



An assessment of satisfaction with the provision of healthful school environment between students of colleges of education and polytechnics in North-eastern Nigeria

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Abstract

The study assessed the satisfaction with the provision of healthful school environment between students of Colleges of Education and Polytechnics in north-eastern Nigeria. One research objective was raised and corresponding research question was asked. One sub-hypothesis was postulated and tested at .05 level of significance. Descriptive survey was adopted and multi-stage sampling procedure was employed. The population of study comprised the entire students of Colleges of Education and Polytechnics in the north eastern Nigeria which was 427,324 students as at 2018/2019 academic sessions. Data was collected using self-developed questionnaire based on modified Likert scale. The instrument was divided into two sections. Section A and B. The instrument was validated by five luminaries in the field of the study and the reliability was determined using test re-test with 30 students in a different school. Both the researchers and the research assistants were involved in data collection. Multi stage sampling technique was used to select the sample of 384 respondents from the study area but only data from 370 duly filled questionnaire forms were analyzed. Descriptive statistical techniques of frequency counts and percentage were used to organize and describe the demographic characteristics of the respondents. Independent t-test was used to analyzed hypothesis postulated advanced at 0.05 level of significance. The result indicated that significant difference exist in the satisfaction with the provision of healthful school environment components between the students of Colleges of Education and Polytechnics in north east Nigeria. It was recommended that Governmental bodies, TETFund and Management of the Tertiary institutions should strive to provide and maintain components of healthful school environment to meet the satisfaction of the students regardless that an institution is a Colleges of Education or Polytechnics in the region.

Keywords: education, polytechnics, provision of healthful, environment components

Introduction

Client satisfaction is an issue that is important in the provision of any service. For school management to ensure that students are satisfied is a continuous effort in the provision of services, healthful school environment inclusive. It is therefore critical to them that the true state of students' satisfaction should be known. However, deciding the right instrument and methodology to effectively measure the satisfaction level is a major challenge for health care providers, teachers and many researchers. Some researchers viewed client satisfaction as a measure of attitude, beliefs, and perceptions. In recent decades, many studies have explained the importance of determining the level of client satisfaction as the most useful tool for getting patients views on how to provide any health care (Nyongesa, *et al.*, 2014)^[10]. Achieving and producing healthful school environment to the satisfaction of the students is the ultimate validation of quality of care. Students' satisfaction has been recognized as an essential component of several methods of assessing quality of healthful school environment (Isyaku & Azare, 2007)^[7].

Healthful school environment (HSE) is one of the components of school health programme which comprises of all health activities that are planned, organized and carried out under the auspices of the school management aimed at maintaining and improving, not only the health of the school students through health instruction, health service

but also the health and well being of the entire school community (Sanusi, 2010)^[12]. The quest for good health and enjoyable living condition continues, for this, the school plays a significant role in the overall life of the school child. HSE focused on quest to search for more effective and enjoyable living conditions in school for effective teaching and learning to take place (Isyaku, 2008; WAHEB, 2011)^[8, 15]. It has been observed that teaching and learning would not be effective unless there is healthy and conducive environment (David, *et al.*, 2015)^[4].

Healthful school environment involves the provision, maintenance and utilization of safe and wholesome surroundings, organization of day-by-day experience and planned learning procedures to influence favourable emotional, physical and social health (Thompson, 2007)^[13]. Healthful school environment concerns more the general sanitation of the school premises by ensuring that the student's classrooms, hostels and school premises are kept clean and tidy to facilitate effective teaching and learning. Berner and Richard, (2001)^[11] states that for a successful maintenance of students hostels includes the prohibition of smoking, use of musical instruments/electrical gargets like cassette player, heater etc in dormitories, cooking eating, taking crockery and food, kitchen/ dining hall to dormitories entertaining guests in dormitories, inter change rooms/ furniture's/ bed without permission, taking newspaper in the dormitories/ dining room and locking up and going out with

the key (Freiberg, 2012) [6].

A study added that the hostel should be swept daily, especially after that might have left the room untidy or dirty. The floor should be sprinkled lightly with water so that the dust can be settled before sweeping. Furniture should be moved so that all nooks and cranny of the hostel and the area under the desk can be swept (Berry, 2013) [2]. A well-maintained school provides a safe and attractive learning environment for students. School beautification projects, however, can offer much more than physical improvements to the school buildings and grounds (Patricia, 2009). Through cleaning and painting the school buildings and by planting flowers and shrubs for ecstastic, the students can take advantage of educational, personal development and community building opportunities (Brown, 2003) [3]. Similarly, Thomson (2007) [13] and Sanusi (2010) [12] conducted a study on the impact of environmental sanitation of the healthful living.

