The Preparedness of School Related Facilities for Students Enrolment in Public Secondary Schools in Rivers State

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Abstract: **- The notion of unpreparedness of facilities to accommodate school enrolment by school owners motivated this study. The study examined the level of school facilities preparedness for students' enrolment in public secondary schools in Rivers State. The simple random sampling technique was adopted that comprised one hundred and thirty-three school principals (133) representing 50% of the entire number of the schools. The checklist instrument was used for data collection in assessing available facilities to accommodate the number of students enrolled in a school. Thus, a self-structured checklist titled "Availability of School Facilities Checklist" (ASFC) weighing dichotomous response options of "Available (A) and Not Available (NA)" was applied. A content validity questionnaire was instituted by the two experts at the University of Port Harcourt. The Kuder-Richardson was used to establish the reliability of the questionnaire. Thereafter, a reliability co-efficient index of 88% was revealed. The results show a high extent of a limited supply of school facilities such as classrooms, laboratories, libraries, etc. for students' enrolment in public secondary schools in Rivers State. Further, the findings indicated an overall percentage score of 78.6% and 77.0% unavailability of learning facilities in urban and rural schools. Also, the study shows both urban and rural schools have football fields with 100% availability, while basketball court, tennis court, pavilion, and multi-purpose games hall are seldom available in all locations. The study, therefore, recommended Rivers State government as a sole financier of public institutions to urgently provide schools with learning and sporting facilities to accommodate students' enrolments.**

Keywords: **Preparedness, school facilities, Students' enrolment, Public secondary schools & Rivers State.**

I. INTRODUCTION

Among the basic responsibility of any government is prepared education. Such kind of education affords its citizens the access to quality learning especially with adequate and functional facilities. This is because they support and create positive outcomes amongst the large numbers of students with complex needs as well as fosters teamwork, collaboration, and effective communication among teachers and that of students. Aside, these notable features of school facilities, its cognizance to note that quality and functional facilities also help towards the management of behaviour among students who indulge in some sort of deviant behaviour such as noise-making, absenteeism, loitering, truancy etc. Furthermore, it contributes to their level of engagement and the efficacy of teacher's performance. Observably, games in schools is another aspect in the non-curriculum activities in school that helps to improve the mental development. In addition the school facilities preparedness in this study is described as the quality and quantity of facilities available to accommodate student so as to foster effective teaching and learning activities. This preparedness will create an enabling environment for students who are enrolled to develop emotionally, physically, and also strengthen them with the capacity and power to be studious. School facilities have been described in different perspectives by scholars. Maduagwu and Nwogu (2006) sees school facilities as land, buildings, furniture, desks, equipment, chalkboards, fields, fence, and even the uncultivated lands. Meanwhile, Obasi and Asodike in Onyeagbako (2014) refer school facilities generally to be building equipment and the entire grounds or premises of an educational institution as well as other fixed or movable items or furniture which facilitates teaching and learning materials. These also include spaces, building items or equipment, soft wares, infrastructural facilities, farms, real-life situations, or objectives in the immediate community which offers learning experiences. In this premise, school facilities refer to that essential support system that facilitates effective teaching and learning within the school environment. Thus the quality and functionality of these facilities will make teaching and learning student-centered which will further promote the teacher-student relationship.

Presently in the education sector, the attainment of quality education solely depends on the quality and adequacy of its facilities. Observably, most public schools in Port Harcourt metropolis and remote areas in Rivers State show that the available facilities in existence are inadequate to accommodate the number of registered students. Most schools indicate that the available facilities in place are not in good shape, some are seen deteriorated, dilapidated, worn out, and even with none functional laboratory and library facilities to meet the current demand for quality education. The issue becomes a concern relating to the free secondary education declared by the Rivers State government that has further welcomed an influx of students' enrolment in schools without

corresponding facilities to match the required teacher-student ratio. Student enrolment is the cumulative number of registered students in a particular school. As Omolewa (1981) contended that Nigerian schools are witnessing rapid educational expansion with inadequate provision for essential resources for teaching and learning.

