
**ASSESSMENT OF TEACHERS' AND STUDENTS' ATTITUDES TOWARD THE
UTILIZATION OF SCHOOL FACILITIES IN PUBLIC SECONDARY SCHOOLS IN
DAURA ZONAL EDUCATION QUALITY ASSURANCE, KATSINA STATE, NIGERIA**

¹AMINU BUHARI & ²BASHAR LAWAL

¹Department of Education; ²Department of Social Studies
Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina State
aminubuhari1984@gmail.com

Abstract

This study assessed the attitudes of teachers and students toward the utilization of selected school facilities, specifically healthcare and sports/recreational facilities, in public secondary schools in Daura Zonal Education Quality Assurance, Katsina State. The study was motivated by concerns regarding the effective utilization of available school facilities and their implications for students' well-being and overall educational outcomes. A descriptive survey research design was adopted. The population comprised 37,306 respondents, including teachers and students across public secondary schools in the zone. A sample of 380 respondents was selected using appropriate sampling techniques. Data were collected using a self-developed questionnaire titled Staff and Students' Attitudes on Utilization of School Facilities Questionnaire (SSAUSFQ), structured on a modified Likert scale. The instrument was validated by experts and yielded a reliability coefficient of 0.765. Data were analyzed using descriptive statistics and Analysis of Variance (ANOVA) at a 0.05 level of significance. The findings revealed that both teachers and students exhibited positive attitudes toward the utilization of healthcare and sports/recreational facilities. However, actual utilization was influenced by factors such as facility adequacy, maintenance, awareness, and administrative support. The study concluded that despite positive attitudes, improved provision and effective management of school facilities are essential for optimal utilization. It was recommended that government and school administrators prioritize the provision, maintenance, and supervision of school facilities.

Keywords: Teachers' attitudes, students' attitudes, school facilities, healthcare facilities, recreational facilities

Introduction

Schools are established primarily to facilitate teaching and learning; however, the effectiveness of this process depends largely on the availability and proper utilization of school facilities. School facilities represent the physical embodiment of the curriculum and play a critical role in facilitating instructional delivery (Abraham, 2003). Consequently, the quality of education and students' academic performance are significantly influenced by the adequacy and effective use of these facilities. Empirical evidence has shown that well-maintained and properly utilized school facilities contribute positively to students' academic achievement and overall school effectiveness (Owoeye & Yara, 2011).

School facilities encompass both human and material resources that enhance teaching and learning processes. These include classrooms, laboratories, libraries, healthcare units, and recreational infrastructures. When effectively utilized, these facilities promote meaningful learning experiences and improve educational outcomes. Conversely, poor utilization and inadequate management hinder curriculum implementation and reduce educational quality. According to Ajayi and Ayodele (2001),

the effectiveness of educational systems depends not only on the availability of facilities but also on how efficiently they are utilized and maintained.

In Nigeria, the rapid increase in student enrolment without a corresponding expansion in school facilities has placed significant pressure on available resources. This situation has resulted in overcrowded classrooms, inadequate infrastructure, and a poor maintenance culture. As noted by Olatunji (2016), inadequate maintenance and poor management practices are major constraints to the effective utilization of school facilities in public secondary schools. Consequently, the efficient use of existing facilities has become a major concern in educational management.

Teachers' and students' attitudes toward facility utilization play a crucial role in ensuring effective use. Positive attitudes encourage proper handling, maintenance, and optimal utilization of facilities, whereas negative attitudes lead to misuse, neglect, and deterioration. Adebeyeje (2000) emphasized that stakeholders within the same school system often develop similar attitudes toward the use of facilities due to shared experiences and institutional structures. This highlights the importance of examining both teachers' and students' attitudes in understanding facility utilization patterns.

School facilities are indispensable structures required for the effective functioning of any educational institution (Alimi, Ehinola & Alabi, 2012). They may be fixed or movable and serve diverse purposes within the educational system, including classrooms, laboratories, offices, and workshops, libraries, and sports facilities. Their proper utilization enhances teaching effectiveness and supports students' holistic development.

