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**SCHOOL PLANT CONSTRUCTION, HOME AND TEACHER FACTORS AS DETERMINANTS OF STUDENTS ACADEMIC PERFORMANCE IN OYO STATE: IMPLICATIONS FOR PLANNING**

**Ayoola, Olubunmi Adedunke; Oyeromi, Samson Olumuyiwa & Ilesanmi, Morenike**

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**Abstract**

*This study examined the contributions of school plant construction, home and teachers' factors to students' academic performance in Oyo state public senior secondary schools. Two hypotheses guided this study. This study adopted descriptive survey design. Multistage and simple random sampling techniques were used in selecting 1500 teachers and 1500 students across the 3 senatorial zones. Ten teachers and 10 students were sampled in each schools using simple random sampling. School Plant Construction Questionnaires (SPCQ) and Demographic Data Form (DDF) were used. Multiple regression analysis was used. The study found that school plant construction, home and teacher factors with R square of 0.113 and adjusted R equal 0.110 and individually predicted academic performance of students with Beta=.167, t=4.867 p<0.5 while teachers factor was the least potent Beta=.144,t=2.316 p<0.5. Recommendations are proffered that educational planners must consider the school plant facilities that is classroom must be well ventilated adequate lighting, acoustic design and building construction must be planned.*

**Keywords:** *School plant construction, Home, Teacher, Academic Performance and Educational Planners*

**Introduction**

Education is a fundamental human right as well as a catalyst for economic growth and human development. The public is increasingly inquisitive and bothered about the school activities particularly the academic performance of students'. Stakeholders such as government, communities, parents and learners themselves have reasons to worry

about the results and products of the schools. The declining trends and deteriorating results from schools in terms of academic performance have been matters of concerns across the globe.

Akubiro and Joshua (2016) stated that there have been complaints from almost all quarters of the Nigerian society that the quality of education is being questioned, they claimed that students' performance in the senior school certificate examination administered by West African Examination Council continues to deteriorate from year to year judging from the product of Nigerian secondary school, there is a big question mark on the level of students' performance. In our march towards scientific and technological advancement and our aspiration to be among the first economies in the world by the 2030, we need nothing short of good performance of our students at all levels of schooling (Obioma, 2017)

Unfortunately, performance of students at the end of secondary school education has not improved in the past decade as reflected in the Chief Examiners Annual Reports of West African Examination Council, WAEC. For instance, in 2014 Senior school certificate examination, out of 45591 candidates that sat for the examination, 7889 representing 17.3% passed English Language and 37702 representing 82.7% failed it. While 14335 representing 31.4% passed Mathematics and 31256 representing 68.6% failed. In 2015, out of 54404 candidates that sat for the examination, 10197 representing 18.7% passed English Language and 44207 representing 81.3% failed it while 12553 representing 23.9% passed Mathematics and 41851 representing 76.9% failed it. Also, in 2016, out of 40,934 candidates that sat for the examination, 16,307 representing 39.8% passed English Language and 24,627 representing 60.2% failed it, while 16,861 representing 41.2% passed mathematics and 24,073 representing 58.8% failed it (WAEC Report, 2017). This problem of poor academic performance of students at the secondary school level is so much that it has led to the widely acclaimed fallen standard of education in Nigeria at large (Olagunju, 2012)

Sam (2016) regrettably observed that academic excellence had since departed from the land. Today, the monster of failure has taken over unleashing its fury on students year after year. Besides the harvest of academic failures has brought many students to their knees in tears. Every academic year, the nation is grieved by the below average

performance of thousands of students in National Examinations conducted by the west African Examinations Council (WEAC). The National Examinations Council (NECO) and the Joint Admission and Matriculation Board where only 20 percent of the candidates passed at acceptable credit level. Due to the observed deterioration in the academic performance of secondary school students in public schools one wonders if such poor performances may not be a reflection of school plant construction, home and teacher factors in the schools. The school plant construction which must be ventilated with cool colour, good layout and proper landscaping is a catalyst for students' academic performance. Importantly, consideration is given to the students to be enrolled in the school which is not expected to be too few or too large to constitute. It is through this consideration that students' academic performance would enhance as the output of the system.