Onyeagbako (2014) added that student explosion as a result of student population creates challenges for schools as this leads to excessive pressure on existing school facilities. Conspicuously, about 200-250 and 250-300 students have seen seating in a particular class in most schools in urban areas with high density as a result of inadequate classrooms. This situation becomes difficult and challenging for effective classroom management on the side of the teacher considering the allotted time frame. Another challenging problem to this situation reveals that most students see it as a great opportunity to absent from school on any given day. Meanwhile, some of the students who are present are reluctant to participate in learning. Nevertheless, they employ classroom deviant behaviour as a means to get others distracted from learning due to un-conducive learning environment. Moreover, Igbinedion (2014) stated that the packaging of facilities such as the school buildings, school furniture, classroom, and so on, is done to add values to the school which will in turn creates a qualifying environment for effective teaching and learning. The Federal Republic of Nigeria (2004) identified one of the goals of education as the training of student to acquire appropriate skills the development of appropriate physical and social abilities and competence which are expected to equip the student to live in and contribute to societal development.

On the other hand, most school related facilities in the rural areas represent nothing but an eyesore as there are cases of a dearth of classroom blocks, furniture, and fittings, laboratories, libraries, books, etc. with such situation in place, quality learning activities becomes a challenge and may pose a threat to national development. Though, schools with sufficient facilities tend to stimulate teachers and further create distinguished job satisfaction among teacher because it makes it enabling for teachers to overcome the constraints of working beyond their capacity as well as creating a high tendency for students' academic success. Nevertheless, there seems to be a lack of political will to expand the educational facilities since the existing ones have become overstretched and deteriorated. Ileuma (2015) claimed that the high enrolment of students into public secondary schools has led to overcrowded classrooms, the poor state of infrastructure, and other vital facilities in the schools. Further, Onyilola in Ileuma (2015) observed that where classrooms are overcrowded, the method of teaching that requires movement and sensitivity from students produces physical disturbances, difficulties in students' concentration, inability to sustain and maintain peace. Okuneye and Adelowokan (2014) asserted that various policy interventions initiated by the government over the years to stimulate schooling at all levels of education have made the enrolment rate of school-aged children to remain abysmally high. Thus, it requires more numbers of facilities, like a library, laboratory, sports, classroom facilities, and commensurate human resources to accommodate the high enrolment rate. Abraham in Igbinedion (2014) posited that to meet the physical needs of the students, a safe structure, adequate sanitary facilities, a balanced visual environment, an appropriate thermal environment, and sufficient shelter space of work and play should be provided. Thus, children will learn more and work harder when facilities are adequate. However, in the absence of the essential facilities, the students and staff will always be anxious, not feeling at ease to carry on with the teaching-learning process Nonetheless, this anxiety may affect their productivity. Findings from this study shall be of immense benefit to scholars, policymakers, and those interested in educational management in secondary schools in Nigeria.

Statement of the Problem

Despite the high percentage of the annual budget to education, there seem to be major constraints in public secondary education. It is no longer a hidden fact that enrolments are rapidly expanding in the face of an inadequate proportion of educational facilities and equipment to match the number of students enrolled in various schools. In many urban and rural secondary schools in the State presently, the teacher/student ratio now lies at about 1:250 and 1:300 which is a sharp contrast to that of 1:40 as being recommended by National Policy on Education. This situation appears to have led to an increase of deviant behaviour among students, teachers' work overload, facilities overstretched, students' poor performance, and low-quality products for the national economy. Hence the study seeks to examine the preparedness of school related facilities for students' enrolment in public secondary schools in Rivers State. The findings from of the study will be of significant to the scholars/ academics, policymaker, industrial practitioner's and the general public.

Aim and Objectives of the Study

The study aims to investigate the preparedness of school related facilities for students' enrolment in public secondary schools in Rivers State. The study specifically seeks to:

i. Find out the school related facilities available for students' enrolment in public secondary schools in Rivers State.
ii. Find out the games related facilities available for students' enrolment in public secondary schools in Rivers State.

