
D: Laboratory Facilities					
1	Work benches	2.34	1.00	2.37	.83
2	Gas light/stove	2.41	.87	2.78	.90
3	Reagents	2.24	.78	2.61	.80
4	Washing basin/soap	2.64	.89	2.87	.98
5	Microscope	2.39	.90	2.54	.94
6	Tables	2.79	.84	2.87	1.00
7	Wall Clock	2.28	.78	2.49	.94
E: Sporting facilities					
1	Lawn tennis/balls	2.23	1.02	2.42	.78
2	Rackets	2.20	.93	2.41	.89
3	Table tennis table/balls	2.01	.77	2.27	.86
4	Table tennis bats	1.98	.81	2.24	.84
5	Football field/footballs	3.84	.80	2.58	.81
6	Handball Court/Handball	2.41	.89	2.20	.78
7	Volleyball court/volleyball	2.38	.87	2.18	.90
F: Toilet Facilities					
1	Water tank.	2.28	.85	2.43	.87
2	Water tap	2.19	.79	2.23	.80
33 3	Water Closet	2.26	.86	2.50	.87
4	Toilet disinfectants	2.03	1.01	2.40	.81

5	Hand washing basin	2.29	.92	2.44	.84
G: ICT Facilities					
1	Desktop sets/laptops	1.86	.79	2.38	.80
2	Printer	1.52	.77	2.33	.81
3	Photocopy machine	1.50	.80	2.32	.78
4	Internet	1.34	.81	2.29	.80
5	Television	2.01	.80	2.38	.78
6	Projector	1.35	.74	2.00	.81
Cluster Mean		2.44	.87	2.72	.85

The result in Table 2 reveals differences in the provision of school facilities between public and private secondary schools. Overall, private schools exhibit higher mean scores across various categories of school facilities, indicating better provision. For example, private schools have higher mean scores for classroom facilities such as dusters (3.43 vs. 2.85) and chalkboards (3.33 vs. 3.21). Similarly, in library facilities, private schools lead with higher provision scores for chairs (3.40 vs. 2.94) and tables (3.38 vs. 2.86). This trend continues in staffroom facilities, where private schools have higher means for tables (3.62 vs. 3.02) and chairs (3.71 vs. 3.08). Private schools also surpass public schools in the provision of laboratory facilities, sporting facilities, toilet facilities, and ICT facilities, with notable differences in items such as desktop sets/laptops (2.38 vs. 1.86) and printers (2.33 vs. 1.52). The cluster mean scores further underscore this disparity, with private schools averaging 2.72 compared to 2.44 for public schools, indicating a generally higher level of facility provision in private secondary schools.

Research Question 3: What are the differences in the utilization of school facilities in public and private secondary schools?

Table 3: Utilization of School Facilities in Public and Private Secondary Schools

Clusters		Public Schools		Public Schools	
		Mean	Std. Dev	Mean	Std.Dev.
A: Classroom Facilities					
1	Dusters	2.80	.81	3.51	.82
2	Wall clock	2.61	.87	3.00	.84
3	Seaters/desk	2.92	.83	3.29	.87
4	Chalk board	3.33	.89	3.62	.85
5	Ceiling fan	2.21	.87	2.76	.84
6	Lighting Points	2.01	.88	2.48	.80
7	Tables for Teachers	2.37	.84	2.79	.83
B: Library Facilities					
1	Ceiling fan	2.37	.83	2.59	.90
2	Periodicals	2.54	.84	2.97	.87
3	Current text books	2.41	.96	2.77	.90
4	Tables	2.89	.81	3.42	.94
5	Chairs	3.00	.90	3.57	.84
6	Book shelves	2.87	.87	3.30	.82
7	Clock	2.42	.79	2.96	.87
C: Staffroom Facilities					
1	Tables	3.33	.82	3.69	.81
2	Chairs	3.21	.87	3.73	.81
3	Office cabinet	2.38	.80	2.60	.87