Considering the effect of colour on academic performance, Andrew (1992) notes that:

*The different frequencies of high (the colours) affect different energies of the body . Some colours more easily affect the major frequencies. Other colours affect the system or energies of the body because they have a lower frequency. Being a concentration of certain high frequencies colour has its unique effects which could be stimulating or depressing, constructive or destructive. It could be repellant or attractive (p.43)*

Colours are usually broken into three categories. First there are the primary colours of yellow, blue, red. When any two primary colour are mixed, it produced secondary colour: orange (red+yellow ), Green (yellow+blue) , and Violet (red +blue ) . When a primary colour is combined with a secondary colour, Tertiary colours are formed as red orange, yellow orange, yellow green, blue green , blue violet and red violet . Andrew (1992) cited in Adegbesan (2014) in his classification of colour from a psychological perspective, categorized colour into warm and cool colours. He stated that red is considered to be a psychologically dominant warm colour while blue is the dominant cool colour .That the warmer the colour, the more red it contains and that the cooler the colour the more blue it contains.



Colour as an important aspect of building construction is recently receiving much attention by architects, psychologist and educational managers. A lot of evidence is rapidly emerging and is being accumulated on the impact of color of buildings on students' academic performance. Earthman and Lemaster (2006) in their review of research on the relationship among color of school buildings, students' performance drew attention to the fact that like light, the colour of school building also contribute not only to the beauty but also the comfort of school buildings. They found that school environment with peeling points great ugly walls, which dampens the moral of teachers and students, likewise, the interior painting of classroom, libraries, laboratories and other school buildings significantly contribute to students' academic performance, as colour influences the attention span of student of student, school buildings with cooler colors were associated with lower blood pressure, while those with high blood pressure in some students.

Although the colour of the school building is perhaps the most striking thing that is noticeable in a building, yet the impact of colour on student academic performance appears to be grossly misunderstood and underrated educational planners and policymakers in Oyo state, Nigeria. This is evident become when school buildings are constructed the colour of school buildings seem to be chosen mainly on aesthetic considerations. Little or no attention seems to be given to the possible relationship between colours and room temperature let alone colour affects the physical and psychological well beings of students. These findings have serious implication for school buildings especially in Nigeria where temperatures are much higher than in the southern parts of the country due to closer proximity to the desert. The study suggested that lighter colours should be applied to school buildings in warmer regions as they reflect and radiate light and heat back into the atmosphere, thereby helping to cool the buildings. On the other hand, darker colours absorb more heat and keep school buildings warmer or hotter as the case may be.

Home factors were considered in this study to be family settings and parental educational attainment. Concisely, a student whose family is intact with high parental education level with the right size of students posted to the school would bring about a better

performance of the students in academic. Poor family setting and no formal education will affect the performance of students negatively. Mark (2002) and Ajayi (2007) maintains that high levels of students' academic performance may not be guaranteed where instructional space such as classrooms, libraries and laboratories are structurally defective. They also emphasized that structural effectiveness, proper ventilation and well sited instructional space lead to successful teaching and learning process in Nigeria secondary schools. Woolner and colleagues (2007) wrote that extensive architectural literature on school facility design features include lighting, colour palettes and the size of classrooms among others. Also, Earthman (2000) opines that teachers and students require a certain adequate level of lighting, ventilation, acoustics and air quality in the classrooms education (Nyarko, 2007; Nyarko & Vorgelegt, 2007). The level of educational attainment of parent could influence the academic achievement of their children. According to European Union Monitoring Report (2013), those students whose parents have a tertiary level of education perform, an average, significantly better in tests of Science, Reading and Mathematical ability than those whose parents have only basic schooling.

