

# An assessment on the Provision, Quality and Adequacy of School Welfare Facilities in Lusaka

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**Abstract:** This paper assessed the provision, quality and adequacy of welfare facilities in selected schools of Lusaka city. The study used descriptive survey design. To this effect, 5 schools were sampled to participate in this study. Data was collected using focus group discussions and unstructured observation. Data analysis was done through thematic content analysis. The findings revealed that welfare facilities were positively associated with teachers' and pupils' performance in schools. The study, therefore, recommended that education policy makers, implementers and all stakeholders must pay much attention to the provision of welfare facilities in schools to cater for teachers, pupils and other school staff. These welfare facilities include clean drinking water, sanitary conveniences, eating facilities, change rooms and so on. More so, these welfare facilities should be adequate and of quality to the users in relation to population of a given school.

**Key words:** Welfare facilities, Hygiene, Sanitation, Schools, Water Supply, Descriptive survey

## I. INTRODUCTION

According to the United Nations Children's Fund (UNICEF, 2018) the global effort to achieve sanitation and water for all by 2030 is extending beyond the household to include institutional settings, such as schools, healthcare facilities and workplaces. This has been reinforced by global education for all strategies highlighting how welfare facilities like water, sanitation and hygiene in schools improves access to education and learning outcomes, particularly for girls, by providing a safe, inclusive and equitable learning environment for all.

In relation to the foregoing, the provision of welfare facilities is indispensable at any workplace, schools inclusive. Schools need to have adequate welfare facilities in order to motivate teachers, pupils and everyone found in school at any given time (Mubita, 2016).

According to World Health Organisation (2009) schools with poor water, sanitation and hygiene conditions, and intense levels of person-to-person contact, are high-risk environments for children and staff, and exacerbate learners' particular susceptibility to environmental health hazards. Pupils' ability to learn and teachers' work in school environment may be affected by lack of adequate water, sanitation and unhygienic conditions in several ways. According to WHO (2009) the challenges faced by lack of welfare facilities include helminth infections (which affect hundreds of millions of school-age children), long-term exposure to chemical contaminants in water (e.g. lead and arsenic), diarrhoeal diseases and malaria

infections, all of which force many schoolchildren to be absent from school (WHO, 2009). The foregoing was also noted by Mubita (2016) in his article titled, 'Safety and Health issues at Sefula secondary school of Western Zambia.' In this article, Mubita noted that poor environmental conditions in the classroom and school can also make both teaching and learning very difficult. Therefore, welfare facilities like sanitary infrastructure, washing facilities, eating facilities and change rooms are important in the life of people found within school environments.

Research has shown that, even in schools where welfare facilities are appropriately provided, they may lack in quality to meet the actual requirements of the users. With reference to Lusaka, media reports highlight challenges faced in the provision of welfare facilities as follows:

*Lusaka has fallen behind with regard to improving access to sanitation. Over half of the population currently lack access to even a basic sanitation service. Access to sanitation services is particularly lower in peri-urban (informal) settlements as sanitation provision is generally left to the residents, who mostly use unsafe pit latrines, of which most of them are in poor condition*

(Zambia Daily Mail, 12<sup>th</sup> November, 2019).

*The Ministry of Health has closed 21 schools in Kanyama Township in Lusaka due to poor sanitary conditions in the wake of the recent cholera outbreak. And Bauleni Township has recorded a suspected case of cholera, bringing the number to 43 since the disease broke out in Lusaka a month ago.*  
(Zambia Daily Mail, February 27, 2016)

With reference to the foregoing, it is clear that some Lusaka schools could be facing challenges in relation poor sanitary conditions and general provision of welfare facilities. To this effect, paper assessed the provision, quality and adequacy of welfare facilities in selected schools in Lusaka city. This is because adequate school welfare facilities improve the quality of the study environment in the school, thus improving the quality of education. If the school has adequate welfare

facilities, then the pupils will be able to focus and concentrate more on their studies with teachers facing fewer distractions.

