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ESSENTIAL AMENITIES IN ANAMBRA STATE POLYTECHNIC MGBAKWU; ITS IMPLICATION ON STAFF AND STUDENTS ATTITUDES, PERFORMANCES AND EDUCATIONAL DEVELOPMENT

Onoura.O.M[1*], Chigbo.C.I[2], Ibekwe I.M[3], Okoye.A.C[4]

[1]Department of Home & Rurual Economic, School of Agriculture, Anambra State Polytechnic, Mgbakwu, Anambra State, Nigeria.ujuonuora@gmail.com 08030937681*
[2]Department of Computer Science Technology, School of Sciences Technology, Anambra State Polytechnic, Mgbakwu, An ambra State, Nigeria. chigbo.bubu@gmail.com 07034723869.
[3]Department of Nutrition & Dietetics,School of Science Technology, Anambra State Polytechnic, Mgbakwu, An ambra State, Nigeria. doodoovin@gmail.com 08037571982.
[4]Department of General Studies, School of General Studies, Anambra State Polytechnic, Mgbakwu, An ambra State, Nigeria. ogochukwujoy93@gmail.com 08064790075.

Corresonding Author:
ujuonuora@gmail.com

Abstract

The study looks at the availability of basic amenities in Nigeria higher institutions of learning and the implication on students' attitudes and academic performances. Primary data were collected and the data collected from the respondents was analyzed using chi-square test, exploratory data analysis and Pearson's chi-squared test. The result of the findings revealed that electricity, transportation, water supply, information and communication technology, and lecture theatres have significant influence on the performance of students in Higher institutions in Nigeria.

Keywords: *Learning, Basic Amenities.*

1.0 INTRODUCTION

Learning is an individual action which confronts the learners with the risk of going to an unknown place in the end. For most teachers, a good student is the one who is eager to learn and has positive attitudes towards learning. A low learning expectation level will reduce motivation and consequently the success. Students who are much better motivated for learning both get more successful and tend towards the thinking skills. Learning is basically an individual performance. For this reason, positive or negative attitudes towards learning are valuable for the success of learning.

Learning satisfaction has been described as a superior emotional complex that can be defined as the level of joy a person experiences when learning, being placed as the first of the two goals that students are trying to achieve by joining learning activities, the second pertaining to the learning outcomes, identifies learning satisfaction with the level of coherence between the individual's expectations and his actual experience. In a situation where the individual's real experience is equal or succeeds his expectations, the individual feels satisfied, as opposed to an experience that is under his expectations thus, making him feel unsatisfied, such an individual talks about student's satisfaction as related to student involvement, student-student interaction, student-faculty interaction, and sees satisfaction as a "spontaneous experience" associated with intrinsically motivated behaviors, emerging from learning activities designed with consideration for the learner's needs and likings regarding his own development.

Some of basic amenities that can motivate students towards learning are discussed below:

ELECTRICITY: Electricity is one of the most important things that science has given to mankind. It has also become a part of modern life and one cannot think of a world without it. Electricity has many uses in our day to day lives, especially in the educational aspect. It is used for lighting the room of students, either for studying or for other activities. All these provide comfort to students. In Nigeria, there are over 100 Universities and several Polytechnics, Colleges of Education and thousands of Secondary Schools that receive their funds from the Federal government and have resident staff quarters and students' hostels. Because of their peculiar nature as knowledge transfer- based institutions, the energy source predominantly in use in the Universities and these other institutions for educational aids is electricity. Therefore, the issues of electric energy availability, consumption and costs in universities with resident students and staff quarters can present a formidable challenge to any responsible administration. This is because its availability or otherwise can have profound effects not only on academic activities but also on the social and economic activities in the system. This is why university authorities in Nigeria make great efforts to compliment the generally unsteady electricity supply from the national grid with diesel generators albeit at a very high financial and environmental cost to fill the supply gap at the most critical moments. Electricity plays an important role in student life, in terms of reading, saving cost access to internet etc.

WATER SUPPLY: Water is a resource that has been used since the existence of mankind. Water resources are sources of water that are useful or have a potential use. Water is mainly used for agricultural, industrial, household, recreational and environmental activities. Most of the uses of water require fresh water but 97% of the earth's water is salty. The remaining 3% of fresh water is mainly found as groundwater, with only a small percentage available above ground or in the air. Safe drinking water and basic sanitation are crucial to the preservation of human health, especially children. Water-related diseases are the most common cause of illness and death among the poor in developing countries.