In a family where both the father and mother are educated, their children are always taken good care of their academic activities such parents know the importance of getting educational materials for their children in school. They may go through their childrens' exercise books after school, or even employ a private teacher to teach them after school. By so doing, their academic performance will be improved, whereas, in the case of illiterate family, the need to supervise the childrens low academic performance in school. Educated parents may also have library at home, stocked with novels and other educational books and educational audio visual tapes when children make use of these materials, it will enhance their intellect.

The teacher is the crucial driving forces for the efficiency and effectiveness of the school system Oakland (1999) opines that the success of any educational enterprise depends solely upon the quality of teachers employed to run the instructional programmes in the school system.

Their duties and functions which determine their quality vary widely. It is also of importance to note that their functions dictate the

size, policies and the general organisation of their institution. No wonder the Federal Government decided that teachers education be given a major emphasis in all education be given a major emphasis in all educational planning because 'no education system can rise above the quality of its teachers (FRN, 2014).

In addition, when there is qualify and experience teachers teaching the students, the academic performance of the students will be high but if students are taught by inexperience and non-professional teachers, definitely the students' academic performance will be low. Government spent huge money year -in -year out on education and the outcome of the money is nothing to write home about. Hence, there is need to examine school plant construction, home and teacher factors on students' academic performance in Oyo State public secondary school.

### **Objective of the Study**

The objective of this study is to examine the contributions of school plant construction, home and teachers factors to students' academic performance in Oyo state public senior secondary schools.

### **Statement of the Problem**

Students' academic performance in public secondary school has been a major source of worry in recent years. The problem of poor academic performance in public schools is a serious issue that requires continuous and systematic investigation. The standard of education is falling and their need to investigate factors that are responsible for fall in the standard of education. A growing body of research shows that there is a prevalent decline in the academic performance of public secondary school students in national examination result year after year in Oyo state. Teachers interact with different categories of students with poor parental background, single parenthood. Against this background, there is need to examine school plant construction, home and teacher factors as a determinant of students' academic performance in Oyo state.

### **Hypotheses**

Two hypotheses were formulated to guide this study:

Ho1: School plant construction, home and teacher factors will not jointly determine the students' academic performance in Oyo state public secondary schools.

Ho2: School plant construction, home and teacher's factor will not contribute relatively to students' academic performance in Oyo state public secondary schools.

### **Methodology**

#### **Research Design**

This study adopted descriptive survey research design for the study.

#### **Population:**

The target population consists of 2640 teachers and 3200 students of public secondary school in the 33 Local Government Areas of Oyo state.

#### **Sample and Sampling Techniques**

Multistage and simple random sampling technique were used in selecting 1500 teachers and 1500 students across the 3 -geopolitical zones which comprises of Oyo Central, North and South. 10 teachers and 10 students were selected in each of the schools sampled. In each of the 3 Senatorial Districts, 50 percent of the teachers were selected, that is 750 teachers were sampled.

#### **Research Instruments**

Two research instruments were used for the study. These are School Plant Construction Questionnaires (SPCQ) and Demographic Data Form (DDF). Demographic Data Form is divided into two sections. Section A consists Students home factors; Section B consists of Teachers quality factors. Section. A consist of Single parenthood with four items and parental education attainment with 6 items. Section B consists of 8 items which covers teachers qualification and experience.

The second instrument was school plant construction by Sanni (2000) as re-adopted by Adegbesan (2012). It was also adopted for this study. The instrument was used to measure the quality of ventilation of building with 3 items, quality of lighting with 3 items, color of building with 4 items, quality of layout of the school environment with 3 items

and quality of school plant landscaping and school construction with 4 items. It was measured on a 4point scale from Strongly Agree (4 points) to Strongly Disagree (1 point). The instrument has a sound psychometric property of 0.78 and with-test reliability coefficient of 0.80.