### 1.2 Problem Statement

According to Health and Safety Executive (2020), employers must provide welfare facilities and a working environment that is healthy and safe for everyone in the workplace, including those with disabilities. Welfare facilities refers to the right number of toilets and washbasins, drinking water and having somewhere to rest and eat meals. According to Institute of Medicine (1997) the provision of welfare facilities is necessary to protect the health and safety of employees and others found within the workplace. Schools are of no exception. When adequate welfare facilities are provided in school environments, teachers, pupils and other staff are likely to appreciate and feel safe. They are likely to feel safe about themselves and are likely to become happier and more productive at work. This care gives them energy, emotional strength, and the mental focus to help them power the school organization and attain goals (WHO, 2004). The Health and Safety Executive (2020) requires that each work place have enough welfare facilities to be used by employees. This is because a conducive, safe and healthy work environment will enable workers to give their best and perform effectively and efficiently (Jaskiewicz & Tulenko, 2012). This standard is recognised all over the world and is codified in national and international laws for purposes of application, implementation and enforcement (Servais, 2009). However, most of the schools in Lusaka city still lacked some of the much needed welfare facilities. This lack of some of the welfare facilities could be problematic in the sense that the people found in and around these school premises may be exposed to certain health and safety challenges. To this effect, this study assessed the provision, quality and adequacy of welfare facilities in selected schools of Lusaka city and then proposed the ideal welfare facilities for schools, therein. This is because provision of appropriate and adequate welfare facilities could help in making school environments safe and healthy for teachers, pupils and other staff.

**1.3 Aim:** The aim of this study is to assess the provision, quality and adequacy of welfare facilities in selected schools of Lusaka city.

**1.4 Objectives:** This study was guided by the following objectives:

- (a) To investigate the availability and adequacy of welfare facilities in selected schools of Lusaka city.
- (b) To assess the quality of welfare facilities provided in selected schools of Lusaka city.
- (c) To propose the type of welfare facilities to be provided at selected schools of Lusaka city.

### 1.5 Significance of the study

The results of this study could go a long way in improving safety and health issues in schools in Lusaka city. If welfare facilities were well provided for, schools would be ideal

environments for teaching and learning in the sense that pupils and teachers would develop a 'feel at home factor' and concentrate on their work.

The results of this study could also be important to Ministry of Education and other stakeholders in the provision of welfare facilities in schools in Lusaka and Zambia as a whole.

### 1.5 Theoretical framework: Herzberg's Motivator-Hygiene Theory

#### 1.5.1 Herzberg's Motivator-Hygiene Theory

This study adopted Fredrick Herzberg Motivator-Hygiene Theory. Understanding of individual motivation came from Frederick Herzberg's studies, which addressed the question, "What do people really want from their work experience?" In the late 1950s, Herzberg surveyed numerous employees to find out what particular work elements made them feel exceptionally good or bad about their jobs (Frederick H, 1959). The results indicated that certain job factors are consistently related to employee job satisfaction, while others can create job dissatisfaction. According to Herzberg, motivating factors (also called *job satisfiers*) are primarily intrinsic job elements that lead to satisfaction. Hygiene factors (also called *job dissatisfiers*) are extrinsic elements of the work environment. One of the most interesting results of Herzberg's studies was the implication that the opposite of satisfaction is not dissatisfaction. Herzberg believed that proper management of hygiene factors could prevent employee dissatisfaction, but that these factors could not serve as a source of satisfaction or motivation. (Frederick Herzberg, 1959). Good working conditions, for instance, will keep employees at a job but won't make them work harder. But poor working conditions, which are job dissatisfiers, may make employees quit. According to Herzberg, a manager who wants to increase employee satisfaction needs to focus on the motivating factors, or satisfiers. A job with many satisfiers will usually motivate workers, provide job satisfaction, and prompt effective performance. But a lack of job satisfiers doesn't always lead to dissatisfaction and poor performance; instead, a lack of job satisfiers may merely lead to workers doing an adequate job, rather than their best.