4	Fans	2.34	.79	2.54	1.00
5	Electrical bulbs	2.31	.84	2.39	.88
6	Wall Clock	2.34	.80	3.14	.96
7	Textbooks	3.41	.98	3.70	.87
D: Laboratory Facilities					
1	Work benches	2.27	.87	2.33	.87
2	Gas light/stove	2.35	.89	2.50	.91
3	Reagents	2.00	.90	2.43	.84
4	Washing basin/soap	2.41	.86	2.80	.93
5	Microscope	2.21	.95	2.42	.90
6	Tables	2.65	.81	2.85	.98
7	Wall Clock	2.24	.81	2.40	.91
E: Sporting facilities					
1	Lawn tennis/balls	2.12	.99	2.31	.80
2	Rackets	2.10	.90	2.21	.90
3	Table tennis table/balls	1.99	.81	2.00	.84
4	Table tennis bats	1.96	.83	1.98	.80
5	Football field/footballs	3.91	.82	2.49	.97
6	Handball Court/Handball	2.61	.81	2.31	.82
7	Volleyball court/volleyball	2.50	.83	2.00	.86
F: Toilet Facilities					
1	Water tank.	2.10	.88	2.30	.89
2	Water tap	1.87	.86	2.19	.93
33 3	Water Closet	1.89	.81	2.21	.90
4	Toilet disinfectants	2.00	.90	2.45	.86
5	Hand washing basin	2.00	1.00	2.47	.89
G: ICT Facilities					
1	Desktop sets/laptops	1.64	.83	2.40	.86
2	Printer	1.32	.81	2.50	.89
3	Photocopy machine	1.31	.85	2.48	.84
4	Internet	1.25	.84	2.37	.97
5	Television	1.85	.91	2.41	.90
6	Projector	1.67	.83	2.03	.83
Grand Mean		2.35	.86	2.69	.83

The data in Table 3 reveal notable differences in the utilization of school facilities between public and private secondary schools. Private schools demonstrate higher utilization across various categories, including classroom, library, staffroom, laboratory, sporting, toilet, and ICT facilities. For instance, private schools show greater use of classroom facilities like dusters (3.51 vs. 2.80) and chalkboards (3.62 vs. 3.33). Similarly, library facilities such as chairs (3.57 vs. 3.00) and book shelves (3.30 vs. 2.87) are more frequently utilized in private schools. In staffrooms, private schools also lead in the use of tables (3.69 vs. 3.33) and chairs (3.73 vs. 3.21). Laboratory facilities, sporting facilities, toilet facilities, and ICT facilities all follow this trend, with private schools exhibiting higher utilization scores, particularly in areas like desktop sets/laptops (2.40 vs. 1.64) and printers (2.50 vs. 1.32). The

grand mean scores further emphasize this disparity, indicating that private schools (2.69) utilize their facilities more extensively than public schools (2.35), highlighting significant differences in the usage of educational resources between the two types of institutions.

Research Question 4: To what extent do school facilities utilized differ in public and private secondary schools?

Table 4: Extent of Utilization of School Facilities in Public and Private Secondary Schools

Clusters		Public Schools		Public Schools	
		Mean	Std. Dev	Mean	Std.Dev.
A: Classroom Facilities					
1	Dusters	3.00	.87	3.63	.80
2	Wall clock	2.71	.80	3.21	.91
3	Seaters/desk	3.07	.81	3.33	.82
4	Chalk board	3.40	.81	3.68	.82
5	Ceiling fan	2.28	1.00	2.82	.87
6	Lighting Points	1.92	.93	2.44	.94
7	Tables for Teachers	2.39	.90	2.87	.95
B: Library Facilities					
1	Ceiling fan	2.39	.81	2.65	.88
2	Periodicals	2.57	.94	3.03	.91
3	Current text books	2.40	.83	3.01	.92
4	Tables	2.97	.80	3.47	.86
5	Chairs	3.21	.93	3.60	.83
6	Book shelves	3.00	.81	3.49	.83
7	Clock	2.49	.80	3.07	.82
C: Staffroom Facilities					
1	Tables	3.39	.81	3.71	.93
2	Chairs	3.30	.81	3.76	.87
3	Office cabinet	2.40	.78	2.63	.99
4	Fans	2.29	.83	2.60	.90
5	Electrical bulbs	2.25	.89	2.45	.88
6	Wall Clock	2.41	.87	3.23	.91
7	Textbooks	3.50	.92	3.79	.81
D: Laboratory Facilities					
1	Work benches	2.24	.85	2.39	.83
2	Gas light/stove	2.33	.97	2.58	.93
3	Reagents	1.97	.92	2.46	.89
4	Washing basin/soap	2.43	.82	2.81	.99
5	Microscope	2.31	.91	2.50	1.00
6	Tables	2.71	.87	2.96	.96
7	Wall Clock	2.29	.88	2.47	.89
E: Sporting facilities					
1	Lawn tennis/balls	2.19	.89	2.29	.95

