

SCHOOL FACILITIES AS CORRELATES OF STUDENTS' ACHIEVEMENT IN THE AFFECTIVE AND PSYCHOMOTOR DOMAINS OF LEARNING

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Abstract

The study examined the relationship between school facilities and students' achievement in the affective and psychomotor domains of learning. The study was a descriptive research design of the survey type. The population consisted of all the teachers in public secondary schools in south-west Nigeria. The sample was however made up of 1200 teachers from 60 secondary schools. Multistage, simple and stratified random sampling techniques were used to select the states, the schools and the teachers for the study. A self-structured instrument tagged "Secondary School Effectiveness Questionnaire (SSEQ)" which was validated by research experts in educational management and tests and measurement was used to collect the data for the study. The data collected were analysed using frequency counts, simple percentages, bar charts and Pearson product moment correlation. The study revealed that the schools' physical facilities were not all that adequate. The study further revealed that the students achieved well in the affective and psychomotor domains of learning. The study revealed that there was a significant relationship between school facilities and students' achievement in the affective domain as well as a significant relationship between school facilities and students' achievement in the psychomotor domain of learning. Based on the findings of the study, it was recommended that schools should sustain the tempo of students' achievement in the affective and the psychomotor domains, while government should improve upon the level of physical facilities in schools so as to improve the students' achievement in these areas of learning.

Keywords: School facilities, achievement, affective, psychomotor, learning

Introduction

Education, in every human community, is an indispensable instrument for human progress, empowerment and effecting national development. This suggests that a nation that lacks a sound educational culture and philosophy stands the risk of decay whereas a nation that sees to the development of its education is bound to achieve great success.

Secondary education on its own, has the broad aims of preparing students for useful living within the society and preparing them for higher education. However, a cursory look at the secondary schools in recent times suggests that the schools are not living up to

expectation in the provision of qualitative education in the three domains of learning; viz: cognitive, affective and psychomotor domains.

It appears that over the years, the emphasis of schools have been on the cognitive domain (academic performance) at the expense of the two other domains (affective and psychomotor). Meanwhile, Bandele (2002) argued that the affective and the psychomotor domains exert great influence on the cognitive domain as well as making the beneficiary of the education system live a fulfilled life and contribute meaningfully to the development of the society.

It has been observed that one major obstacle bedeviling the secondary schools is the students' involvement in the anti-social vices thereby making the schools ineffective in the affective domain. Students' anti-social vices manifest in form of absence from school, lateness to school, insubordination to school authority among others. Students, these days, appear to be lazy, dishonest, and always search for shortcuts to success.

Personal experience has also shown that most secondary school leavers lack requisite technical skills to be able to function effectively in the society. It appears that the schools seem not to consider the importance of sports to the development of individuals and to nation-building. Sporting activity (which is a very good index of psychomotor domain) is not just a routine or an annual fund-raising activity for schools but a very good avenue for talent hunt.

The ineffectiveness of schools in these two domains of learning (affective and psychomotor) have been attributed to a number of factors such as parental factor, societal factor and school factors but school factor appears to be prominent. The school factor considered in the study is the school facilities. Availability of school physical facilities and the conduciveness of the school learning environment have been said to be potent factors influencing students' achievement in the affective and the psychomotor domains.

Personal visits to some schools have shown that the school physical facilities have not been in good shape. In some cases, students sit on the ground to receive lessons. Many of the classrooms, laboratories, libraries, playing grounds are in a terrible state of despair. Mutiu (1994) and Ahmed (2003) showed that in most of the nation's secondary schools, teaching and learning take place under a most uncondusive environment, lacking basic materials. These deteriorating conditions have encouraged incessant complaints from students.

Adeboyeje (1984), Adedeji (1998), Owoeye (2000) and Ajayi (2002) submitted positive relationships between school facilities and school effectiveness. Hallack (1990) also highlighted facilities as a major influencing achievement in the school system. The author

emphasised that the availability, relevance and adequacy of these facilities contribute to students' achievement while unattractive school buildings, crowded classrooms, non-availability of playground and flowerbeds and surroundings that have no aesthetic beauty can contribute to poor performance. Ahunanya and Ubabudu (2006) also reiterated the provision of adequate facilities for effective teaching and learning to take place.