The World Bank while commenting on the world water challenge stated that access to water supply services and sanitation is a major factor in reducing child mortality. It revealed that of about 1.7 million deaths that occur every year worldwide (90 per cent of which are children) are attributed to unsafe water, poor sanitation and hygiene, mainly through infectious diarrhea. According to the WHO/UNICEF Joint Monitoring Programme, meeting the Millennium Development Goal (MDG) 7; Target 10 (halving the proportion of people without sustainable access to safe drinking water and basic sanitation by 2015) would avert 470,000 deaths per year. In spite of the importance of adequate water supply to humans, access to potable water supply in Nigerian cities lag behind demand.

For instance, the joint report on water and sanitation by the WHO/UNICEF reveals that Nigeria and many other Sub-Sahara African countries are lagging behind in achieving the millennium development goals and targets set for water and sanitation, Such shortages can lead to serious economic disruptions and human suffering. Although Nigeria is blessed with abundant water resources, governments at all levels (federal, state and local) have not been able to successfully harness these resources to ensure a sustainable and equitable access to safe, adequate, improved and affordable water supply and sanitation to the population.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT); ICT permeates the business environment, it underpins the success of modern corporations, and it provides governments with an efficient infrastructure. At the same time, ICT adds value to the processes of learning, and in the organization and management of learning institutions. The Internet is a driving force for much development and innovation in both developed and developing countries. Countries must be able to benefit from technological developments. In order to do these, a cadre of professionals have to be educated with sound ICT backgrounds, independent of specific Computer platforms or software environments? They are playing salient roles in work places, business, education, and entertainment. Moreover, many people recognize ICT as catalysts for change; change in working conditions, handling and exchanging information, teaching methods,

learning approaches, scientific research, and in accessing information.

ICTs are making dynamic changes in the society; it influences all aspects of life. The influences are felt more and more at schools. Because ICT provides both students and teachers with more opportunities in adapting learning and teaching to individual needs, forcing schools aptly respond to this technical innovation. Tinio further states the potentials of ICT as follows: ICTs greatly facilitate the acquisition and absorption of knowledge, offering developing countries unprecedented opportunities to enhance educational system. ICT has become, within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing and numeracy.

STATEMENT OF THE PROBLEM

For growth and development to take place in a developing economy like Nigeria, the role of infrastructure is very important, because it is often the bedrock upon which growth and development relies on. Again, a lot of Nigerian students migrate abroad annually in search of better and quality education, despite the fact that it cost more to educate students abroad than in the country because of the infrastructural deficit in schools in the country. This infrastructural deficit in Higher institutions of learning in Nigeria is a spillover of the infrastructural deficit in the country. The situation is so worst in public schools unlike private schools, which make the amenities available but students has to pay more. Only a few schools have good water facilities that can enhance learning and performance of students. This has been a great problem in universities as it has caused a lot of problems to students, health wise, and even reducing their morale of learning. The lack of access to safe drinking water and sanitation is probably directly related to poverty and in many cases to ailments among university students and the inability of governments to provide water and sanitation systems for students in school environment. This situation has compelled many students, often those with low allowances, to end up getting water from poor sources, hence, thousands of Nigerian students die of water related diseases and lack of adequate health facilities in their schools. Also, epileptic power supply and unreliable ICT system has often promote students failure, a lot of cult activities are often related to inadequate lightning system of schools and Lecturers often stay away from schools because of the poor working condition of their offices, as ICT and power are important in promoting their efficiency. This situation has been confirmed by students of Anambra State Polytechnic, Mgbakwu, Nigeria.

The availability of these infrastructures in schools abroad and private schools in the country has created a gap and studies has shown that students mode of learning and performances are enhanced when these amenities are available. Earthman and Lemasters, (1996) have pointed out that students surrounded by a safe, modern and environmentally controlled environment experience a positive effect on their learning. However, studies are needed to draw a clear comparison between the quality of our school basic amenities and academic outcomes. Educators have point out the limited depth of research in this area O'Neill, (2000). In order for educational leaders to support reform that will boost student performance, they will need to understand the relationship existing between the school facilities and learning.

