

EDUCATIONAL SERVICES AND STUDENTS' ACADEMIC ACHIEVEMENT IN DELTA STATE PUBLIC SECONDARY SCHOOLS

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Abstract: This study aimed at investigating educational services and students' academic achievement in Delta State public secondary schools. Survey design was adopted for the study. The population comprises of 452 principals across Delta State public secondary schools. A purposive sampling technique was used to sample 226 principals and two thousand, three hundred and thirty-six (2336) students result. Self-developed instrument titled Educational Services Questionnaire was used to gather information for the study, while "West African School Certificate Examination Standardized Test Instrument" (WASCESTI), for three years of 2016-2019 was adopted in measuring students' academic achievement. Validity of the instrument was established through face and content validity. Test-retest method was used to determine the reliability of the instrument using 30 respondents not included in the sample of the study and a co-efficient of 0.79 was obtained. Descriptive statistics of mean scores and standard deviation were employed to provide answers to the stated research questions while linear regression statistics was adopted in testing hypothesis at .05 level of significance. Finding shows that classroom, class-size, per-pupil expenditure among other are available educational services in Delta State public secondary schools. It was discovered that educational services were significantly related to students' academic achievement in Delta State public secondary schools. It was recommended that school administrators should be anxious with the physical and cosmetic conditions of educational services, students' academic achievement, combination of existing educational services and how they can improve students' academic achievement.

Keywords: Educational Services, Students' Academic Achievement, Delta State, Public Secondary Schools.

1. INTRODUCTION

Educational services constitute prime determining factor in ensuring quality education and students' academic achievement. It is an aspect of for measuring growth and development in education. if not adequately maintained and managed, it could become substantial cost to the school system and its establishment, students' academic achievement will equally be affected. Educational services should be supported by certified buildings plus other technical systems. Educational services have been described by Programme in Educational Building (2008) as co-ordination of physical workplace with which people and the organization integrates principles of school administration and architecture. Educational services such as libraries and laboratories stimulate independent research for teachers and students by providing varieties of materials and information, in pictures, films and tapes. Also the laboratories provide necessary apparatus for new science discovery (Ahmodu, Adaramaja, Adeyemi, 2016). Wunti, (2014) explained that educational services are engines of growth in learning which assist teachers and the learners for effective/efficient teaching and learning which aimed at attainment of educational goals and objectives.

Asiabaka, (2008) describe educational services as the prime facilities in schools which is viewed as space interpretation of school curriculum. The author emphasized that the curriculum finds expression in edifice and arrangement of educational services which controls the atmosphere that facilitate teaching/learning process and safeguard the physical welfare of dwellers. Ijaduola, (2011) opined that educational services are process of construction; utilization; maintenance and management of educational services to certify the achievement of educational goals and objectives. There are various factors which impacts on building condition and student achievement in a way that controlled for, socio-economic status of the students. It is an established fact that condition of educational services had a significant correlation with student academic achievement (Cash, 2013). The researcher regarded educational services as those inputs in education such as; classroom, library, laboratory, instructional materials, teachers, chairs and desk, chalkboard or whiteboard which impacts on students learning with the aim of enhancing students' academic achievement.

There are a number of ways students' academic achievement can be measured although the most commonly procedure is public examination result of students as a basis for passing judgment on students, teachers and schools. Students' academic achievement is the ultimate score which students obtain after a comprehensive and logical measurement and evaluation of individual student in school milieu with the aim of making judgement on students' cognitive, affective and psychomotor domains (Ahmodu, Adaramaja, Adeyemi, 2016). Asaolu, (2003) explained that students' academic achievement is students' educational outcome as measure by Senior School Certificate Examination. Ajayi, (2014) retained that there is no guarantee of high rating of students' academic achievement where educational services such as; classrooms; laboratories; libraries; technical workshops are structurally faulty. One of the current educational constraint is students' academic achievement which is usually measures through examination at various levels of learning (Kolawole & Dele, 2012). Ivowi, Okebukola, Oludotun & Akpan, (2012) gave credibility to when they avowed that the problematic of under accomplishment among students has persevered in many subjects' areas. The reverberated that the situation of students' academic achievement mutually at secondary and post-secondary school is worrisome (Aina & Olanipekun, 2014).