It can be inferred from the literature that schools' facilities have a positive relationship with school effectiveness. It was against this backdrop that the present study found out the relationship between school facilities and students' achievement in the affective and psychomotor domains of learning.

Purpose of the Study

The purpose of this study was to find out the relationship between school facilities and students' involvement in the affective and the psychomotor domains of learning. The study investigated the extent of school facilities in the secondary schools and the extent of students' achievement in the affective and the psychomotor domains of learning. Based on the findings, recommendations were made on how to improve the achievements of the students in the two domains of learning.

Methodology

The descriptive research design of the survey type was adopted in this study. The population of the study consisted of all the teachers in public secondary schools in south-west Nigeria. The sample was made up of 1200 teachers selected from 60 secondary schools.

Multi-stage, simple and stratified random sampling techniques were used to select the sample. The first stage involved the use of a simple random sampling to select three states out of the six states in the south-west Nigeria. The states selected were Ondo, Ekiti and Osun. The second stage involved the use of proportionate stratified random sampling technique to determine the number of schools per state and the last stage was a simple random sampling technique used to select 20 teachers per school.

A self-designed instrument tagged "Secondary School Effectiveness Questionnaire (SSEQ)" was used for the study. SSEQ had three sections; *section A* sought the background information of the respondents; *section B* contained 10 items designed to elicit information on school facilities and *section C* had 17 items designed to collect information on students' achievement in the affective and psychomotor domains.

The instrument was validated by research experts in the areas of educational planning and tests and measurement both within and outside the University of Ado-Ekiti. The test-retest method of reliability was adopted for SSEQ while Pearson product moment correlation was used to determine the reliability co-efficient which stood at 0.87.

The data for the study were analysed using frequency counts, percentage scores and Pearson product moment correlation. The hypotheses formulated were tested at 0.05 alpha-level.

Results

The results of the study were presented as follows:

Extent of school facilities in secondary schools

In order to determine the extent of facilities in the schools, frequency count and simple percentage were used to analyse the responses on items 1—10 of section B of SSEQ.

The result was presented in table 1.

Table 1: Physical facilities in secondary schools

<i>S/N</i>	<i>Items</i>	<i>Agree</i>	<i>%</i>	<i>Disagree</i>	<i>%</i>
1.	There are enough classrooms in the school	699	58.6	494	41.4
2.	There are enough furniture and seats for teachers	531	44.5	662	55.5
3.	The classes have enough furniture for students	580	48.6	613	51.4
4.	The laboratories are well-equipped for learning	593	49.7	600	50.3
5.	There is a well-equipped library in the school	522	43.8	671	56.2
6.	There are adequate instructional materials for teaching-learning activities	517	43.3	676	56.7
7.	The school has adequate health facilities for students' first-aid and emergencies	462	38.7	731	61.3
8.	The school has enough recreational facilities	392	32.9	801	67.1
9.	The school has a very good playing ground	432	36.2	761	63.8
10.	The toilet facilities in the school are adequate	507	42.5	686	57.5
Mean			43.9		56.1

Results in table 1 shows that 58.6% of the respondents agreed that there are enough classrooms in the schools. Also, 49.7% of the respondents agreed that the laboratories are well-equipped. While 48.6% of the respondents agreed that the classes have enough furniture for students, 44.5% of them agreed that there are enough furniture and seats for teachers.

Of the respondents, 43.8% agreed that there is a well-equipped library in the schools, 43.3% agreed that there are adequate instructional materials for teaching-learning activities. The table also showed that 42.5% of the respondents agreed that the toilet facilities in the school are adequate.

By and large, it is shown in the table that 38.7% of the respondents agreed that the schools have adequate health facilities for students' first-aid and emergencies. While 36.3% of the respondents agreed the school has a very good playing ground, 32.9% of them agreed that the school has enough recreational facilities.

On the average, just about 43.9% of the respondents agreed that the school facilities are in good shape. This means that the facilities in schools are not suitable to a very large extent.