Tertiary institutions in Nigeria are set up to prepare high and medium level manpower. The provision of basic and sanitation facilities is one of the most important steps towards developing a healthful school environment (Fawole & Olaiya, 2007). Both the two types of tertiary institutions were public institutions owned by state and federal governments and are obtaining intervention from same source without any disparity (Okebukola, 2013) [9]. The quality of students' health is determined by maintenance of healthful school environment components. For effective teaching and learning to take place provision and maintenance of the components of healthful school environment such as power supply, portable water supply, classroom accommodation sanitary facilities and hostels accommodation among others to the satisfaction of the students is imperative to enable the them to learn more effectively and efficiently (Okebukola, 2013; Sanusi, 2010) [9, 12]. Trend (2013) [14] reported that a perfect positive difference between the maintenance of healthful school environment in Ghana. It is however, observed that some institutions under review do not seem to adhere strictly to this desirable policy. It is based on these that this study is design to assess the satisfaction with the provision of healthful school environment between the students of Colleges of Education and polytechnics in north-eastern Nigeria.

Research Objective

The purpose of the study was to assess the satisfaction with the provision of healthful school environment among students of tertiary institutions in north-eastern Nigeria.

Research Question

Is there any significant difference in the satisfaction with the provision of healthful school environment between the students of Colleges of Education and polytechnics in north-eastern Nigeria?

Research Hypothesis

There will be no significant difference in the satisfaction with the provision of healthful school environment between the students of Colleges of Education and polytechnics in north-eastern Nigeria.

Methodology

Descriptive survey was used for this study. The population

for the study comprised the entire students of tertiary institutions in the northeastern Nigeria as 427,324 students as at 2018/2019 academic session. The sample for the study was 384 students which were selected using multi-stage sampling. This is contained in table 1.

Table 1: Sample selected from the Selected Tertiary Institutions in the North East Nigeria

States	Institutions	Respondents	Percentage (%)
Bauchi	ASCOE, Azare	64	16.6
	ATAP Bauchi	64	16.6
Gombe	FCE (Tech) Gombe	64	16.6
	GS Polytechnic Bajoga	64	16.6
Yobe	Fed Polytechnic Damaturu	64	16.6
	USCOE, Gashua	64	16.6
Total		384	100

The instrument for data collection of this study was researcher develop questionnaire on modified Likert-scale (PMHSETIQ). The questionnaire was divided into two sections A and B. The developed research instrument was vetted by five specialists in the field of the study and reliability index of 8.6 was determined. Both the researchers and the three trained research assistants were involved in data collection. Frequency counts and percentage was used to organized and describe the demographic characteristics of the respondents. Mean and standard deviation was used for item analysis while independent t-test was used to analyze the stated hypotheses advanced at 0.05 level of significance.

Results

Sample of research participants selected from each of the selected tertiary institution in north east Nigeria for the study is contained in Table 1:

Table 2: Demographic Information of the Research Participants

	COEs	Polytechnics	Total
Gender			
Male	119	108	227
Female	63	80	143
Total	182	188	370
Educational Status			
Pre-NCE	25	-	25
NCE	106	-	106
Diploma	21	119	140
HND	-	69	69
Degree	30	-	30
Total	182	188	370
States			
Bauchi	66	58	124
Gombe	58	61	119
Yobe	58	69	127
Total	182	188	370

Table 2 showed that a total of 384 respondents were used for this study. However, only data from 370 questionnaires dully filled and returned were analyzed, so the analysis was done based on 370 responses. The distribution of state and institution indicate that 64 respondents representing 16.6% were used from each of this six sampled institutions in North- Eastern States.

Research Question

Is there any significant difference in the satisfaction with the

provision of healthful school environment between the students of Colleges of Education and polytechnics in north-eastern Nigeria?

The information to answer the research question one is contained in table

Table 3: Item Analysis on the Satisfaction with the Provision of Components of Healthful School Environment among Students of Tertiary Institutions of North- Eastern Nigeria.