The utilization of school facilities is particularly important in achieving educational objectives. The extent to which an educational institution attains its goals depends not only on the quantity of facilities available but also on the quality of their utilization (Ajayi & Ayodele, 2001). Supporting this view, Ema and Ajayi (2014) observed that effective utilization of educational facilities improves instructional delivery and enhances students' learning experiences.

Furthermore, the role of school facilities in promoting students' academic performance has been widely acknowledged. Jimoh (2010) noted that the effective use of instructional and recreational facilities creates an engaging learning environment that motivates students to learn. However, disparities in facility availability and utilization still exist across schools. For instance, Anike, (2015) reported that private schools are generally better equipped with healthcare facilities than public schools, leading to differences in utilization patterns.

Despite these contributions, challenges such as poor maintenance, inadequate funding, and lack of supervision continue to affect the effective utilization of school facilities in Nigeria. Obogbiji and Ekpo (2011) found that ineffective utilization of school health services can negatively influence students' well-being and academic performance. These challenges underscore the need to assess stakeholders' attitudes toward facility utilization, as such attitudes can influence how facilities are used and maintained.

Therefore, this study focuses on assessing teachers' and students' attitudes toward the utilization of healthcare and sports/recreational facilities in public secondary schools in Daura Zonal Education Quality Assurance, Katsina State, Nigeria. Understanding these attitudes is essential for improving facility utilization and enhancing educational outcomes.

Statement of the Problem

Educational facilities are fundamental resources that support effective teaching and learning processes. Despite increased investment in education, the effective utilization of school facilities remains a major challenge in Nigerian public secondary schools. Evidence from previous studies

indicates that many school facilities are either underutilized, poorly maintained, or completely neglected, thereby limiting their contribution to educational outcomes (Ajayi & Ayodele, 2001; Olatunji, 2016).

Poor academic performance among students has been partly attributed to the inadequate and ineffective utilization of school facilities. Overcrowded classrooms, obsolete equipment, and lack of proper maintenance hinder effective curriculum implementation and reduce the quality of teaching and learning (Alimi et al., 2012). Furthermore, ineffective utilization of school facilities has been linked to negative impacts on students' academic achievement and overall well-being (Owoeye & Yara, 2011).

In addition, the attitudes of teachers and students toward facility utilization play a critical role in determining how these resources are used. Studies have shown that negative attitudes toward school facilities often lead to misuse, neglect, and deterioration, while positive attitudes promote proper utilization and maintenance (Adeboyeje, 2000; Ema & Ajayi, 2014). However, despite the recognized importance of stakeholders' attitudes, there is limited empirical evidence focusing specifically on the comparative attitudes of teachers and students within the same school system.

Observations in many public secondary schools reveal the presence of dilapidated structures, broken furniture, and poorly maintained environments. These conditions suggest a disconnect between the availability of facilities and their effective utilization. Previous studies have also highlighted disparities in facility provision and utilization between public and private schools, often to the disadvantage of public institutions (Anike, 2015; Obogbiji & Ekpo, 2011).

Therefore, there is a need to empirically assess the attitudes of teachers and students toward the utilization of school facilities, particularly healthcare and sports/recreational facilities, in order to provide evidence-based recommendations for improving facility management and educational outcomes. This study, therefore, seeks to fill this gap by focusing on public secondary schools in Daura Zonal Education Quality Assurance, Katsina State.

Objectives of the Study

The study was guided by the following objectives:

1. To assess the attitudes of teachers and students toward the utilization of healthcare facilities in public secondary schools in Daura Zonal Education Quality Assurance, Katsina State.
2. To assess the attitudes of teachers and students toward the utilization of sports and recreational facilities in public secondary schools in Daura Zonal Education Quality Assurance, Katsina State.

Research Questions

The following research questions were formulated:

1. Is there a significant difference between teachers' and students' attitudes toward the utilization of healthcare facilities in public secondary schools in Daura Zonal Education Quality Assurance, Katsina State?
2. Is there a significant difference between teachers' and students' attitudes toward the utilization of sports/recreational facilities in public secondary schools in Daura Zonal Education Quality Assurance, Katsina State?

Hypotheses

The following null hypotheses were tested at a 0.05 level of significance:

1. There is no significant difference between the attitudes of teachers and students toward the utilization of healthcare facilities in public secondary schools in Daura Zonal Education Quality Assurance, Katsina State.