Research Questions

The following research questions will guide the study:

i. What are the school related facilities available for students' enrolment in public secondary schools in Rivers State?

ii. What are the games related facilities available for student's enrolment in public secondary schools in Rivers State?

Hypotheses

The following hypotheses were formulated:

H_{O1}: There is no significant difference between the mean opinion of urban and rural school Principals on the level of available school related facilities for students enrolment in public secondary schools in Rivers State.

H_{O2}: There is no significant difference between the mean opinion of urban and rural school Principals on the level of available games related facilities for students enrolment in public secondary schools in Rivers State.

II. LITERATURE REVIEW

Ways School Related Facilities Can Improve Student's Enrolment

The school related facilities that support the process of teaching and learning in schools is a good design regular classroom with vital materials, well-equipped laboratory facilities, and well-stock library facilities. The classroom is the place where students converge to learn under the control of a teacher. It is an important section in the school plan and contains a lot of costly facilities such as furniture's, whiteboard, indelible marker, duster, books, map, worksheet, diagrams, charts, film, trash bin, and among others. Akpan and Okoli, (2017) opined that classroom materials like audio, visual and audio-visual materials such as radio, audiotapes, pictures, prints, real objects (models), films, television, audio-visual tapes, CDs, VCDs, DVDs, and other high definition electronic devices must be readily available in schools to accommodate the high enrolment rate in schools.

The classroom should be determined by the number of learners admitted to the school. Also, it has to be spacious enough to accommodate teacher- student's ratio as declared in National policy on Education. The classroom Space should be capable of being partitioned and set with writing board, seats and desks, instructional materials, shelves, and lockers, air-conditioned or fan and well ventilation and lighting to facilitate classroom activities for teachers and students. Overcrowded and Poorly ventilated classrooms create an unsafe environment that decreases the levels of student engagement, consequently lowering the quality and level of learning. The conducive classroom environment will no doubt increase the attendance level of students daily thus heighten their academic performance. Olaleye, Ajayi, Oyebola, and Ajayi(2017) discovered that overcrowding of classroom create a negative academic performance of students and uphold influence on students behavioural attitude to their studies. Still, Carlson (2000) found that quality learning is impossible when large numbers of students are packed into a small classroom. Besides, there are several subjects in the secondary school curriculum that need laboratory exercise to further strengthens and enhance students' knowledge on the subject matter. For instance, Physics, Chemistry, and Biology are specific science subjects that contain lots of practical activities. The school laboratory is not a regular classroom because students only go to the laboratory for a special type of learning that involves practical demonstrations by use of sensitive materials such as; laboratory consumables, accessories, mixing equipment, and cooling equipment irrespective of the subject involved. This system of teaching provides the ideal setting for skills development, discovering learning, inquiring, and problem-solving activities. Isaac, Daniel, and Olusola (2014) observed that the most important feature of effective science subjects teaching is to support theoretical explanations with actual practices in the laboratory. Similarly, Uhumuavbi and Okodugha (2014) claimed that the use of a laboratory as a method of teaching and learning science helps the students to develop manipulative skills. Thus, it, therefore, becomes imperative to examine how adequate these facilities are to accommodate a large number of students. Akinwumiju and Agabi (2013) noted that the nature of laboratory activities requires that students sit on stools and work on long tables designed to accommodate a large number of learners at the same time. It, therefore, requires that adequate laboratory facilities needed to be provided for effective teaching and learning of practical subjects (Owolabi and Adedayo, 2014). It leads to better retention of information and also the development of favorable attitudes towards school subjects. The students during the use of laboratory appliances are active participants who acquire more knowledge by performing experiments. The method makes the students familiar with such mental processes as observing, inferring, classifying, and measuring and data interpretation. Thus, learning becomes engaging as a result of using concrete materials. Also, if the laboratory is not in place or not well stocked with the needed apparatus, the science teacher may not have adequate materials to teach and guide the students. The absence of these materials may thus affect students' interest, enrolment, and performance in science subjects.