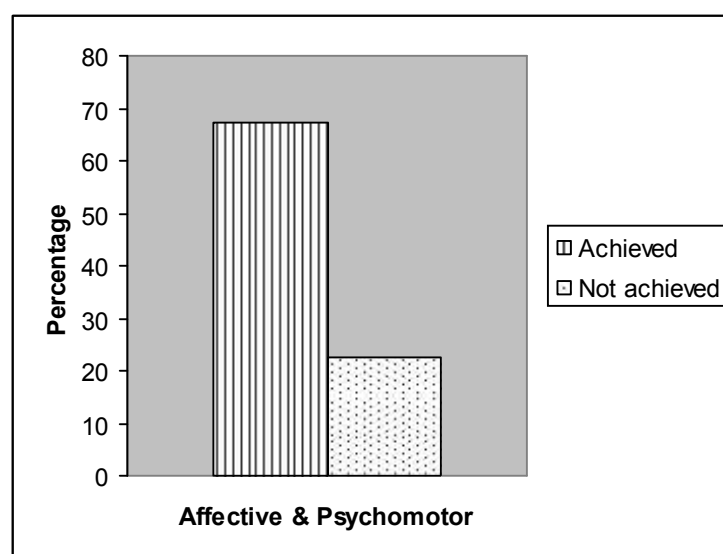
Extent of students' achievement in the affective and psychomotor domains of learning

In analysing the extent of students' achievement in the affective and psychomotor domains of learning. Section C of SSEQ was used. Frequency counts, simple percentages and bar chart were used to analyse the responses on items 1—17 of section C of SSEQ. To determine whether or not the students achieved very well in the two domains of learning, the mean responses were scored and tabulated. The result is presented in table 2.

Table 2: Extent of students' achievement in the affective and psychomotor domains of learning

Variables	Achieved	Not achieved	Total (100%)
Affective and psychomotor domains	67.3	22.7	100
Total	67.3	22.7	100

Table 2 shows the extent of students' achievement in the affective and the psychomotor domains of learning. The result shows that the students performed well in the two domains of learning (67.3%). See figure 1 for graphical presentation of the result.



Relationship between school facilities and students' achievement in the affective domain

This relationship was examined using the items 1—10 of section B of SSEQ and items 1—9 of section C of the same SSEQ. The result was presented in table 3.

Table 3: Test of relationship between school facilities and students' achievement in the affective domain

Variables	N	r_{cal}	r_{tab}
School facilities	60	0.603	0.250
Students' achievement in affective domain	60		

$P < 0.05$

Table 3 shows the relationship between school facilities and students' achievement in the affective domain of learning. The result obtained from the analysis shows that the value of r_{cal} (0.603) is greater than the r_{table} value (0.250) at 0.05 level of significance. This suggests that there is a significant relationship between school facilities and students' achievement in the affective domains of learning.

Relationship between school facilities and students' achievement in the psychomotor domain

This relationship was examined using the items 1—10 of section B of SSEQ and items 10—17 of section C of the same SSEQ. The result was presented in table 4.

Table 4: Test of relationship between school facilities and students' achievement in the psychomotor domain

Variables	N	r _{cal}	r _{tab}
School facilities	60	0.669	0.250
Students' achievement in psychomotor domain	60		

P<0.05

Table 4 shows the relationship between school facilities and students' achievement in the psychomotor domains of learning. The result obtained from the analysis shows that the value of r-cal (0.669) is greater than the r-table value of 0.250 at 0.05 level of significance. This also suggests that there is a significant relationship between school facilities and students' achievement in the psychomotor domains.

Discussion

The study revealed that the physical facilities in secondary schools were not all that suitable for teaching and learning. This is in consonance with Mutiu (1994) and Ahmed (2003) who submitted in their various studies that teaching and learning in most secondary schools take place in an uncondusive environment.

The findings also showed that the secondary school students performed well in both the affective and psychomotor domain of learning. The implication of the good performance in these two domains of learning suggest that the future is bright for the students and the society at large.

It was revealed in the study that there was a significant relationship between school facilities and students' achievement in the affective and the psychomotor domains. This suggests that when the school facilities are better put in place and in use better performance are expected from the students in both the affective and psychomotor domains of learning. This submission is in line with Adedeji (1998), Owoeye (2000) and Ajayi (2002).

Conclusion and Recommendations

Based on the findings of this study, it was concluded that the facilities in secondary schools in the area covered were not in good shape as really expected. It was also concluded that the students were doing well in the affective and psychomotor domains of learning. It was therefore recommended that the schools should not relent in sustaining the tempo of the students' achievement in these domains of learning. Since school facilities are related to students' achievement in the affective and psychomotor domains, efforts should be made by the government at improving upon the level of physical facilities in schools so as to improve the level of students' performance in these areas of learning.

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