S/No	ITEMS	Very Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied	Mean
1	Drainage system for the disposal of sewage is provided in our school	157 (42.2%)	165 (44.4%)	39 (10.5%)	11 (2.9%)	3.26
2	Wash hand basins are provided in kitchen of our school	165 (44.4%)	161 (43.3%)	35 (9.4%)	11 (2.9%)	3.72
3	Sewers are provided in toilets and bathrooms in our schools.	155 (41.7%)	158 (42.5%)	40 (9.4%)	19 (5.1%)	3.21
4	Dustbins are provided in class rooms for proper disposal of refuse in our schools to prevent the environmental pollution.	207 (55.7%)	136 (36.6%)	12 (3.2%)	17 (4.6%)	3.16
5	Refuse collection center is provided in our schools for proper management of the environment sanitation.	148 (39.8.7%)	173 (46.5%)	42 (11.3%)	9 (2.4%)	3.24
6	Dustbins are provided in our hostels for proper collection and disposal of refuse.	166 (44.6%)	140 (37.6%)	40 (10.8%)	26 (7.0%)	3.20
7	Hostels are speciously built to reduce the incidences of overcrowding	152 (48.4%)	169 (42.2%)	35 (9.4%)	16 (4.3%)	3.23
8	Classrooms are spaciouly provided to prevent the spread of communicable diseases.	124 (33.3%)	156 (41.9%)	67 (18.0%)	25 (6.7%)	3.02
9	Toilets and bathrooms are provided in hostels to reduce long time of waiting in our school.	145 (39.0%)	157 (42.2%)	58 (15.6%)	12 (3.2%)	3.17
10	Toilets are provided in classrooms areas.	157 (42.2%)	145 (39.0%)	35 (9.4%)	35 (9.4%)	3.14
11	Trees are planted in our schools	144 (48.7%)	150 (40.3%)	34 (9.1%)	44 (11.8%)	3.06
12	Flowers are planted around our school area to provide aesthetic beauty of the school environment.	127 (34.1%)	146 (39.3%)	83 (22.3%)	16 (4.3%)	3.03
13	Access roads are provided in school for safety of movement of the staff and students.	112 (30.1%)	165 (44.4%)	77 (20.7%)	18 (4.3%)	3.00
14	Electricity is provided in our classrooms	131 (35.2%)	176 (47.3%)	56 (15.1%)	9 (2.4%)	3.15
15	Electricity is provided in our hostels	107 (28.8%)	154 (41.4%)	76 (20.4%)	55 (14.8%)	2.98
Average Mean						3.17

Table 3 showed the distribution of the research participants responses on the satisfaction with the provision of components of healthful school environment among students of tertiary institutions of north- eastern Nigeria. The table revealed that all mean scores of the items in this section are above 2.5 which means positive in this study and the average mean is 3.17 which are also positive as well. This signifies that components of healthful school environment are provided to the satisfaction of the students of tertiary institution of North-Eastern Nigeria. This also answers the research question one.

Research Hypothesis

There will be no significant difference in the satisfaction with the provision of healthful school environment components between the students of Colleges of Education and Polytechnics in north East Nigeria.

Table 4: Summary of t-test analysis on the satisfaction with the provision of healthful school environment components between the students of Colleges of Education and Polytechnics in north East Nigeria

Institutions	N	Mean	SD	Df	t-cal	t-critical
Polytechnics	186	49.53	7.33	368	2.484	1.96
Colleges of Education	184	47.89	5.26			

Tcal= 2.484 df 370; t-critical>1.96 at 0.05 level of significance.

Table 4 reveals a summary of t-test analysis on the

satisfaction with the provision of healthful school environment components between the students of Colleges of Education and Polytechnics in north East Nigeria. The result shows that t-cal (2.484) is greater than t-critic (1.96) at df 374, this indicates that significant difference exist in the satisfaction with the provision of healthful school environment components between the students of Colleges of Education and Polytechnics in north East Nigeria. The finding shows that the hypothesis which states that there is no significant difference in the satisfaction with the provision of healthful school environment components between the students of Colleges of Education and Polytechnics in north East Nigeria was rejected.

Discussion

The finding on the satisfaction with the provision of healthful school environment components between the students of Colleges of Education and Polytechnics in north East Nigeria (t-calculated t=2.484 df 370; t-critical>1.96 at 0.05 level of significance). The outcome of this study is unexpected considering that both the two types of tertiary institutions were public institutions owned by state and federal governments and both are obtaining intervention from same source without any disparity (Okebukola, 2013)^[9]. This coupled with the plethora of studies portraying that a well-maintained school provides a safe and attractive learning environment for students and school beautification can offer much more than physical improvements to the

school buildings and grounds (Patricia, 2009). This outcome is surprising considering that Isyaku and Azare, (2007) ^[7]; Isyaku, (2008) ^[8] studies pointed out that the quality of students' health is determined by maintenance of healthful school environment components, as such it would certainly have significant effect on the satisfaction and also disagrees with Trend (2013) ^[14], who found a perfect positive difference between in the satisfaction with the maintenance of healthful school environment in Ghana. However, the outcome of this study is in line with assertion made by Thomson (2007) ^[13] who conducted a study on the impact of environmental sanitation of the healthful living.

Recommendations

Based on the findings of the study, the following recommendations were proffered.

- Governmental bodies, Tetfund and Management of the Tertiary institutions should strive to provide and maintain components of healthful school environment to meet the meet the satisfaction of the students regardless that an institution is a Colleges of Education or Polytechnics in the region.

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