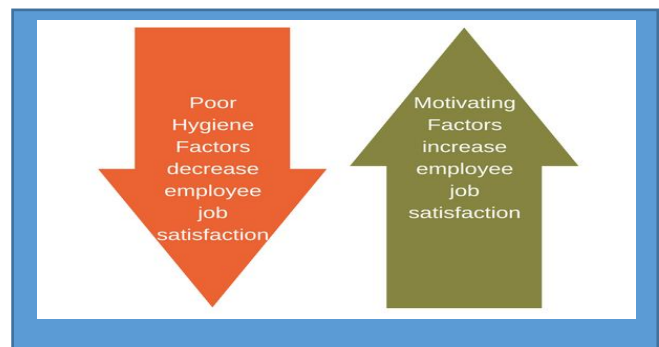


Figure 1: Fredrick Herzberg Two Factor Theory

Source: (Frederick Herzberg, 1959, The Motivation at Work)

### 1.5.2 Application of Herzberg's Motivator-Hygiene Theory to this study

Welfare facilities in this study focused on the provision of teachers', pupils' and other school staff's with sanitary infrastructure, eating places, changing rooms and washing facilities in the school environment, it can be noted that from a theoretical perspective, the Herzberg two factor theory greatly contributes and informs the study in the sense that when people in selected schools of Lusaka city are provided with adequate welfare facilities, they will be well motivated to work and this enhances results.

In order to ensure harmony in the workplace, Herzberg's motivation-hygiene theory holds that employers must increase employee motivation factors while simultaneously increasing workplace hygiene. In the context of this study, the Ministry of Education (the employer) must motivate teachers, pupils and other school staff through the provision of welfare facilities and enhance hygiene standards in school environments.

## II. LITERATURE REVIEW

It is important that employers provide welfare facilities and services within the confines of the workplace. This is because welfare facilities form parts of the working environment and conditions (Shinn & Toohey, 2003). The welfare facilities provide better physical and mental health to workers and thus promote a healthy work environment. According to (Jones, 1983), nowadays, many welfare amenities are a part of the employer's statutory obligations. Welfare facilities must be provided regardless of the capacity and size of the institution or the number of people working in a given workplace.

### 2.1 Meaning of welfare facilities at work place

The International Labour Organisation (ILO: 1947) defined labour welfare such as "services, facilities and amenities as adequate canteens, rest and recreation facilities, arrangements for travel to and from work, and for the accommodation of workers employed at a distance from their houses and such other services, amenities and facilities as contribute to improve the conditions under which workers are employed." Merriam-Webster Dictionary defines welfare as organized efforts by a community, organization, or individual for the social betterment and general improvement in the welfare of a group in society (as underprivileged or disabled persons). Hughes and Ferrett (2011) define Welfare as the provision of facilities to maintain the health and wellbeing of individuals at the workplace. Employee welfare includes everything, such as facilities, benefits and services that an employer provides or does to ensure comfort of the employees. Employee welfare is a comprehensive term including various services, benefits and facilities offered to employees by the employers. Welfare refers to general wellbeing of employees at the workplace and the promotion of conditions which help to provide for their

needs in respect of health, comfort, social and personal well-being.

### 2.2 Importance of Welfare facilities in schools

The following are the importance of welfare facilities in schools:

*Well-being:* By law, it is a human right to have access to toilet facilities, clean water and somewhere to rest HSE (2020). If the school authorities fail to provide the necessary welfare facilities in schools, it can affect the mental well-being of teachers, pupils and other school staff. This could lead to teachers and other staff being extremely stressed, which could result in them becoming distracting and causing accidents in school premises.

*Health and safety:* According to Mubita (2016), lack of sufficient health and safety welfare facilities can pose a significant threat to the health and safety of people in school premises. Dehydration, adverse weather conditions, falling materials and exposure to harmful substances are all possible health risks in schools (Mubita, 2016). Therefore, there is need to prove welfare facilities that could help people within schools to overcome the aforementioned risks. There is also need to train people within the school premises in the use of health and safety welfare facilities such as the first aid kit to deal with health problems that may arise (Mubita, 2016).

*Employee productivity:* According to HSE (2020), providing the necessary welfare facilities will positively impact your employees to work to their best capabilities as there will be no room for time wastage and raising complaints. This is very ideal for any school environment. If teachers, pupils and other school staff are provided with adequate welfare facilities, they will deliver the work on time which is beneficial for the school organisation. More so, the necessary welfare facilities gives school workers a sense of appreciation and satisfaction which will, in turn, lead to higher productivity.