Also, teaching and research, which is the bedrock of Higher Institutions, are better enhanced with the provision of these amenities. But since most public schools suffers seriously from these, it limits students level of exposure, staff teaching and research work, limits students learning and performances ability. The 21st century University lacks the basic amenities necessary for learning, the research is clear that a strong link exists between the school basic amenities and the learning process Blair, (1998), hence the need for this kind of research, to look into the problem of infrastructural deficit in schools in Nigeria.

The aim of the study is to determine the impact of basic amenities on students attitudes towards learning and the specific objectives are to:

i. determine the impact of information and communication technology on student attitudes towards learning.
ii. investigate the impact of electricity on student attitudes towards learning.
iii. examine the impact of transportation on student attitudes towards learning.
iv. identify the impact of water supply on student attitudes towards learning.
v. investigate the impact of conducive lecture theatre on student attitudes towards learning.
vi. determine the impact of basic amenities on student readiness and ability to learn.

The purpose of this study is to examine the possible impact of school basic amenities on student attitude towards learning in Anambra State Polytechnic, Mgbakwu. Subsequently, the researcher will attempt to identify the aspects of school basic amenities that have the greatest potential to impact learning. Exploratory data analysis will shows the impact of the amenities on students attitude towards learning and its will be used to test the independent variables in the study.

2.0 LITERATURE REVIEW

Robert and Sampson (2011), found that the member of educational board will be educated and their impact on school is positive, for professional development, it is essential for student learning. The students who are actively engage in the learning process are observed to have a positive correlation with the CGP. A Study effort from student and the proper use of the facilities provided by the institution to the student, a good match between students' learning style and are

positively affect the student's performance. Norhidayah Ali, (2019). Young (2019), held the view that student performances are linked with use of library and level of their parental education. Many studies have analyzed the factors behind the performance of students. Earlier studies have been carried out which focused on cognitive factors as predictors of academic success. Recently, there has been a growing interest on the non-cognitive factors. A number of researchers have examined the role of non-cognitive variables such as study skills Fazal, S. et.al, (2012); Awang, and Sinnadurai (2011), Demir (2012), Hassanbeigi (2011), study motivation Tella, (2007); Nonis and Hudson,(2008), study behavior Yang, (2011), Otto, (1978), study habits Crede and Kuncel, (2008), Nuthana and Yenagi, (2009), Nouhi (2008)

Bashir (2012), Boehler, (2001), Kurshid, (2012), Mutsotso, (2010), and attitudes Sarwar (2010) and Yu, (2011) on academic achievement. Some argued that these factors have strong relationship with academic performance of students, while others concluded that it was the combination of the different factors that could explain students' academic performance.

According to Menzel, (2011), many students fail not because they lack ability but because they do not have adequate study skills. Students who have difficulty in college frequently do not have adequate study habits that affect their academic achievement. A central problem noted was that many of these students had not learned how to take effective notes and manage time for studying cited by Mutsotso and Abenga (2010). Moreover, a study by Nagaraju (2004) found that students usually do not devote sufficient time to their studies and seldom have proper study habits.

Efficient study habits are associated with a favorable attitude toward learning in general. In the study of Sarwar (2010), it was discovered that a significant relationship between student attitudes and academic performance exists. Another research found discrepancy between the study attitudes of high and low-achieving students. High-achieving students had a more positive attitude toward study in that they detected and reacted positively to the favorable aspects of the situation they found themselves in, while t low-achieving students tended to be fault-finders, reacting to the negative aspects of study such as distractions and minor annoyances. The high-achieving students found tertiary work an interesting challenge, accepted the restrictions and conformed to the demands made upon them more readily, while the low achievers appeared to lack high-level motivation. The more successful group was also found to be more realistic and discriminating in their assessment of those situations which were highly relevant to scholastic achievement, such as discipline and work priorities, and they were better organized in both their work and leisure activities. In terms of attitude towards teachers, the high achievers generally have a positive attitude towards teachers.

