



Location of Secondary Schools and Perceived Students' Learning Outcomes in Rivers State

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ABSTRACT

This study examined the location of secondary schools and teaching/learning outcome in Rivers State. Two research questions and two hypotheses were posed for the purpose of 'the study. The theoretical framework was based on the "systems theory" and "School Location theory". This study adopted a correlational survey design -with a population of 245 principals from the 245 public secondary schools in Rivers State from -which 160 principals made up the sample size which -was selected using stratified random sampling technique. The operational instrument used were observation and the questionnaire tagged "Location of Secondary Schools and perceived learning outcomes' Questionnaire (LSSPLOQ)" developed by the researcher, -which was validated and the instrument yielded a reliability index of 0.86. Mean and standard deviation were used for the analysis of research questions and Pearson's product moment of correlation coefficient -was used for test of hypotheses. The findings revealed among others that school security for quality teaching/learning delivery include; the school must be fenced round, the classrooms must have good doors and windows, the roofs are to be in-tact, the laboratories must be properly protected with doors, windows and burglary, the desks are to be protected from being rough with nails, the classroom floors should not be rough and slippery, and appropriate preventive measures against burn and fire outbreak in the laboratories should be provided. Based on the findings, the following recommendations were made: the Government should bridge the gap between the rural and urban school locations by providing the rural dwellers the social amenities which -will enhance better academic performance of students. The government should make adequate school plant planning to promote teaching and learning as well as students' positive academic performance.

Keywords:

INTRODUCTION

A school is set up for the main purpose of bringing students from different families together under one roof-the classroom. Effective teaching and learning cannot take place without the coming together of the teacher and the learners - students. In other to check students' commitment to receiving instruction from the teachers, an administrative record is designed and used on daily basis, i.e. the attendance register. This record is utilized by the form teachers and supervised on weekly basis by the school head. The attendance register is also supervised on term or annual basis by the supervisors from the Ministry of Education and other Professionals particularly in education on unscheduled visits. Parents also use the attendance register to supervise the movement of their children occasionally. The attendance register is mostly concerned with school/class attendance.

It has been observed that adequate attention is now being paid to school plant planning throughout the world's educational systems including Nigeria. Educational facilities such as school plant have been repeatedly found to have positive relationship with standard and quality of educational system. (Nwagwu, 1978; Adesina, 1990; Ojedele, 2000). Nigeria as a nation strives to experience real growth and development. This requires a clearly defined development strategy that allows intensive utilization of resources which is endowed. These resources are the various school physical facilities that are

indispensable in the educational process. They include the sitting, the building and physical equipment, recreation places for the achievement of educational objectives.

School plant planning which include instructional spaces planning, administrative places planning, circulation spaces planning, spaces for conveniences planning and accessories planning are essential In teaching-learning process. The extent to which these spaces could enhance teaching and learning depends on their location within the school compound, their structure, and accessories. It is believed that a well-planned school plant will gear up expected outcomes of education that will facilitate good social, political and economic emancipation, effective teaching and learning process and academic performance of the students.

Successfully managing a school environment is a necessary and essential educational investment. Research increasingly shows that there is a clear link between environmental quality of schools and educational performance:

- i. Facility management systems determine environmental quality in schools.
- ii. The quality of the school environment shapes attitudes of students, teachers and staff.
- iii. Attitudes affect teaching and learning behavior
- iv. Behavior affects performance.
- v. Educational performance determines future outcomes of individuals and society as a whole.

A high performance school seeks and provides adequate space and opportunities for students and teachers to spread out, reflect, interact, exchange information, examine and test ideas. Academic performance is the scholastic standing of a student at a given moment. This scholastic standing could be explained in terms of the grades obtained in a course or groups of courses. Al-Shorayye (1995) regarded a student's performance in an examination as being depended on his cumulative grade point average. His argument supported Entwistle and¹ Wilson's (1993) assertion that a student's success is generally judged by examination performance while the best criterion of performance is the sum of the student's academic performance in all the subjects taken.

Having a comprehensive approach to partnerships between schools, families, and communities allows schools to build on their strengths. A comprehensive approach fosters positive attitudes about the school and about families and community members because it respects the varying capacities of the school population as a whole. Students, schools, and families will benefit if parents are supported in establishing home environments that foster children's growth and learning. Families whose basic needs of food, clothing, and shelter are not being met have a more difficult time helping their children to do well in school. Schools and community agencies can work together to provide support so that parents can focus on their children's needs.

Community participation in educational service delivery involves far more than the direct delivery of services. A central issue is how different types of participation may contribute to strengthening both the short and long routes of accountability for educational service delivery. Effective forms of community participation in educational service delivery provide both opportunities and incentives for local government officials to respond to community needs.