2	Rackets	2.00	.95	2.22	.92
3	Table tennis table/balls	2.02	.87	2.03	.82
4	Table tennis bats	1.99	.87	2.00	.85
5	Football field/footballs	3.94	.84	2.43	.93
6	Handball Court/Handball	2.77	.90	2.29	.84
7	Volleyball court/volleyball	2.61	.95	2.06	.89
F: Toilet Facilities					
1	Water tank.	2.11	.1.01	2.35	.81
2	Water tap	1.89	.96	2.24	.87
33 3	Water Closet	1.94	.89	2.30	.91
4	Toilet disinfectants	2.07	.95	2.52	.84
5	Hand washing basin	2.10	.87	2.50	.83
G: ICT Facilities					
1	Desktop sets/laptops	1.72	.78	2.51	.81
2	Printer	1.39	.76	2.54	.78
3	Photocopy machine	1.37	.80	2.59	.83
4	Internet	1.28	.67	2.47	.89
5	Television	2.00	.79	2.50	.78
6	Projector	1.58	.78	2.14	.80
Grand Mean		2.40	.84	2.75	.88

The result in Table 4 illustrates the differences in the extent of utilization of school facilities between public and private secondary schools. Overall, private schools consistently report higher utilization across various facility categories. For classroom facilities, private schools have higher usage rates for items like dusters (3.63 vs. 3.00), wall clocks (3.21 vs. 2.71), and chalkboards (3.68 vs. 3.40). Similarly, private schools show greater utilization of library facilities such as current textbooks (3.01 vs. 2.40) and chairs (3.60 vs. 3.21). In staffroom facilities, private schools also lead with higher usage of tables (3.71 vs. 3.39) and chairs (3.76 vs. 3.30). Laboratory facilities, sporting facilities, toilet facilities, and ICT facilities all follow this pattern, with private schools having higher utilization scores across the board. The grand mean scores reinforce this trend, indicating that private schools (2.75) utilize their facilities more extensively than public schools (2.40), highlighting a significant disparity in facility utilization between the two types of schools.

Hypothesis 1: Provision of school facilities in public and private secondary schools do not significantly differ in South West Nigeria

Table 5: Independent t-test analysis on the significance of provision of school facilities in public and private secondary schools

School Type	N	Mean	F	t-value	df	Sig. value	α -level	Decision
Public Schools	141	2.44						
			.000	-2.80	359	.006	.05	Significant
Private Schools	220	2.72						

N = Number of Respondents, F = F-Ratio, NS = Not Significant, df = Degree of Freedom

The result of the study as presented in Table 5 shows the t-test analysis of the significant difference between the provision of school facilities in public and private secondary schools. Result showed that a t-value of -2.80 with a degree of freedom (df) of 359 and a significant or probability value of .006 was obtained. Since the probability value of .006 is less than than 0.05 level of significance ($P < 0.05$) set as benchmark, the null hypothesis which states that the provision of school facilities in public and private secondary schools do not significantly differ in South West Nigeria is rejected. This means that the provision of school facilities in public and private secondary schools significantly differ in South West Nigeria in favour of private schools.