For instance, as compared to low achievers, the high achievers more often say that their teachers are competent, impartial, and interested in their duties Sarwar, Bashir, Khan and Khan, (2009). Yu (2011) in his study revealed that among the SHSA factors examined, student perception of teacher effectiveness influence accounting performance. A substantial amount of research has examined the role of students' study habits and their attitudes to study on academic performance. The study of Osa-Edoh and Alutu (2012) which examined the usefulness of imbibing in the students study habit, as a means of enhancing their academic performance, revealed a high correlation between study habits and students' academic performance. This suggests that it is only when students imbibe or cultivate proper study habits that their academic performance can be improved upon. Similarly, Nuthana and Yenagi (2009) found significant correlation between study habits and academic achievement. It further revealed that reading and note-taking habits, habits of concentration, and preparation for examination had significant correlation with academic achievement. The authors pointed out that students who are better in reading and note-taking, well prepared for the board examination and have concentration may have better academic achievement. An association between study skills and academic performance also has been found to prevail among undergraduate students. The study of Fazal (2012) identified various study skills used by learners and ascertain which study skills is more related to academic achievement. Results of the study indicate significant relationship of time-management skills, reading and note-taking skills with academic achievement. Students with higher academic achievement used a wide range of study skills as compared to students with lower academic achievement.

Nonis and Hudson (2010) also conducted a study on performance of college students-impact of study time and study habits in which they found that some study habits had a positive direct relationship on student performance but others had a negative direct relationship. Hassanbeigi et al. (2011), in their study of the relationship between various study skills and academic performance of university students, noted that the study skills scores of students with GPA of 15 and above (out of 20) were statistically higher than those students with GPA of less than 15 in all of the seven skills (time management and procrastination, concentration and memory, study aids and note-taking, test strategies and test anxiety, organizing and processing information, motivation and attitude, and reading and selecting the main idea). Because of the importance of study habits and attitudes on academic performance, some researchers have proposed strategies that will help students develop effective study habits and attitudes. For example, the study of Demir et al. (2012), which examined the effect of development of efficient studying skills curriculum on academic achievements and studying skills of learners, found that students can acquire efficient studying skills by means of curriculum for developing efficient studying skills. The students were able to organize the study environment and use specific methods effectively, such as efficient reading, listening lectures, note-taking, efficient writing and doing homework. It further revealed that those students where the curriculum was implemented have increased academic achievement as compared

to the group of students on which the curriculum was not implemented.

Mutsotso and Abenga (2010) also propose a paradigm shift in study methods and suggest strategies for both lecturers and the students in universities towards improved learning and performance. It is based on the "distributed learning approach" that adequately cater for individual differences that exist among the students. This situation doubtless, cannot promote students learning ability and subsequently better performance in their class work including examinations. He therefore recommended that there was need for all hands to be on deck to make sure that hindrances were removed so that a good solid foundation could be laid for future generation. This kind of situation as stated by Nwachukwu (1994) in which the physical comfort of the students cannot be guaranteed is not ideal for learning and does not enhance academic achievement. Still on the possible influence of school plant,

3.0 RESEARCH METHODOLOGY

This section deals with the method used in carrying out the research work; the data for this study is a primary data, using a questionnaire. The Questionnaire will be administered by the researcher personally to the respondents individually using direct means.

4.0 ANALYSIS AND INTERPRETATION OF DATA

The analysis was carried out using Chi-square and exploratory data analysis, the statistical package used is SPSS. This presentation will be based on the responses from the completed questionnaires.

Respondent Demographic Profile; shows the age distribution of the respondents, the table reveals that 39.0% of the respondents are born below 20 years, 50.0% of the respondents are between 21-25 years of age, and 10% of the respondents are between 26-30 years of age while 1.0% is between 36-40 years of age. In conclusion the table above reveals that the highest percentage of the students in the university who respond to the questionnaire are between 21-25 years of age, which is a significant age range for students in the Higher Institutions.

Table 1; Age Of The Students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below 20	39	39.0	39.0	39.0
	21-25	50	50.0	50.0	89.0
	26-30	10	10.0	10.0	99.0
	31-35	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

Table 2; Level of the Students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	100l	21	21.0	21.0	21.0
	200l	34	34.0	34.0	55.0
	300l	17	17.0	17.0	72.0
	400l	28	28.0	28.0	95.0
	Total	100	100.0	100.0	

Table 2 shows that 21 of the students are in 100L which represent 21.0% , 34 of them are in 200L which represent 34.0% , 17 of them are in 300L which represent 17.0%, 23 of them are in 400L which represents 28.0%. In conclusion the table shows that highest percentages of the students are in 200 level.