The library can be described as the powerhouse of any academic institution. It can be accessed electronically or within a school building. It is an important section in the building that offers services that support students and teachers. A functional and well-equipped school library aids and builds students' competence in the various subject matters in the school curriculum. It helps students at all levels of education to develop the skill needed to flourish in their academic pursuits. Fayose (2015) described school libraries as that part of the school where a collection of books, periodicals, magazines and newspapers, films and film strips, videotapes, recording of all types, slides, computer study kits and other information bearing resources are housed for use by teachers and students for learning, recreational activities, personal interest and interpersonal relationship of children in a school. Kuhithau (2010) claimed that preparing students for

the future, the teachers cannot do it alone, that the school libraries are definitely in the picture. This statement buttresses that, the school library support learners to naturally develop healthy reading habit outside the guidance of the teacher. Lonsdale (2003) observed that libraries make a positive difference to students' self-esteem, confidence, independence, and sense of responsibility in regards to their learning. Robin (2005) noted that school library services were either lacking or not in place in most secondary schools and even when they are in place, they seem not to have met the prescribed standard for established school libraries at the secondary levels. Also, in cases where spaces were provided for the library, the materials in the libraries were not only scanty but poorly organized for effective library and information service delivery. The deteriorating state of the school library is alarming and thus any high school without an efficient and effective library is comparable to a car without an engine. Therefore, many teachers neither use the resources center nor inspire students to use it.

Influence of games related Facilities for Students' Enrolment

Universally, the harmonisation of games as means of sporting has long been recognised and accepted as part of school extra-curriculum activity. The benefit of games activities in school helps to create a sense of belongings, teamwork, and confidence of both students and teachers towards the improvement of their physical and mental development. To encourage student's active participation in programmes of physical activities, a variety of games facilities should be available in other to accommodate the needs and explore students' potentials. This includes playgrounds such as football fields, basketball court, volleyball court, indoor sports facilities, and all game equipment such as javelins, shot put, etc. This is because the activities enhance the psychometric, affective, and cognitive wellbeing of the students, thereby making them a functional and effective contributor to national development (Obikwe, 2012). The study further stressed that sports are concerned basically in developing in the learner basic skills, techniques, abilities, and competencies that can yield an effective and likely human being who will be able to withstand the change of time, be productive and promote uniqueness in pursuit of the unity of human race. Igbinidion (2014) identified football, basketballs volleyball as well as classroom facilities that should be in functional condition. In the same vein, Alowole (2000) succumbed that the essence of sports facilities is for the development of technological, manipulative skills as well as preparing the students for lifelong activities. Meanwhile, if these facilities are not readily available to accommodate the students, they might not have the opportunity to be provided with a sound mental disposition and a sound body that can accommodate the sound mind.

III. METHODOLOGY

The research design for this study is a descriptive survey. The population of this study consisted of all the 278 public secondary schools in Rivers State. The sample for the study comprised one hundred and thirty-three schools (133) representing 50% of the entire number of the schools. The simple random sampling technique was used to draw 50% of the schools in each of the Local Government Areas. The instrument that was used for data collection is a checklist noting how many of these facilities are readily available to accommodate the number of students enrolled in these schools. A self-structured checklist titled "Availability of School Facilities Checklist" (ASFC) was used. The checklist has weighted dichotomous with response options of "Available (A) and Not Available (NA)". The content validity of the questionnaire was established by the two experts at the University of Port Harcourt. Kuder-Richardson was used to establish the reliability of the questionnaire, a reliability co-efficient index of 0.88 was obtained. One hundred and thirty-nine copies of the checklist were administered to the Principals to fill, but 133 was correctly filled and returned. Frequency and percentage were used for descriptive statistics while z-test was used for inferential statistics at 0.05 alpha level using SPSS version 23.

IV. RESULTS PRESENTATION AND DISCUSSION OF FINDINGS

Research question one: What are the School related facilities available for students' enrolment in public secondary schools in Rivers State?