Hypothesis 2: Utilization of school facilities in public and private secondary schools do not significantly differ in South West Nigeria

Table 6: Independent t-test analysis on the significance of utilization of school facilities in public and private secondary schools

School Type	N	Mean	F	t-value	df	Sig. value	α -level	Decision
Public Schools	141	2.40						
			.032	-3.04	359	.003	.05	Significant
Private Schools	220	2.75						

N = Number of Respondents, F = F-Ratio, NS = Not Significant, df = Degree of Freedom

The result of the study as presented in Table 6 shows the t-test analysis of the significant difference between the provision of school facilities in public and private secondary schools. Result showed that a t-value of -3.04 with a degree of freedom (df) of 359 and a significant or probability value of .003 was obtained. Since the probability value of .003 is less than than 0.05 level of significance ($P < 0.05$) set as benchmark, the null hypothesis which states that the utilization of school facilities in public and private secondary schools do not significantly differ in South West Nigeria is rejected. This means that the utilization of school facilities in public and private secondary schools significantly differ in South West Nigeria in favour of private schools.

Discussion

The findings of the study revealed that, the extent of provision of school facilities in public and private secondary schools significantly differ in South West Nigeria in favour of private schools. Most notably, it was shown that there was higher provision of classroom facilities such as dusters and chalkboards and library facilities such as chairs and tables in private schools compared to public schools. More so, the trend continues in staffroom facilities, where private schools higher provision for tables and chairs. Private schools also surpass public schools in the provision of laboratory facilities, sporting facilities, toilet facilities, and ICT facilities, with notable differences in items such as desktop sets/laptops and printers. The finding that private schools have better provision of facilities compared to public schools in South West Nigeria aligns with several studies in the empirical review, while contrasting with others, reflecting the complex nature of school facility provision across different contexts. Supporting this finding, Yangeve (2012) discovered superior provision of classroom, laboratory, library, and sporting facilities in private secondary schools in Benue State. Similarly, Ekundayo and Alonge (2012) reported better equipment in private schools, particularly library facilities, in Ondo State. Amoran et al. (2017) found better waste management facilities and water sources for toilets in private schools in Ogun State. In the realm of technology, Malero et al. (2015) revealed better ICT infrastructure in private schools in Dodoma, Tanzania, while Asaolu and Fashanu (2012) reported superior ICT facilities in private schools in Lagos State. However, contradicting studies present a different picture in other contexts. Teshome (2017) found better access to classrooms and sufficient facilities in public schools in Ethiopia. Okovido (2019) reported more adequate classrooms in public schools in Akoko-Edo LGA, Edo State. Iqbal (2012) discovered better facilities such as spacious classroom buildings in public schools in Lahore City. Onwe (2015) revealed more adequate facilities in public colleges of education in South East Nigeria. Muhammad (2009) found better physical facilities in public schools in Punjab, Pakistan, except for computer laboratories. These contrasting findings highlight the variability in facility provision across different regions and educational systems. The present study's findings favoring private schools in South West Nigeria could be attributed to several factors. Firstly, private schools often have more flexible financial resources derived from tuition fees and potential investments, allowing for better and more responsive facility provision. The competitive nature of the private education market might drive these schools to prioritize facility improvement as a means of attracting students and maintaining a competitive edge. Private schools generally enjoy greater management autonomy, enabling quicker decision-making and more efficient resource allocation towards facility enhancement. The typically smaller scale of private school operations, serving fewer students compared to public schools, might facilitate easier maintenance and more frequent upgrades of facilities. Additionally, private schools often face higher accountability pressures from fee-paying parents and other stakeholders, potentially driving them to maintain higher standards in facility provision. Public schools, on the other hand, might face challenges such as bureaucratic processes in facility improvement, limited and often insufficient government funding, and the need to accommodate larger student populations, which could strain existing resources. The regional context of South West Nigeria, including factors such as local educational policies, economic conditions, and cultural attitudes towards private versus public education, likely plays a significant role in shaping these outcomes. It's important to note that while this finding indicates better facility provision in private schools, it doesn't necessarily reflect the quality of education or accessibility, which are crucial factors to consider in a comprehensive evaluation of educational systems.