Assurance, Katsina State.

2. There is no significant difference between the attitudes of teachers and students toward the utilization of sports and recreational facilities in public secondary schools in Daura Zonal Education Quality Assurance, Katsina State.

Methodology

This study adopted a descriptive survey research design, which is appropriate for collecting data on respondents' attitudes, opinions, and perceptions in a systematic manner. The use of a survey design is consistent with recommendations by educational researchers who emphasize its suitability for studies involving large populations and attitudinal assessments (Creswell, 2014).

The population of the study comprised 37,306 respondents, including 29 principals, 499 teachers, and 36,778 students across 29 public secondary schools in Daura Zonal Education Quality Assurance, Katsina State. A sample of 380 respondents was selected using stratified and simple random sampling techniques to ensure adequate representation of the different categories within the population. The sample size determination was guided by standard sampling procedures as recommended in social science research (Krejcie & Morgan, 1970).

Data were collected using a self-developed structured questionnaire titled Staff and Students' Attitudes on Utilization of School Facilities Questionnaire (SSAUSFQ). The instrument was divided into three sections: Section A (demographic information), Section B (items on healthcare facilities), and Section C (items on sports/recreational facilities). Responses were measured using a five-point Likert scale ranging from Strongly Agree (5) to Strongly Disagree (1), which is widely used in attitudinal studies for its reliability and ease of analysis (Likert, 1932).

The instrument was subjected to face and content validation by experts in educational management to ensure its appropriateness and relevance. Reliability of the instrument was established using appropriate statistical methods, yielding a coefficient of 0.765, which is considered acceptable for social science research (Nunnally & Bernstein, 1994).

Data collected were analyzed using descriptive statistics and Analysis of Variance (ANOVA). ANOVA was employed to test the hypotheses at a 0.05 level of significance, as it is suitable for comparing mean differences among more than two groups (Field, 2025).

Results

Hypotheses Tests

H₀₁: There is no significant difference between the attitudes of teachers and students toward the utilization of healthcare facilities in public secondary schools in Daura Zonal Education Quality Assurance, Katsina State.

Table 1: One-Way ANOVA Showing Difference in Attitudes Toward Utilization of Healthcare Facilities.

Status	Sum Square	Df	Mean Square	F-ratio	p-value	Alpha value	Decision
Between Groups	200.062	2	100.031	1.562	.206	0.05	Retained
Within Groups	4197.773	378	64.015				
Total	24397.835	380					

Table 1 presents the One-Way ANOVA result comparing the attitudes of principals, teachers, and students toward the utilization of healthcare facilities. The analysis yielded an F-value of 1.562 with a p-value of 0.206, which is greater than the alpha level of 0.05 ($p > 0.05$).

Therefore, the null hypothesis is not rejected, indicating that there is no statistically significant difference in the attitudes of teachers and students toward the utilization of healthcare facilities. This implies that respondents share similar perceptions regarding the use of healthcare facilities in the study area.

H₀₂: There is no significant difference between the attitudes of teachers and students toward the utilization of sports and recreational facilities in public secondary schools in Daura Zonal Education Quality Assurance, Katsina State.

Table 2: One-Way ANOVA Showing Difference in Attitudes Toward Utilization of Sports/Recreational Facilities.

Status	sum Square	Df	mean square	F-ratio	p-value	Alpha value	Decision
Between Groups	126.757	2	63.379	1.240	.285	0.05	Retained
Within Groups	19312.255	378	51.090				
Total	19439.013	380					

Table 2 shows the One-Way ANOVA result comparing the attitudes of principals, teachers, and students toward the utilization of sports and recreational facilities. The computed F-value of 1.240 with a p-value of 0.285 exceeds the alpha level of 0.05 ($p > 0.05$).

Thus, the null hypothesis is not rejected, indicating that there is no statistically significant difference in the attitudes of teachers and students toward the utilization of sports and recreational facilities. This suggests that respondents exhibit similar attitudes regarding the use of sports and recreational facilities in the study area.