Table 1: Level of availability of school related facilities for students' enrolment in public secondary schools in Rivers State

S/N	Items	Urban Principals (n= 87)		Remark	Rural Principals (n= 46)		Remark
		AV	NAV		AV	NAV	
1.	Adequate classroom	23(26.4%)	64(73.6%)	Low	11(23.9%)	35(76.1%)	Low
2.	Equipped staff room	16(18.4%)	71(81.6%)	Low	13(28.3%)	33(71.7%)	Low
3.	Adequate and equipped library	18(20.7%)	63(79.3%)	Low	9(19.6%)	37(80.4%)	Low
4.	Equipped laboratories	12(13.8%)	75(86.2%)	Low	5(10.9%)	41(89.1%)	Low
5.	ICT laboratories	24(27.6%)	63(72.4%)	Low	15(32.6)	31(67.4%)	Low
	Overall %	**21.4%**	**78.6%**		**23.0%**	**77.0%**	

AV – Available, NAV = Not Available

Table 1 showed that schools principals of both Urban and Rural public secondary schools in Rivers State opined to a high extent that school related facilities such as classrooms, laboratories, library, etc are in limited supply for students' enrolment in public secondary schools in Rivers with overall percentage scores of 78.6% and 77.0% for not available in urban and rural respectively. **Research question two:** What are the games related facilities available for student's enrolment in public secondary schools in Rivers State?

Table 2: Level of availability of games related facilities for students' enrolment in public secondary schools in Rivers State

S/N	Items	Urban Principals (n= 87)		Remark	Rural Principals (n= 46)		Remark
		AV	NAV		AV	NAV	
1.	Football field	87(100.0%)	0(0.0%)	High	41(89.1%)	4(10.9%)	High
2.	Basketball court	19(21.8%)	68(78.2%	Low	0(0.0%)	46(100%)	Low
3.	Tennis court	11(12.6%)	76(87.4%)	Low	6(13.0%)	40(87.0%)	Low
4.	Pavilion	0(0.0%)	87(100.0%)	Low	0(0.0%)	46(100.0%)	Low
5.	Multi-purpose hall	13(14.9%)	74(85.1%)	Low	8(17.4%)	38(82.6%)	Low
	Grand mean	**29.9%**	**70.1%**		**23.9%**	**76.1%**	

AV – Available, NAV = Not Available

Table 2 revealed the responses regarding available games related facilities for school enrolment in public secondary schools in Rivers State. The table above shows that both urban and rural schools have football fields with 100% availability, while basketball court, tennis court, pavilion, and multi-purpose sports hall are seldom available in both locations. The overall percentage of 29.9% and 23.9% for availability in urban and rural schools indicates a low level of games related facilities available for student's enrolment in public secondary schools in Rivers State.

Test of Hypotheses

H_{O1}: There is no significant difference between the mean opinion of Urban and Rural schools' representatives on the level of available school related facilities for students enrolment in public secondary schools in Rivers State.

H_{a1}: There is a significant difference between the mean opinion of Urban and Rural schools' representatives on the level of available school related facilities for students enrolment in public secondary schools in Rivers State.

Table 3: Z-test analysis of mean opinion between urban and rural schools' on the level of available school related facilities for student's enrolment

Respondents	N	$\bar{x}$	Std	Df	P	z-cal	z-crit	Decision
Urban Schools	87	1.21	0.41	131	0.05	-0.219	1.96	Accepted
Rural Schools	46	1.23	0.43					

Table 3 presents z-test Analysis mean opinion between Urban and Rural school principals on the level of available learning related facilities for student's enrolment in public secondary schools in Rivers State. The result showed the z-calculated value as -0.219 at the degree of freedom of 131 at 0.05 significant levels. Since the calculated z-value of -0.219 was less than the z-critical of 1.96, the null hypothesis was accepted. This implies that there is no significant difference in the mean opinion scores of urban and rural school principals on the level of available school facilities for enrolment in public secondary schools in Rivers State.

H_{O2}: There is no significant difference between the mean opinion of Urban and Rural schools' principals on the level of available games related facilities for students enrolment in public secondary schools in Rivers State.

H_{a2}: There is a significant difference between the mean opinion of Urban and Rural schools' principals on the level of available games related facilities for students enrolment in public secondary schools in Rivers State.