The findings of the study also revealed that the utilization of school facilities in public and private secondary schools significantly differ in South West Nigeria in favour of private schools. Overall, the finding revealed that private schools consistently report higher utilization across various facility categories. For classroom facilities, private schools have higher usage rates for items like dusters, wall clocks and chalkboards. Similarly, private schools show greater utilization of library facilities such as current textbooks and chairs. In staffroom facilities, private schools also lead with higher usage of tables and chairs. Laboratory facilities, sporting facilities, toilet facilities, and ICT facilities all follow this pattern, with private schools having higher utilization scores across the board. The finding from this study presents an intriguing picture of resource use in educational settings, with both supporting and contrasting evidence from the empirical review. This observation aligns with some studies while differing from others, highlighting the complexity of facility utilization across different educational contexts. Supporting this finding, Malero et al. (2015) discovered better ICT usage readiness in private schools in Dodoma, Tanzania, suggesting more effective utilization of technological resources. Similarly, Asaolu and Fashanu (2012) reported superior ICT facility utilization in private schools in Lagos State, further corroborating the trend of better resource use in private institutions. However, the empirical review also presents studies with mixed or contradictory findings, adding nuance to the discussion. Okafor (2014)

found no significant difference in the utilization of Biology laboratory facilities between private and public schools in Zamfara State, suggesting that in some specific areas, utilization might be comparable between school types. Aneeba et al. (2021) discovered that both public and private high schools in Faisalabad, Pakistan, had sufficient sports facilities but faced issues with proper utilization, indicating that the mere presence of facilities doesn't guarantee effective use across both school types. Shuaibu et al. (2020) found varying levels of utilization for different sporting facilities in a public college, without comparison to private institutions, highlighting the complexity of facility use even within a single school type. The present study's findings favoring higher utilization in private schools could be attributed to several factors. Firstly, private schools may have more effective maintenance practices, ensuring that facilities remain functional and readily available for use. This could be due to more flexible budgeting and quicker response times to maintenance needs. Private schools might invest more in staff training, particularly in areas related to effective facility utilization, enabling teachers to better incorporate available resources into their teaching methodologies. The accountability structure in private schools, often more directly tied to parent satisfaction and market competitiveness, could create stronger incentives for maximizing the use of available resources. Private schools typically have smaller class sizes, which could facilitate easier and more frequent use of facilities, as managing smaller groups of students in specialized spaces like laboratories or computer rooms might be more feasible. There might also be better awareness and communication about available resources and their potential uses in private schools, encouraging more frequent and diverse utilization. Public schools, conversely, might face challenges such as overcrowding, which could limit access to certain facilities, or bureaucratic hurdles in implementing new utilization strategies. Limited budgets for ongoing training and facility maintenance in public schools could also contribute to lower utilization rates. The broader educational policy landscape in South West Nigeria, including curriculum requirements, assessment methods, and resource allocation policies, likely plays a significant role in shaping these utilization patterns. It's important to note that while this finding indicates higher utilization in private schools, it doesn't necessarily reflect the quality or effectiveness of this utilization in terms of educational outcomes. Factors such as the relevance of facility use to curriculum objectives, the equity of access among students, and the overall impact on learning experiences are crucial considerations that may not be fully captured by utilization rates alone. Furthermore, the specific context of South West Nigeria, including cultural attitudes towards different types of educational resources and potential variations in teaching methodologies between public and private schools, could significantly influence these utilization patterns.

Conclusion and Recommendations

The study concludes that private secondary schools in South-West Nigeria generally outperform public schools in both the provision and utilization of school facilities. Private schools not only offer superior facilities but also demonstrate more efficient use of available resources. This suggests that private institutions may benefit from better access to resources or more effective infrastructure management. In contrast, public schools seem to face challenges in both the quantity and effective use of their facilities. These disparities have significant implications for the quality of education, student experiences, and overall educational outcomes in the region. The findings underscore the need for targeted interventions and policy support to help public schools enhance their infrastructure and resource management, thereby narrowing the gap with their private counterparts.

Based on the findings of the study, the following recommendations are made

1. Given that private schools show better provision of facilities, there should be increased government investment in public school infrastructure through the allocation of more funds specifically for facility development and maintenance in public schools to bridge the gap with private institutions.
2. Since private schools demonstrate higher utilization of facilities, the government should implement comprehensive training programmes for public school teachers and administrators on effective use of available resources. This could include workshops on integrating various facilities into teaching methodologies and curriculum delivery.

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