Unfortunately with the growing awareness of the importance of education and growing demand for schools by many communities, many schools are now being established without meeting the requirement of these school location variables. In many places, schools are now established as community status symbols without considering some vital variables in school location that makes it effective school.

Statement of Problem

The search for a better way of providing education to achieve the desired objectives, in terms of learning outcome is an on-going exercise. However, while provision of school resources, development and motivation of staff are always receiving all the attention, no one is bothered if the school environments are conducive for the achievement of teaching and learning. No matter the level of resources provided in both quantitative and qualitative dimensions, not much can be achieved if the conducive atmosphere in a

given school is not guaranteed. A larger part of this conducive atmosphere is seen as the climate and environmental background of the school.

The nature of school security and safety for quality teaching delivery is another issue in the school environment. The aforementioned situation implies that the Secondary School system may not be functioning efficiently as expected when compared with the inputs injected. The above fears are yet to be confirmed or refuted. This is with regards to the nature of school locations and how they relate to teaching/learning outcomes. These are the issues that call for this study such as the nature of school security and safety for quality teaching/learning delivery, nature of school plant planning for quality of teaching and learning outcomes, nature of the school environment and the attitude of the school neighbourhood communities towards the school development.

Purpose of the Study

The main purpose of the study was to determine the nature of school environment and attitude of neighbourhood communities towards Secondary School Development in Secondary Schools in Rivers State. Specifically, the study to:

1. Examine the nature of school security for quality teaching delivery in Rivers State.
2. To find out the nature of school plant planning for quality of teaching and learning out comes in secondary schools Rivers State.

Research Questions

The following research questions guided the study:

1. What is the nature of school security for quality teaching delivery in Rivers State?
2. What is the Nature of School plant planning for quality teaching and learning outcomes in Secondary schools in Rivers State?

Hypothesis

The following hypotheses were formulated and tested in this study at 0.05 level of significance:

- 1) There is no significant relationship between the mean scores of principals in rural area and principals in urban areas on the nature of school security in secondary schools for quality delivery in Rivers State.
- 2) There is no significant relationship between the mean scores of principal in rural areas and principals in urban areas on the influence of school plant planning for quality teaching and learning outcomes in Secondary Schools in Rivers State.

METHODOLOGY

The study adopted the correlational survey design and population of study consisted 245 principals in 245 secondary schools in Rivers State. The sample size of 165 principals was drawn from the population. The research designed an instrument "titled Location of Secondary schools and Perceived Students' Learning Outcomes Questionnaire (LSSASLQ). The instrument was designed to elicit data on the variable of the study. Modified Likert scale of four point disagree was employed to gather required information for data analysis. The study was validated by experts with the reliability index of 0.86. 165 copies of questionnaire were administered to the respondents and the research questions were answered using mean and standard deviation as the statistical tool. Pearson product moment correlation co-efficient was used to test the hypotheses.

RESULTS

Research Question 1: *What is the nature of school security for quality teaching delivery in Rivers State?*

Table 1: Mean Ratings of Urban and Rural Principals on the nature of school security and safety for quality teaching delivery in Rivers State.

S/N	Nature of school security for quality teaching delivery	Urban Principal		Rural Principal		Mean Set	Rank order	Decision
		\bar{X}	δ	\bar{X}	δ			
1.	The school is fenced round	3.00	1.40	2.89	1.44	2.95	3 rd	Agreed
2	The classrooms have good doors and windows	3.77	1.54	1.91	2.84	2.84	5 th	Agreed
3	The roofs are in-tact	2.95	1.38	2.86	1.36	2.91	4 th	Agreed
4	The laboratories are properly protected with doors, windows and burglary	2.94	1.29	2.76	1.32	2.83	6 th	Agreed
5	The desks are protected from being rough with nails	3.06	1.41	2.94	1.29	3.00	2 nd	Agreed
6	The classroom floors are not rough and slippery	3.05	1.40	2.94	1.29	3.04	1 st	Agreed
7	There are appropriate preventive measures against burn and fire outbreak in the laboratories	2.42	1.26	2.38	1.19	2.40	7 th	Disagreed
	Aggregate Mean	3.03		2.67		2.85		Agreed

Note: $N_{Urban} = 70$, $N_{Rural} = 90$

The data from table one shows the mean scores and standard deviation on the nature of school security for quality teaching delivery in Rivers State. Principals of urban secondary schools agreed on items 1 to 6 with mean scores of 3.00, 3.77, 2.95, 2.94, 3.06 and 3.05, which are greater than the criterion mean score of 2.5 respectively. They disagreed on item 7 with mean score of 2.42 below the criterion mean score of 2.5. Principals of rural secondary schools agreed on items 1, 3, 4, 5 and 6 with mean scores of 2.89, 2.86, 2.76, 2.94 and 2.94, which are greater than the criterion mean score of 2.5 respectively. They disagreed on items 2 and 7 with mean score of 1.91 and 2.42 below the criterion mean score of 2.5.