Studies on relationship between educational services and students' academic achievement has emerged in literature. Everything about a child is varying rapidly also educational services must be varying rapidly (Suleiman, 2007). Bullock (2007) discovered that students perform excellently in schools with new buildings, renovated structures, functional library and laboratory than in in school with old buildings and structures. It was also discovered that general building condition, school age, and instructional facilities were positively connected to students' academic achievement. In elementary schools a safe and orderly classroom surrounding, physical school facilities were related to students' academic achievement (Ajayi 2014). In school surrounding, open space is useful in educational services.

Ijaduola, (2011) declared that; quality and quantity of educational services available within an educational system have optimistic relationship with standard and quality of educational system. In Dutsinma Metropolis, public secondary school Katsina State Shamsudeen, Abdulrahman and Ibrahim (2017) revealed a substantial connexion between educational services; teacher quality and student academic achievement. At .05 level of significance Wunti, Hafsat and Igbaji (2017) did not discover statistically significant relationship between educational services and students' academic achievement. School library is the heartbeat of all levels of educational system, complementing classroom teaching and learning and research purposes improves students' academic achievement (Rufus and Alisan 2013). Educational services have been identified by Federal Government of Nigeria identified as the most important in school system that government has to provide for her citizens (FRN, 2013).

Statement of Problem

The challenge of poor students' academic achievement among public secondary school is a severe issue that necessitates continuous and systematic exploration. A growing body of research shows that students' academic achievement is more influenced by educational services than standard, race, class, academic record or the school a student attends. There have been several research studies carried out on improving educational services for quality instruction but very little has been done in the area of identifying educational services that can enhance teaching and learning which in turn will improve students' academic achievement. It becomes imperative for the researcher to critically examine educational services as it relates to students' academic achievement particularly in Delta State public secondary schools.

Purpose of the Study

This study aimed at investigating educational services and students’ academic achievement in Delta State public secondary schools. In specific, the study is aimed at; identifying available educational services and ascertain the relationship between educational services and students’ academic achievement with specific reference to in Delta State public secondary schools.

Research Questions

To guide the study, the following questions were raised;

1. What are the available educational services in Delta State public secondary schools?
2. What type of relationship exist between educational services and students’ academic achievement?

Hypothesis

1. Educational services do not significantly relate to students’ academic achievement.

2. METHOD

The survey design often referred to as ex-post-facto design was used in the study. The population of the study comprises of 452 principals across Delta State public secondary schools. A purposive sampling technique was used to sample 226 principals and two thousand, three hundred and thirty-six (2336) students result. A self-developed instrument titled Educational Services Questionnaire was used to gather information for the study. To obtain information on students’ academic achievement, a standardized test instrument also titled “West African School Certificate Examination Standardized Test Instrument” (WASCESTI), for three years of 2016-2019 was adopted for the study. The researcher constructed relevant questions which were validated to establish face and content validity. To establish the reliability of the instrument, the test-retest method of determining reliability co-efficient was used in order to test the reliability of the instrument. The test – re- test method of the reliability was employed with a one-week retest interval using 30 respondents not included in the sample of the study. The Pearson (r) statistic was used to compute the reliability co-efficient and a value of 0.79 was obtained. The researcher employed descriptive statistics of mean scores and standard deviation to provide answers to the stated research questions while linear regression statistics was adopted in testing hypothesis at .05 level of significance.

3. RESULTS AND DISCUSSION

Research Question 1: What are the available educational services in Delta State public secondary schools?

Table 1: Mean score analysis on available educational services in Delta State public secondary schools

S/N	Available educational services	Mean	SD	Decision
1	Classroom	2.94	.82	+
2	Class-size	2.98	.82	+
3	Per-pupil expenditure	3.02	.83	+
4	Teachers experience	2.61	.83	+
5	Teachers’ qualification	2.81	.81	+
6	Library	3.00	.81	+
7	Laboratory	3.04	.80	+
8	Instructional materials	2.90	.83	+
9	Chairs and desk	2.52	.82	+
10	Chalkboard or whiteboard	3.00	.81	+

Keys: Agree (+), Disagree (-), Benchmark (2.50), Source (Fieldwork)

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Data in Table 1 shows available educational services in Delta State public secondary schools. The result shows that respondents agreed with mean scores of 2.50 on all the items which is above mean score benchmark of 2.50 for the study. It can therefore be reaffirmed that classroom, class-size, per-pupil expenditure, teachers experience, teachers' qualification, library, laboratory, instructional materials, chairs and desk and chalkboard or whiteboard are available educational services in Delta State public secondary schools.