### **Students Academic Performance**

West African Senior School Certificate result of Oyo state public secondary school students in Mathematics and English Language was used. The researcher carried out the observation of dependent variable and blend backward to examine the independent variables for their possible prescription of the dependent variable.

### **Method of Data Collection**

The researcher employed three (3) research assistants and trained them of the relevance of the instruments. The instruments were administered by the researcher and is research assistants. The instruments were administered after the completion of the instruments, it was retrieved immediately. Out of 1500 questionnaires administered 977 respondents completed it well that is properly filled.

### **Method of Data Analysis**

Descriptive and Inferential statistics including frequency counts, multiple regression analysis were used at 0.05 level of significance.

### **Results**

Ho1: School plant construction, home and teacher factors will not jointly determine students' academic performance in Oyo State Public Secondary Schools.

**Table 1a: Descriptive statistics of students' academic performance, school plant construction, home and teacher factors.**

| Variables                 | Mean    | Standard Derivation | N   |
|---------------------------|---------|---------------------|-----|
| Academic Performance      | 42.4882 | 16.05709            | 977 |
| School Plant Construction | 20.7021 | 12.55195            | 977 |
| Home Factors              | 20.8475 | 24.66971            | 977 |
| Teacher Factors           | 16.6796 | 22.14304            | 977 |

Table 1a revealed the mean scores and standard deviations scores for the independent and dependent variables respectively as follows: for academic performance mean = 42.4882; standard deviation = 16.05709; school plant construction, the mean score = 20.7021; standard deviation = 12.55195; home factors mean = 20.8475; standard deviation = 24.66971; teacher factors mean = 16.6796; and standard deviation = 22.14304.

**Table 1b: Model summary of the composite contribution of school plant construction, home and teacher factors to academic performance.**

| Multiple R = 0.114a<br>R-Square = 0.113<br>Adjusted R-Square = 0.110<br>Standard Error = 16.97779 |                |     |              |      |       |           |  |
|---|----------------|-----|--------------|------|-------|-----------|--|
| Source of variation   | Sum of squares | Df  | Mean squares | F    | Sig   | Remark    |  |
| Regression  | 3245.270       | 3   | 1081.757     | 4237 | 0.050 | Reject No |  |
| Residual  | 248396.844     | 973 | 255.290      |      |       |           |  |
| Total   | 251642.115     | 976 |              |      |       |           |  |

- Predictors: (constant) school plant construction, home and teacher factors
- Dependent variation: academic performance

Table 1b revealed significant composite contribution of the independent variables, school plant construction, home and teacher factors as determinants of dependent variable, academic performance ( $F_{3,976} = 4.237$ ;  $P < .05$ ). This means that school plant construction, home and teacher factors jointly predicted academic performance of students. The analysis yielded a co-efficient of multiple regression of 0.114a and multiple R-Square of 0.113 and adjusted R-Square = 0.110, indicating that all the independent variables accounted for 11.0% of the variance in academic performance.

The findings of the study revealed that family type significantly influenced academic performance of secondary school students. This implies that, monogamy, polygamy and single parenthood are important determinants of academic success in schools. These findings

agreed with Uwaifo (2008) who found that family structure and parenthood significantly influenced academic performance of Nigerian Universities Students. Also, Omosewo (2000) who investigated the effect of family type on secondary school student's performance found that students from monogamous family significantly performed better than those (students) from polygamous and single parent families.

Ho2: School plant construction, home and teacher factors will not contribute relatively to students' academic performance in Oyo State Public Secondary School.