Discussion of Findings

In the hypothesis one, the result of the analysis revealed that there is no statistically significant difference between the attitudes of teachers and students toward the utilization of healthcare facilities ($p > 0.05$). This indicates that both groups share similar attitudes regarding the use of healthcare facilities in public secondary schools.

This finding suggests a uniform perception among respondents concerning the importance and utilization of healthcare facilities such as school clinics, first aid services, sanitary facilities, and preventive health measures. The similarity in attitudes may be attributed to shared institutional environments and exposure to the same school health policies and practices.

This finding is consistent with the study by Owoeye and Yara (2011), who reported that both teachers and students in Nigerian secondary schools demonstrated similar perceptions regarding the importance of school health services when exposed to the same learning environment. Similarly, Adeboyeje (2000) found that stakeholders in schools tend to develop comparable attitudes toward facility utilization due to shared experiences and administrative structures.

However, while attitudes may be similar, effective utilization may still be constrained by external factors. Ajayi and Ayodele (2001) emphasized that the adequacy and maintenance of school facilities significantly influence their utilization, regardless of stakeholders' positive attitudes. In the same vein, Olatunji (2016) observed that poor maintenance culture and inadequate funding often limit the effective use of school health facilities in public schools.

Conversely, this finding contradicts Anike (2015), who reported disparities in the utilization of healthcare facilities between public and private secondary schools, attributing the differences to variations in resource availability and management practices. Similarly, Obogbiji and Ekpo (2011) found significant differences in facility utilization across school types, suggesting that contextual factors may influence attitudes and usage patterns.

The findings of the hypothesis two also indicated that there is no statistically significant difference between the attitudes of teachers and students toward the utilization of sports and recreational facilities ($p > 0.05$). This implies that both groups exhibit comparable attitudes toward the use of sports facilities such as football fields, volleyball courts, and sports equipment.

This result supports the view that shared participation in school activities fosters similar perceptions among stakeholders. Ema and Ajayi (2014) noted that when schools provide opportunities for both teachers and students to engage in sports and recreational activities, their attitudes toward such facilities tend to align positively. Similarly, Jimoh (2010) found that effective utilization of school facilities enhances engagement and creates a supportive learning environment for both teachers and students.

Furthermore, Owoeye and Yara (2011) observed that positive school culture and collaborative participation contribute to uniform attitudes toward the use of educational resources, including recreational facilities. This suggests that the integration of sports into the school system promotes shared values and perceptions.

However, despite similar attitudes, the effective utilization of sports facilities may still be hindered by challenges such as inadequate equipment, poor maintenance, and limited funding. Olatunji (2016) highlighted that infrastructural deficiencies in Nigerian public schools often limit the practical use of recreational facilities, even when stakeholders demonstrate positive attitudes.

Conclusion

The study assessed the attitudes of teachers and students toward the utilization of healthcare and sports/recreational facilities in public secondary schools in Daura Zonal Education Quality

Assurance, Katsina State, Nigeria. Based on the findings, it was established that there is no significant difference between the attitudes of teachers and students toward the utilization of both healthcare and sports/recreational facilities. This implies that both groups share similar perceptions regarding the importance and use of school facilities. The similarity in attitudes may be attributed to shared school environments, exposure to the same institutional policies, and participation in common educational activities.

However, despite the positive and similar attitudes observed among respondents, the study revealed that effective utilization of school facilities is still influenced by factors such as adequacy of facilities, maintenance culture, and administrative support. This indicates that while attitudes are favorable, they alone are not sufficient to guarantee optimal utilization of school facilities. Therefore, improving the physical condition, management practices, and availability of facilities remains essential for enhancing their effective use and achieving better educational outcomes in public secondary schools.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Government at all levels and relevant education authorities should ensure the adequate provision of healthcare and sports/recreational facilities in public secondary schools. This will help bridge the gap between positive attitudes and actual utilization.
2. School administrators should establish and enforce a structured maintenance system for all school facilities. Regular inspection, servicing, and repair of facilities should be prioritized to prevent deterioration and ensure continuous usability.
3. School management should strengthen supervision mechanisms to ensure that both teachers and students utilize facilities appropriately. Clear guidelines on facility use should be developed and enforced within schools.

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