

INFLUENCE OF SCHOOL TYPE AND LOCATION ON SCHOOL PLANT PLANNING IN SOUTH WEST NIGERIAN SECONDARY SCHOOLS

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ABSTRACT

The study examined the influence school type and location on school plant planning in South West Nigerian secondary schools. A descriptive research of the survey design was used in the study. The sample consisted of 150 school principals. Multistage stratified and simple random sampling techniques were used to select the sample. The Data collected were analysed using frequency counts, percentages means score, standard deviation and t-test statistical analysis. The research question was answered descriptively while the two null hypotheses formulated were tested at 0.05 level of significance. The study revealed that the prevailing situation for school plant planning variables were moderately high except for circulation space planning hat had low prevailing situation. It was further revealed that school plant planning was also high. The study further revealed that there was no significant difference in school plant planning between, rural and urban areas and between private and public secondary school. Based on the findings, it was recommended that government should not relent in their effort in sustaining best school plant planning in schools.

Keywords: School type, school location, teaching, learning

INTRODUCTION

The place of school plant planning in the development of effective educational programme of the school system could not be under estimated. In order to have effective and efficient teaching and learning, school buildings, facilities (school plants) should be viewed as being closely interwoven and inter dependent. School could be viewed as a factory that requires money men and material resources to aid its production. School plant planning such as school site planning instructional space planning, administrative space planning circulation space planning and space of convenience planning are essential in teaching and learning process. Similarly Irele (2003), Dimmock (2004) and Adegoke (2005) agrees that school plants include the school site, the building, equipment which also include the permanent structures like workshop, libraries, classrooms, laboratories, hostels assembly hall and semi-permanent structures. While Ajayi (2001) and Ijaduola (2008a) maintained that school plants needs to be adequately managed in order to ensure both effectiveness and efficiency of the educational sector. The extents to which these school plants are planning may largely depend on school type and location. The importance of school plant planning in the development of an effective educational programme at all levels of education particularly at secondary school should not be underestimated. The attainment of an effective teaching and learning is closely related to the planning of school plants (Adepoju and Akinwumi, 2001; Massachusettes, 2005 and Fehintola 2009).

It appears that the instructional spaces in some of the private schools are not properly planned. In some cases, classrooms are not spacious enough; there are no adequate

ventilation and proper lighting in the classrooms, which make them not to be conducive for effective teaching and learning. It is not unlikely that public schools would have spacious classrooms, well located at convenient place for users, properly ventilated and have adequate lighting which may in turn improve the teaching and learning situation in the school system. While emphasising on the importance of school plant planning in relation to school type and location, Mark (2002) and Oyesola (2007) stated in their different study that the main objective of school plant planning is to satisfy educational goals which have been pre-determined by educational planner. They stressed that better planned school plants will enhance better school programmes and the community needs by providing a place for psychological and physical safety for both students and teachers and also enhance better quality control of instructions.

Experience has shown that some schools in rural areas lack adequate planning of school plant. There are instances where the instructional space, circulation space administrative space; school site and space of conveniences are poorly planned. For instance in some schools in the rural area the instructional spaces are poorly located very close to the highway, not spacious, poorly ventilated and no proper lighting while circulation space and administrative space were also not properly planned, there are instances where there a no administrative space whereby allow the teacher to be staying under the shade of trees and use it as their offices.

It has also been observed that space of conveniences in the private and rural schools are not well planned when compares with the public and urban school respectively. It has been observed that both teachers and students in private and rural school defecate into the surrounding bush thereby polluting the school environment. In some case; students and staff share toilets. In some school there is no separate building for assembly.

The topography and soil condition of some school site are had in urban centres. Experience has shown that some of the secondary schools were sites very close to the market place, industrial areas, cinema houses and close to the highway whereby external noise of the environment may distract the attention of the students. Bankole (2003) and Osiki (2004) in their different study found out that there was no significant difference in school site in relation to school plant planning of schools. It is likely that poor school plant planning may be well pronounced at private and rural schools. It is against this back ground that this study wants to examine the influence of school type and location on school plant planning in South West Nigeria secondary schools.

PURPOSE OF THE STUDY

The purpose of this study was to examine the influence of school type and location on school plant planning in South West Nigerian secondary school. The study also finds out the prevailing situation regarding the various aspect of school plant planning in the schools. The study also investigated the differences between school type and location in relation to school plant planning. However, recommendations were made on how to improve school plant planning in relation to school type and location based on the findings of the study.

RESEARCH QUESTION

What is the prevailing situation regarding the various aspect of school plant planning in secondary schools?

RESEARCH HYPOTHESES

- I. There is no significant difference in school plant planning between rural and urban area.

- II. There is no significant difference in school plant planning between private and public schools.

METHODOLOGY

A descriptive research of the survey type design was used in the study. The population of the study comprised all secondary schools in South-West Nigeria. A total of 150 school principals formed the sample of the study. Multistage, stratified and simple random sampling technique were used to select the sample. Self designed instruments tagged school plants planning questionnaire (SPPQ) was used to collect data for the study. The data were analysed using frequency counts, mean, standard deviation, percentages and t-test analysis. The hypotheses formulated were tested at 0.05 levels of significance.