The aggregate mean score of 3.03 and 2.67 for urban and rural secondary school principals showed that agreed on the nature school security for quality teaching delivery in Rivers State. Before, security and safety of the schools for quality teaching delivery are; the school must be fenced round, the classrooms must have good doors and windows, the roofs are to be in-tact, the laboratories must be properly protected with doors, windows and regularly, the desks are to be protected from being rough with nails, the classroom floors should not be rough and slippery, and appropriate preventive should be provided.

Research Question 2: *What is the nature of school plant planning for quality teaching and learning in secondary schools in Rivers State?*

Table 2 Mean Ratings of Urban and Rural Principals on the nature of school pant planning for quality teaching and learning outcomes in secondary schools in Rivers State.

S/N	The nature of school plant planning on the quality of teaching and learning outcomes	Urban Principal		Rural Principal		Mean Set	Rank	Decision
		\bar{X}	δ	\bar{X}	δ			
1.	School plant promotes teaching	3.57	1.51	3.89	1.59	3.72	1 st	Agreed
2	It does not promote quality learning among students	0.94	0.39	0.86	0.36	0.90	6 th	Disagreed
3	Instructional space planning creates students' positive academic performance	3.97	1.63	3.31	1.45	3.67	2 nd	Agreed
4	Classroom planning promotes students' academic performance	2.94	1.39	3.38	1.47	3.18	4 th	Agreed
5	Laboratory planning helps to improve students' academic performance	3.77	1.54	3.21	1.44	3.45	3 rd	Agreed
6	Library planning promotes students' academic performance	3.09	1.41	3.11	1.42	3.10	5 th	Agreed
7	Technical workshop planning does not promote students' academic performance	0.95	0.39	0.76	0.32	0.85	7 th	Disagreed
	Aggregate mean	2.75		2.65		2.70		Agreed

The data from the table 2 showed the influence of school plant planning on the quality of teaching and learning outcomes in secondary schools in Rivers State. Urban school principals agreed to items 8, 10, 11, 12, and 13 with mean scores of 3.57, 3.97, 2.94, 3.77 and 3.09 which are greater than the criterion mean score of .5. They disagreed to items 9 and 14 with mean scores of 0.94 and 0.95, which are less than the criterion mean score. Rural school principals agreed to items 8, 10, 11, 12, and 13 with mean scores of 3.89, 3.31, 3.38, 3.21 and 3.11 which are greater than the criterion mean score of 2,5. They disagreed to items 9 and 14 with mean scores of 0.90 and 0.85 which are less than the criterion mean score.

The aggregate mean scores of 2.75 and 2.65 for urban and rural school principals showed that they agreed on the influence of school plant planning on the quality of teaching and learning outcomes in secondary schools in Rivers State. Therefore, the influence of school plant planning on the quality of teaching and learning outcomes in secondary schools in Rivers State include: School plant promotes teaching, promote quality learning among students, instructional space planning creates students' positive academic performance, classroom planning promotes students' academic performance, laboratory planning helps to improve students' academic performance, library planning promotes students' academic performance, and technical workshop planning promote students' academic performance.

Hypothesis 1:

There is no significant relationship between the mean scores of principals in rural areas and principals in urban areas on the nature of school security and safety in secondary schools for quality education delivery in Rivers State.

Table 1: The relationship between the mean scores of principals in rural and urban areas on the nature of school security and safety in secondary schools for quality education delivery in Rivers State

School Location	X	S.D	N	Df	r-Cal	r- value	Decision
Urban schools	3.03	1.38	70	158	±0.89	0.50	Accepted
Rural schools	2.67	1.26	90				

Note: df = 158; level of sig. 0.05;

From table 5 above, no significant relationship exist between the mean score of 3.03 and 2.67 respectively for urban and rural areas. At the degree of freedom 158 at 0.50 level of alpha significance, the r-calculated value of ± 0.89 is greater than the r - value of 0.05, which shows that the null hypothesis is accepted. Based on the analysis above, there is no significant relationship between the mean scores of principals in rural areas and principals in urban areas on the nature of school security and safety in secondary schools for quality education delivery in River State.

Hypothesis 2:

There is no significant relationship between the mean scores of principals in rural areas and principals in urban areas on the nature of school plant planning on quality teaching and learning outcomes in secondary schools in Rivers State.