Research Question 2: What type of relationship exist between educational services and students' academic achievement?

Table 2: Mean score analysis on type of relationship that exist between educational services and students' academic achievement

Variables	Mean (\bar{x})	SD	R	r ²
Educational Services	21.02	4.59	.83	.69
Students' Academic Achievement	29.09	6.79		

Data in Table 2 shows mean score analysis on type of relationship that exist between educational services and students' academic achievement. The result of the study revealed mean score of 21.02, SD=4.59 for educational services and mean score of 29.09, SD=6.79 for students' academic performance. The relationship between educational services and students' academic achievement is $r = .83$. Since the r value of .83 is greater than r^2 value of .69, it thus indicates, that a positive relationship exists between educational services and students' academic achievement.

Hypothesis 1: Educational services do not significantly relate to students' academic achievement.

Table 3: Regression Analysis on educational services and students' academic achievement

Model	Sum of Square	Df	Mean Square	F	F-Crit.	Remark
Regression	45.559	1	45.559	1.462	.227	Significant
Residual	30004.798	224	31.158			
Total	30050.356	225				

Data in Table 3 shows regression analysis on educational services and students' academic achievement. The result shows F calculated of 1.462 with df of 1,224 at 0.05 level of significance. With $F(1,224) = 1.462$, $F\text{-Crit.} = .227$, educational services were significantly related to students' academic achievement.

4. DISCUSSION OF RESULTS

Findings show that classroom, class-size, per-pupil expenditure, teachers experience, teachers' qualification, library, laboratory, instructional materials, chairs and desk and chalkboard or whiteboard are available educational services in Delta State public secondary schools. It was discovered that educational services were significantly related to students' academic achievement in Delta State public secondary schools. These findings support Bullock (2007) who discovered that students perform excellently in schools with new buildings, renovated structures, functional library and laboratory than in in school with old buildings and structures. Ajayi (2014) who discovered that in elementary schools a safe and orderly classroom surrounding, physical school facilities were related to students' academic achievement. Ijaduola, (2011) declared that; quality and quantity of educational services available within an educational system have optimistic relationship with standard and quality of educational system. Rufus and Alisan (2013) who revealed that school library is the heartbeat of all levels of educational system, complementing classroom teaching and learning and research purposes improves students' academic achievement. Ahmodu, Adaramaja, Adeyemi, (2016) who educational services such as libraries and laboratories stimulate independent research for teachers and students by providing varieties of materials and information, in pictures, films and tapes. Also the laboratories provide necessary apparatus for new science discovery. Shamsudeen, Abdulrahman and Ibrahim (2017) who revealed a substantial connexion between educational services; teacher quality and student academic achievement. The findings did not support Wunti, Hafsat and Igbaji (2017) who did not discover statistically significant relationship between educational services and students' academic achievement.

5. CONCLUSION

Conclusively, educational services such as classroom, class-size, per-pupil expenditure, teachers experience, teachers' qualification, library, laboratory, instructional materials, chairs and desk and chalkboard or whiteboard are available in Delta State public secondary schools. Also educational services were significantly related to students' academic achievement in Delta State public secondary schools.

6. RECOMMENDATIONS

The researcher recommended that;

1. School administrators should be anxious with the physical and cosmetic conditions of educational services, students' academic achievement, combination of existing educational services and how they can improve students' academic achievement.
2. Ministry of Education and Post Primary Education Board (PPEB) should occasionally carry out inspections of available educational services and enforce the use of diverse approaches in facilities maintenance.
3. Government should disburse more funds to the educational sector which will be sufficient in providing necessary educational services needed to enhance students' academic achievement.

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