RESULTS

The results of the study are presented as follows:

Table 1. Question: What is the prevailing situation regarding the various aspect of school plant planning in secondary schools?

| <i>Variables</i> | <i>X</i> | <i>Level score</i> |
|-------------------------------|----------|--------------------|
| School site planning | 69.37 | High |
| Instructional space planning | 46.15 | Moderate |
| Administrative space planning | 49.96 | Moderate |
| Circulation space planning | 34.20 | Low |
| Space of convenience | 53.77 | High |
| School Plant planning | 50.37 | High |
| Mean: 49.63 | | |
| SD: 10.92 | | |

Table 1 reveals that prevailing situation regarding the various aspect of school plant planning in secondary schools. The table shows the mean score on school site planning is 69.37 which is high, instructional space planning had the mean score of 46.15 which is moderate, Administrative space planning has 49.96 mean score which was also high. The table further shows that circulation space planning has 34.20 mean score which is considered to below. Space of conveniences planning has 53.77 mean score. However the table further shows that school plant planning mean score are 50.37, which was also considered to be high during the period under study.

Hypothesis I: There is no significant difference in school plant planning between rural and urban areas.

Table 2. T-test Analysis of Difference in school Plant Planning between Rural and Urban Areas

| <i>School Location</i> | <i>No</i> | <i>Mean</i> | <i>Sd</i> | <i>Df</i> | <i>t-cal</i> | <i>t-table</i> |
|------------------------|-----------|-------------|-----------|-----------|--------------|----------------|
| Rural | 41 | 48.57 | 8.79 | 148 | 0.73 | 1.96 |
| Urban | 109 | 50.03 | 11.63 | | | |

Table 2 reveals the difference in school plant planning between the rural and urban areas. The result obtained from the analysis reveals that the value of t-calculated of 0.73 is less than the t-table value of 1.96 at 0.05 level of significance. Hence, the hypothesis is not rejected. This means that there is no significant difference in school plant planning between rural and urban areas.

Hypothesis II: There is no significant difference in school plant planning between private and public schools.

Table 3. T-test Analysis of Difference in school Plant Planning between private and public schools

| <i>School Type</i> | <i>No</i> | <i>Mean</i> | <i>Sd</i> | <i>Df</i> | <i>t-cal</i> | <i>t-table</i> |
|--------------------|-----------|-------------|-----------|-----------|--------------|----------------|
| Private | 31 | 52.02 | 12.27 | 148 | 0.73 | 1.96 |
| Public | 119 | 49.01 | 10.51 | | | |

Table 3 shows the difference in school plant planning in private and public secondary schools. The analysis obtained from the table shows that the t-calculated value of 1.4 is less than the t-table value of 1.96 at 0.05 level of significance. Therefore, the null hypothesis is not rejected. This means there is no significant difference in school plant planning between private and public secondary schools.

DISCUSSION

The study revealed that the prevailing situation regarding the various aspect of school plant planning in secondary schools; was that the school site, and space of conveniences had high level of planning. It was also revealed in the study that instructional space and administrative space were moderately planned during period under study while it was revealed that the circulation space planning was low. However the school plant planning during the period under study was highly planned in the schools. This might be as a result of proper supervision, control, direction and monitoring activities of the inspectorate division of ministry of Education on school facilities (school plants).

The study revealed that there was no significant difference in school plant planning between rural and urban areas. The reason for this might not be unconnected with the existence of uniform standard for school plant planning be it rural or urban areas. It might also be as a result of the fact that the physical facilities inspection sections of the Ministry of Education keep constant check of school plant planning during the period under study. The finding implies that whether a school is sited in rural or urban areas, it does not make any difference in school plant planning. The study supports that of School Facilities Board (2000) while it contradicts that of Duke 1998 and Robbins etal (2003).

It was further found out in the study that there was no significant difference in school plant planning between private and public schools. This finding implies that whether a school is public or private it does not make a difference in its school plant planning. The reason for no difference between private and public schools in terms of school plant planning might not be unconnected with the existence of uniform standard for school plant planning whether it is a private or public secondary school. It could also be connected to the fact that the inspectorate section of Ministry of Education contribute to the planning of school planning before the take off of school in South West Nigeria. The finding contradicts that of Duke (1998) while it supports that of School Facilities Board (2000).

CONCLUSION

School plant planning was better during the period under study investigation. School site planning, instructional space planning, circulation space planning, administrative space planning and space of convenience planning are important variables of school plant planning in the school system. School location and school type did not make any difference in school plant planning.

RECOMMENDATIONS

Based on the findings that the school plant planning is better during the period under study, the government should not relent in their effort in sustaining best school plant planning in schools. Government should also encourage the support of parent teacher association, philanthropist, Non- governmental organizations and the society large in improving the school plant planning.

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