**Table 2: Relative contributions of school plant construction, home and teacher factors to students' academic performance**

| Model                     | B      | Standard Error | Beta | T      | P    | Remarks |
|---------------------------|--------|----------------|------|--------|------|---------|
| (Constant)                | 42.211 | 1.003          |      | 42.087 | .000 |         |
| School Plant Construction | .085   | .046           | .167 | 4.867  | .000 | Sig     |
| Home Factors              | .072   | .022           | .151 | 3.233  | .001 | Sig     |
| Teacher Factors           | .052   | .24            | .144 | 2.316  | .009 | Sig     |

a. Dependent variable: academic performance

Table 2 revealed the relative contribution of each of the independent variable as determinants of the dependent variable (academic performance) school plant construction (Beta= .167, t= 4.867;  $P < .05$ ) was the most potent determinant out of the three variables, followed by home factors (Beta= .151, t = 3.233;  $p < 0.05$ ). While teacher factor was the least potent (Beta= .144, t = 2.316;  $p < .05$ ). This means that each of the three independent variables, that is school plant construction, home and teacher factors significantly independently contributed to students' academic performance in Oyo state public secondary schools. In a study conducted on the effects of family structure and parenthood on the academic performance of Nigerian University students, Uwaifo (2008) found significant difference between the academic performance of students from single-parent family and those from two-parent family structure. Uwaifo (2008) also noted that the school is responsible for the experiences that make up the individuals life during school periods. Indeed, parental involvement

and individuals experiences at home play tremendous roles in building the personality of the child and making the child what he is.

The results of this study confirmed the findings of Akanle (2007) that family type is a significant factor influencing students' academic performance.

Furthermore, the outcome of this study contradicted the findings of Ajala and Iyiola (1988), Nzewawah (1995), Ajila and Olutona (2007). That children brought up in a monogamous families usually emotional stability and they suffer less emotional trauma. This, undoubtedly, makes them to be more focused in their pursuit of their academic excellence than their counterparts from polygamous or single parent's families. Healthy environment is one of the most powerful determinants of students' academic motivation and achievements and such environment is mostly found among monogamous families. While many children from polygamous and single-parent families often hawk and struggle for daily livelihood, most children from monogamous families enjoy good interpersonal relationships with their parents and they are usually provided the needed materials both at home and in school. These would consequently enhance their learning, understanding and academic performance.

Another possible reason for the findings of this study is the level of parental home involvements in student's education that children from monogamous families usually enjoy better than their counterparts from other family types. This refers to the school related activities, actions and behaviors that parents perform at home that impact on academic success of their children. This includes activities such as helping children with their homework, discussion with children about their school progress, provision of words of encouragement. Studies conducted by Christenson and Sheridan (2001), Izzo et al. (1999) and Trusty (1999) affirmed that parental involvement at home has a more significant effect on children's general activities. These findings are in harmony with the outcome of the present study.

### **Conclusion**

School plant construction, home and teacher factors jointly and individually predicted students' academic performance in Oyo state secondary schools. In order to improve students' academic performance in public secondary schools in Oyo state, school plant



construction, home and teacher factors are major factors to be considered.

This study concludes that family type is a significant factor influencing the academic performance of secondary school students. A significant difference was found in the academic performance of students from monogamous, polygamous and single-parent families. Thus, teachers, counselors and school administrators should give adequate attention to the emotional and academic needs of the students from polygamous and single-parent families in order to enhance their academic success in schools. School administrators should regularly hold Parent-Teacher Association meetings to create an avenue for the two bodies to discuss the needs of the students and how best the parents can assist the students to attain maximum success irrespective of their family type.

### **Recommendations and Planning Implication**

Based on the findings of this study, the following recommendations are proffered that: Educational planners must consider the school plant facilities that is classroom must be well ventilated adequate lighting, acoustic design and building construction must be planned, road network and infrastructure layout must be planned.

- Educational planners and policy makers must take into consideration the colour of school buildings based on aesthetic considerations,
- Educational planners must consider the temperature based on school buildings and take into consideration the effects of lighter colour and darker colour on school buildings,
- Educational planners and policy makers and the government and school managers should consider the effect of single parent as home is an essential factor on students social, emotional and psychological state, and
- Government and other stakeholders in education should employ qualified and professional teachers to aid teaching and learning.

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