### 2.3 The nature and provision of welfare facilities in schools

Welfare facilities are the entire range of services provided for the health, safety, leisure, rest and welfare of people at a workplace. This includes employees, customers and other clients patronising the place. The basic components of welfare facilities are drinking water, washing water, lavatories, resting places, accommodation, passages, ventilation, cleanliness, security and pollution. These facilities must be of convenience to the use of everyone and accessible to all who would use them in the right order without posing a health and safety risk (Tiwari, 2014).

Welfare facilities are provided within the vicinity with adequate systems and provisions such as cleaning material and personnel. The requirement is to have sufficient lighting within the welfare facilities without hazard. There should further be provision for exiting the facilities in case of an emergency through access routes of appropriate space for passage with ease. Ferrett, and Hughes (2007) noted the

following as some of the welfare facilities required at the workplace.

- i. *Drinking water:* employees have the right to safe, clean and sufficient drinking water at the workplace.
- ii. *Sanitary conveniences and washing facilities:* access to a sufficient number of sanitary conveniences (WCs) for the number of workers present with separate facilities for men and women. They should be protected from the weather and adequately clean, lit and ventilated. Special provision should be made for the disabled.

According to HSE (2020) there is need to provide adequate toilet and washing facilities for employees. In this context, ‘adequate’ means there is need to provide:

- enough toilets and washbasins for those expected to use them. People should not have to queue for long periods to go to the toilet;
- where possible, separate facilities for men and women failing that, rooms with lockable doors;
- a supply of toilet paper and, for female employees, a means of disposing of sanitary dressings;
- facilities that are well lit and ventilated;
- facilities with hot and cold running water;
- enough soap or other washing agents;
- a basin large enough to wash hands and forearms if necessary;
- a means for drying hands, e.g. paper towels or a hot air dryer;
- showers where necessary, e.g. for particularly dirty work.
- There is always need to consider the needs of those with disabilities.

Table1 shows the minimum number of toilets and washbasins that should be provide at work place for women only.

Table 1: Number of toilets and washbasins for mixed use (or women only)

Number of people at work	Number of toilets	Number of washbasins
1-5	1	1
6-25	2	2
26-50	3	3
51-75	4	4
76-100	5	5

Source: HSE, 2020

Table2 shows the minimum number of toilets and washbasins that should be provide at work place for men only.

Table 2: Toilets used by men only

Number of men at work	Number of toilets	Number of urinals
1-15	1	1
16-30	2	1
31-45	2	2
46-60	3	2
61-75	3	3
76-90	4	3
91-100	4	4

Source: HSE, 2020

- iii. *Changing rooms:* suitable changing facilities if workers have to change into special work wear and this involves significant undressing. These should be adequately lit, clean and ventilated, with separate facilities for men and women.
- iv. *Accommodation for clothing:* lockers or other storage facilities where workers have to change for work so that their personal clothing can be kept clean and secure. Separate storage for dirty work clothing may be necessary to prevent cross-contamination.
- v. *Resting and eating facilities:* access to suitable rest areas where workers can take a break from work. Such areas should have sufficient seating and be away from hazardous work areas, allowing workers to remove PPE and relax. Eating facilities should be provided so that food can be eaten in a hygienic environment. If hot food is not provided at work then basic facilities might be provided so workers can make their own hot drinks and food.

### III. METHODOLOGY AND RESEARCH APPROACH

This study is situated in the interpretivism paradigm. The central thought in the context of interpretivism paradigm is to understand the subjective world of human experience (Cohen et al., 2007). In this regard, the study sort to investigate experiences by pupils, teachers and other school staff about the provision, quality and adequacy of welfare facilities. Interpretivism is directed at understanding phenomena from an individual’s perspective and at investigating interactions among individuals as well as the historical and cultural contexts that people inhabit (Creswell, 1994) Therefore, within school environments in selected schools, in relation to the provision of welfare facilities, there are many interpretations of reality and these interpretations are in themselves a part of the knowledge being pursued in this study. This study, therefore, utilised a descriptive research design that mainly used qualitative research methods. Unstructured interviews and focus group discussions were used as data collection methods. Using purposive sampling technique, a sample size of 5 schools was targeted. Thematic data analysis was utilised for this study.