Table 4: Z-test analysis of mean opinion between urban and rural schools' on the level of available games related facilities for students enrolment

Respondents	N	$\bar{x}$	Std	Df	P	z-cal	z-crit	Decision
Urban Schools	87	1.30	0.46	131	0.05	0.727	1.96	Accepted
Rural Schools	46	1.24	0.43					

Table 4 presents z-test Analysis mean opinion between Urban and Rural school principals on the level of available games related facilities for student's enrolment in public secondary schools in Rivers State. The result showed the z-calculated value as 0.727 on the degree of freedom of 131 at a 0.05significance level. Since the calculated z-value of 0.727 was less than the z-critical of 1.96, the null hypothesis was accepted. This implies that there is no significant difference in the mean opinion scores Urban and Rural school principals on the level of available games related facilities for student's enrolment in public secondary schools in Rivers State.

Discussion of the Findings

The findings revealed a high extent in a limited supply of school facilities such as classrooms, laboratories, libraries, etc. for students' enrolment in public secondary schools in Rivers with overall percentage scores of 78.6% and 77.0% for unavailability of school facilities in urban and rural schools. Hence, there was no significant difference in the mean opinion scores of urban and rural school principals on the level of available school related facilities for student's enrolment in public secondary schools in Rivers State. These findings are in conformity with the work of Olaleye, Ajayi, Oyebola, and Ajayi (2017) that the overcrowding of classrooms negatively affects the academic performance of students. Thus have a significant influence on student's behavioural attitude to their studies. In the same vein, Uhumuavbi and Okodugha (2014) opined that the use of a laboratory as a method of teaching science helps the students to develop manipulative skills. It leads to better retention of information and also the development of favorable attitudes towards school subjects. The students during the use of laboratory appliances are active participants who acquire more knowledge by performing experiments. Furthermore, the findings corroborate with Robin (2005) that school library services were either lacking or not in place in most secondary schools and even when they are in place, they seem not to have met the prescribed standard for established school libraries at the secondary levels. Also, in cases where spaces were provided for the library, the materials in the libraries were not only scanty but poorly organized for effective library and information service delivery. The deteriorating state of the school library is alarming and thus any high school without an efficient and effective library is comparable to a car without an engine.

More so, the study revealed that both urban and rural schools have football pitch with 100% availability, while basketball court, tennis court, pavilion, and multi-purpose sports hall are seldom available in both locations. In the same vein, Alowole (2000) submitted that the essence of sports facilities is for the development of technological, manipulative skills as well as preparing the students for lifelong activities. Meanwhile, if these facilities are not readily available to accommodate the students, they might not have the opportunity to be provided with a sound, mental disposition and a sound body that can accommodate the sound mind. Obikwe (2012) further stressed that sports are concerned basically in developing in the learner basic skills, techniques, abilities and competencies that can produce an effective and likely human being who will be able to withstand the change of time, be productive and promote uniqueness in pursuit of the unity of human race. Quality and adequate facilities in the school make the atmosphere enabling students who are enrolled to develop emotionally, physically, and also strengthen them with the capacity and power to be studious.

V. CONCLUSION

There are growing number of schools establishments by both the private and the public sector. The study was then concern about the poor preparedness of school facilities to accommodate the corresponding students' enrolment. The motivation was initiated by the public outcry of the absence of basic school facilities that may assist students in learning positively. The study was exposed to analytical test in other to gather evidence. Aftermath, the findings indicated that both learning and game facilities were grossly inadequate, ill-equipped, and outdated. These observations are seen not to be good signals towards the enrolment and mental development of students in public secondary schools within Rivers State. It can be concluded that the available facilities in the secondary schools in Rivers State are inadequate to accommodate and encourage students 'enrolment based on the high influx of residents in the oil-rich state.

VI. RECOMMENDATIONS

Based on the above findings, the following recommendations are made;

1. Rivers State government should pay more attention to education and urgently provide the secondary schools with learning and games facilities to sustain the target enrolment.
2. Non-Governmental agencies should also complement the government with the provision of learning and gamesfacilities.
3. Parents' Teachers Association should also assist by contributing to enrich the schools with those basic facilities.

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