Table 2: The relationship between the mean scores of principals in rural and urban areas on the influence of school plant planning for quality teaching and learning outcomes in secondary schools in Rivers State

School Location I	X	S.D	N	Df	r-Cal	r- value	Decision
Urban schools	2.75	0.96	70	158	±0.32	0.50	Rejected
Rural schools	2.65	1.15	90				

From table 2 above, a significant relationship exist between the mean scores of 2.75 and 2.65 respectively for urban and rural area. At the degree of freedom 158 at 0.05 level of alpha significance, the r-calculated value of ± 0.39 is less than the r-value of 0.50, which shows that the null hypothesis is rejected. Based on the analysis above, there is a significant relationship between the mean scores of principals in rural areas and principals in urban area on the influence of school plant planning on quality teaching and learning outcomes in secondary schools in Rivers State.

DISCUSSION OF FINDINGS

The nature security of the schools for quality teaching delivery

The findings of this research revealed that the nature of school security and safety for quality teaching delivery are; the school must be fenced round, the classrooms must have good doors and windows, the roofs are to be in-tact, the laboratories must be properly protected with doors, windows and burglary, the desks are to be protected from being rough with nails, the classroom floors could not be rough and slippery, and appropriate preventive measures against burn and fire outbreak in the laboratories should provide. Security refers to the reinforcement of the school ability with physical hardware, such as cameras, locks, and lighting, and with clear and consistent operating procedures and a communications plan. In line with the findings, safe schools should have the following characteristics according to Heaviside et al (2006); a positive school climate and atmosphere, clear and high expectations for student performance and behavior, strong student attachment to the school and the educational process, high levels of both student participation and parent involvement, opportunities for students to learn life skills and develop socially, values and practices that make everyone feel included, and a culture that encourages respect and an appreciation of diversity. However, security measures reduce the risk of crime and school violence by enabling the administration to control and monitor access to any area of the facility. Ensuring that children are healthy and able to learn is an essential component of an effective education system.

The test of hypothesis one showed that there is no significant relationship between the mean scores of principals in rural areas and principals in urban areas on the nature of school security and safety in secondary schools for quality education delivery in Rivers State. The nature of school security and safety in secondary schools in urban centers are stronger than what we have in the rural areas. A safe school is a place where students can receive a high quality education without the threat of violence.

The influence of school plant planning on the quality of teaching and learning outcomes

The findings of this research revealed that the nature of school plant planning for quality teaching and learning outcomes in secondary schools in Rivers State include: School plant promotes teaching quality learning among students, instructional space planning creates students' positive academic performance, Classroom planning promotes students' academic performance, laboratory planning helps to improve students' academic performance, library planning promotes students' academic performance, and technical workshop planning promote students' academic performance. School plant planning which include instructional spaces planning, administrative places planning, circulation spaces planning, spaces for conveniences planning and accessories planning are essential in teaching-learning process. The extent to which these spaces could enhance teaching and learning depends on their location within the school compound and their accessories. The findings are in tee with. Ajayi and Yusuf (2009) who revealed that instructional space planning refers to the location, structural design and facilities of places such as classrooms, libraries, technical workshops and laboratories where students receive academic instruction, which have positive influence on the quality of teaching and learning outcomes. In some of the secondary schools, classrooms are not spacious enough, there are no adequate lighting and ventilation in the classrooms, and there are instances where classrooms are located very close to the technical workshops and the main roads, while adequate furniture and fittings are not provided in some of the classrooms. It is believed that a well-planned school plant will gear up expected outcomes of education that will facilitate good social, political and economic emancipation, effective teaching and learning process and academic performance of the students. The school plant is used not only to provide conducive environment for both teaching and learning but also to ensure a safe, secure hygienic and comfortable shelter for students, teachers and other staff as teaching, learning and other activities of the school take place.

The test of hypothesis two showed that there is a significant relationship between the mean scores of principals in rural area and principals in urban areas on the nature of school plant planning on quality teaching and learning outcomes in secondary schools in Rivers State. The physical plant is so important in education that if it does not meet certain standards or if its quality or condition deteriorates, it may have some negative consequences on the teaching and learning process, as well as on the staff and students.

CONCLUSION

The terms of location, the study has proven that students in urban areas had better academic achievement than their rural counterpart. In other words, students in urban locations have a very great advantage by learning in an urban environment, which apparently enriches their academic knowledge and skills.

RECOMMENDATION

Based on the findings of this study, it is recommended that;

1. The Government should bridge the gap between the rural and urban school locations by providing the rural dwellers with the social amenities that will help to bring the school closer to the participants and as well enhance better academic performance of students.
2. The government should make adequate school plant planning and equip the schools with facilities that would help promote teaching and learning as well as students' positive academic performance.

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