### IV. RESULTS AND DISCUSSION

#### (i) Types of welfare facilities available in selected schools of Lusaka city

This study investigated types of welfare facilities available in selected schools of Lusaka city. The interviews with participants and observations made in school environments showed that different welfare facilities were provided in schools as shown in table 3.



Table 3: Types of welfare facilities available in selected schools of Lusaka city

School	A	B	C	D	E
Types of Welfare facilities provided	<ul style="list-style-type: none"> <li>✓ Toilets</li> <li>✓ Bathrooms</li> <li>✓ Change rooms</li> <li>✓ Drinking water</li> <li>✓ Eating places</li> <li>✓ Tuck shop</li> </ul>	<ul style="list-style-type: none"> <li>✓ Toilets</li> <li>✓ Tuck shop</li> <li>✓ Drinking water</li> </ul>	<ul style="list-style-type: none"> <li>✓ Toilets</li> <li>✓ Tuck shop</li> <li>✓ Eating places</li> <li>✓ Drinking water</li> </ul>	<ul style="list-style-type: none"> <li>✓ Toilets</li> <li>✓ Tuck shop</li> <li>✓ Drinking water</li> </ul>	<ul style="list-style-type: none"> <li>✓ Toilets</li> <li>✓ Tuck shop</li> <li>✓ Eating places</li> <li>✓ Drinking water</li> </ul>

Source: Field data, 2021

From the data presented in table 3, it is clear that most of the schools sampled in this study had varied welfare facilities. It was noted that all schools sampled had toilets and at least a tuck shop. It was also noted that most of the schools sampled lacked certain important welfare facilities like bathrooms, change rooms and even eating places. This lack of certain important welfare facilities would demotivate teachers, pupils and other school staff because the school environment would be unhygienic. This is supported by the Herzberg's (1959) Motivator-Hygiene Theory explains the factors that motivate individuals through identifying and satisfying their individual needs, desires and the aims pursued to satisfy these desires. In this context, adequate welfare facilities in schools are seen to satisfy individual needs and desires for people in school environments. This is supported by WHO (2016) who declared that access to water, sanitation and hygiene (WASH) is essential for healthy development. More so, adequate access to water, sanitation and hygiene is every child's right, as stated in the Convention on the Rights of the Child (United Nations, 1989). The 2030 Agenda for Sustainable Development (United Nations, 2015) also encompasses WASH in schools under the Sustainable Development Goals (SDGs) for health and well-being (SDG 3), education (SDG 4) and water and sanitation (SDG 6).

The lack of some of welfare facilities in some schools as indicated on table 3 could affect service delivery in selected schools of Lusaka city. For example, a lack of access to proper sanitation facilities could pose a huge barrier to education as pupils could frequently miss school due to hygiene-related diseases and a general feeling of being inconvenienced. Toilets and proper washing stations can help stop the spread of many diseases and parasites such as diarrhoea in school environments. This was also noted by Mubita (2016) in his study on safety and health issues at Sefula secondary school. In this study, Mubita (2016) noted that proper sanitary infrastructure with adequate water was key to combating waterborne diseases in school environments.

(ii) *Adequacy of welfare facilities in selected schools of Lusaka city*

The study sought to investigate the adequacy of welfare facilities in selected schools of Lusaka city. Through observation and interviews, the welfare facilities were assessed and presented as shown in table 4.

Table 4: Adequacy of welfare facilities in selected schools of Lusaka city

School	A	B	C	D	E
Facilities and number	Toilets (12)	Toilets (14)	Toilets (10)	Toilets (10)	Toilets (8)
	Bathrooms (6)	Bathrooms (nil)	Bathrooms (nil)	Bathrooms (nil)	Bathrooms (nil)
	Change rooms (4)	Change rooms (nil)	Change rooms (nil)	Change rooms (nil)	Change rooms (nil)
	Drinking water (10 taps)	Drinking water (5)	Drinking water (6 taps)	Drinking water (7 taps)	Drinking water (6 taps)
	Eating places (1)	Eating places (Nil)	Eating places (1)	Eating places (nil)	Eating places (1)
	Change rooms (Nil)	Change rooms (Nil)	Change rooms (Nil)	Change rooms (Nil)	Change rooms (Nil)
	Tuck shop (1)	Tuck shop (1)	Tuck shop (1)	Tuck shop (1)	Tuck shop (1)
<b>Total Population</b>	1,300	1,012	988	825	901

Source: Field data, 2021

From the data presented in table 4, it can be noted that most schools sampled in this study either lacked or had inadequate welfare facilities like bathrooms, eating places and change rooms. This could be seen from the number of facilities in relation to total population. Shortage of these much needed welfare facilities could bring challenges to personnel in school environment. Lack of or inadequate welfare facilities could limit the ability of a pupils to achieve various learning and extra curricula activities. Secondly, a lack of or inadequate facilities has a negative impact on a teachers' job satisfaction, which undermines their motivation to teach. This is in line with Herzberg's motivation-hygiene theory and dual-factor theory used in this study. According to this theory, employers must provide certain factors in the workplace that cause job satisfaction. In this case, the Ministry of Education and other stakeholders must provide welfare facilities to motivate and provide job satisfaction to people working in the school environment. Adequate welfare school facilities help determine the success of pupils and the effectiveness of a teacher's lesson (WHO, 2016). However, (Mubita, 2016)

noted that with tight budgets and staff costs, the condition of school facilities is often further down the list of priorities.

School welfare facilities have an impact on the overall school experience of pupils, teachers and other school personnel. According to an article by Penn State University, school facilities affect teacher recruitment and retention. More importantly, they also affect the health, behaviour and engagement of the pupils and staff at large. Thus, adequate facilities make it easier for the schools to deliver better education. Inadequate clean water, for example, has serious effects on pupils' academic performance and attendance rates. The lack of or inadequate safe water can cause pupils and teachers to lose learning and teaching momentum as they deal with stomach pains and diarrhoea from disease and hunger. In school communities, pupils could miss classes to go fetch water, or to care for sick parents or siblings.

Schools with a bigger population often result in a larger staff and pupil numbers. Therefore, it is important that such schools have enough welfare facilities to cater for the large numbers. This was not the case in most sampled schools in this study. The study revealed that some schools had more pupils and staff (see table 4) against a small number of facilities. This had the potential to make teaching and learning problematic as personal in school could compete for fewer facilities available in school. This was noted by Mubita (2016) who explained that poor sanitary facilities could lead to absenteeism and drop out among pupils.

According to WHO (2016) there is a clear association between children's health and WASH conditions in schools. This is also applicable to teachers and other school staff. According to WHO (2016) inadequate WASH in schools may result in dehydration, urinary infections and constipation and, in some countries, parasitic infections.

According to Adams *et.al.* (2016) and Mubita (2016) schools with adequate water, sanitation and hygiene facilities have a reliable water system that provides safe and sufficient water, especially for hand-washing and drinking; sufficient number of toilets for pupils and teachers that are private, safe, clean, and culturally and gender appropriate.

*(iii) Quality of welfare facilities provided in selected schools of Lusaka city*

This study also sought to assess the quality of welfare facilities provide in schools that participated in this study. It was discovered that most if not all schools sampled in this study had poor quality welfare facilities. The quality of toilets, bathrooms, eating places and so on was not acceptable in relation to HSE (2020) regulations. To this effect, some participants interviewed had the following to say about the quality of welfare facilities provided in their school environments:

*Our sanitary facilities are not of the expected quality. Apart from not being*

*enough, they are of poor quality in that they are from cheaper sources. The water closets easily break down and fail to flush as expected. This is because they are of poor standard (Participant A, FGD).*

Another participant bemoaned the poor quality of facilities provided in her school environment and expressed it as follows:

*We have poor quality bathrooms in this school. They are dry in most cases due to poor water reticulation. The showers are falling off and are rusty too. Therefore, if you want to freshen up, you have to go back home and help yourself from there. This wastes a lot of time for teaching and learning (Participant D, FGD).*

Participant F bemoaned the poor quality of facilities provided in her school environment and expressed it as follows:

*Our school only has a small tuck shop with very limited food stuffs to buy. If I want to eat other foods, I have to go out and look for a market or a shopping mall. Better still, I have to cook some foods from home. This is an inconvenience because we have no quality eating facilities in school (Participant F, SSI).*

From the foregoing, it can be deduced that even though some basic welfare facilities were provided in schools that took part in this study, their quality was very basic. Their degree of acceptance was very low. The welfare facilities were made of materials of low quality and could therefore easily break or get damaged. This could mean spending more money in maintenance or rehabilitation of such facilities. Maintenance of welfare facilities could face completion from other needy materials in schools such as desks, books and so on against a small school management budget as noted by Mubita (2016).

*(iv) Proposed welfare facilities to be provided at selected schools of Lusaka city*

From the set background and findings in this study, the following welfare facilities are proposed for use in schools:

- (a) Clean drinking water:* All schools sampled in this study should have clean and adequate drinking water for pupils, teachers and other school staff. Clean and adequate drinking water is essential in schools not only to remain safe from diseases but also to maintain good health and improve hygiene levels. UNICEF (2018) explained that the provision of water at schools is one of the 'highly effective practices in increasing access and learning outcomes'. In addition to the necessity of water to maintain personal and environmental hygiene,

reducing student dehydration in schools has been associated with improved cognitive abilities.

The HSE (2020) also argues that wholesome drinking water should be supplied and made readily available, stored and protected from possible pollution or contamination. Also, it should be ensured that it changes regularly enough to prevent the water from contamination or becoming stale. Moreover, Don *et al.* (2018) propose that it may be necessary to clearly mark drinking water storage facilities to prevent it from being confused with other hazardous liquids or water which may not be wholesome for drinking.

- (b) *Sanitary conveniences and washing facilities:* Schools should have adequate sanitary infrastructure to cater for all. According to UNICEF (2018) the availability of functional sanitary infrastructure in schools can positively impact health and learning outcomes for pupils, particularly for girls. Availability of functional sanitary infrastructure in schools can also translate to teacher or staff retention.
- (c) *Change rooms:* All schools sampled in this study should have enough change rooms in relation to the school population. A changing room, locker room, dressing room (usually in a sports, theatre or staff context) or change room is a room or area designated for changing one's clothes. Changing rooms are provided to enable people to change clothes with varying degrees of privacy. In a school, separate changing rooms can be provided for men and women, or there may be a non-gender-specific open space with individual cubicles or stalls, as with unisex public toilets.
- (d) *Resting and eating facilities (restaurants):* Schools in this study should have resting eating facilities. Cafeterias in school environment favour the development of hygienic habits and promote good diets. Eating places in school helps pupils and staff develop companionship skills. They also develop social skills in resting and eating places.

## V. CONCLUSION

Schools sampled in this study did not have adequate and quality sanitary infrastructure, change rooms, eating facilities and resting places. Most schools did not have the average required number of welfare facilities for their workers and also in most cases the limited facilities on site are not in good conditions for workers welfare status. Actually, most schools had inadequate number of welfare facilities. The purpose of providing such welfare facilities is to make work life better and also to raise teachers, pupils and other staff's standard of living. Welfare facilities in schools provide better physical and mental health to teachers, pupils and other school staff and thus promote a healthy work environment. These welfare facilities help prevent waterborne diseases in school environment. They also help prevent absenteeism in schools among pupils, teachers and other school staff.

## VI. RECOMMENDATIONS

With reference to the foregoing, the study recommends that Ministry of General Education, education policy makers, implementers and all stakeholders must pay much attention to the provision of welfare facilities in schools to enhance the safety and welfare of their workers. This could motivate human resource in schools and therefore enhance service delivery. Also, education policy makers and professional bodies should do regular school inspection on welfare facilities needed to be provided to see if they are up to standards.

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