Table 3; Gender of the students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	38	38.0	38.0	38.0
	Female	62	62.0	62.0	100.0
	Total	100	100.0	100.0	

Table 3 shows that the genders of each respondent of which 38.0% of the respondents are male while 62.0% are female. In conclusion the table shows that the highest percentages of the respondents are female.

Table 4; Testing of Research Questions Electricity supply is a source of motivation towards learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	5.0	5.0	5.0
	Disagree	1	1.0	1.0	6.0
	Undecided	2	2.0	2.0	8.0
	Agree	32	32.0	32.0	40.0
	strongly agree	60	60.0	60.0	100.0
	Total	100	100.0	100.0	

Table 4 shows that 60% of the respondents strongly agree that electricity supply is a source of motivation towards learning, 32% of the respondents agreed, 2% of the respondents are undecided while 1% of the respondent disagreed and 5% of the respondents totally disagreed that electricity supply is a source of motivation towards learning.

Table 5; I get distracted whenever there electricity supply.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	11	11.0	11.0	11.0
	Disagree	29	29.0	29.0	40.0
	Undecided	11	11.0	11.0	51.0
	Agree	26	26.0	26.0	77.0
	strongly agree	23	23.0	23.0	100.0
	Total	100	100.0	100.0	

Table 5 shows that 23% of the respondents strongly agree that they get distracted whenever there is electricity supply 26% of the respondents agreed, 11% of the respondents are undecided while 29% of the respondent disagreed and 11% of the respondents totally disagreed that they get distracted whenever there is electricity supply

Table 6; Whenever there is electricity supply, i can study for at least seven hours in a day

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	6	6.0	6.0	6.0
	Disagree	21	21.0	21.0	27.0
	Undecided	18	18.0	18.0	45.0
	Agree	35	35.0	35.0	80.0
	strongly agree	20	20.0	20.0	100.0
	Total	100	100.0	100.0	

Table 6; shows that 20% of the respondents strongly agree that whenever there is electricity supply, they can study for at least seven hours in a day, 35% of the respondents agreed, 18% of the respondents are undecided while 21% of the respondent disagreed and 6% of the respondents disagreed that whenever there electricity supply, they can study for at least seven hours.

Table 7; The poor availability of water supply discourages me from reading.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	20	20.0	20.0	20.0
	Disagree	22	22.0	22.0	42.0
	Undecided	12	12.0	12.0	54.0
	Agree	28	28.0	28.0	82.0
	strongly agree	18	18.0	18.0	100.0
	Total	100	100.0	100.0	

Table 7 shows that 18% of the respondents strongly agree that poor availability of water supply discourages them from reading**,** 28% of the respondents agreed, 12% of the respondents are undecided while 22% of the respondent disagreed and 20% of the respondents disagreed that poor availability of water supply discourage them from reading.

Table 8 Lack of befitting lecture theatre discouraged some students from learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	3.0	3.0	3.0
	Disagree	9	9.0	9.0	12.0
	Undecided	17	17.0	17.0	29.0
	Agree	43	43.0	43.0	72.0
	strongly agree	28	28.0	28.0	100.0
	Total	100	100.0	100.0	

Table 8 shows that 28% of the respondents strongly agree that Lack of befitting lecture theatres discouraged some students from learning, 43% of the respondents agreed, 17% of the respondents are undecided while 9% of the respondent disagreed and 3% of the respondents disagreed.

Table 9 Some of the white boards in the lectures theatres are not good.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	2.0	2.0	2.0
	Disagree	13	13.0	13.0	15.0
	Undecided	19	19.0	19.0	34.0
	Agree	37	37.0	37.0	71.0
	strongly agree	29	29.0	29.0	100.0
	Total	100	100.0	100.0	

Table 9 shows that 29% of the respondents strongly agree that most lecture theaters re not in good condition**,** 37% of the respondents agreed, 19% of the respondents are undecided while 8% of the respondent disagreed and 5% of the

respondents disagreed that most lecture theaters re not in good condition.

Table10; Good ICT makes study easier.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	3.0	3.0	3.0
	Disagree	6	6.0	6.0	9.0
	Undecided	12	12.0	12.0	21.0
	Agree	30	30.0	30.0	51.0
	strongly agree	49	49.0	49.0	100.0
	Total	100	100.0	100.0	

Table10 shows that 49% of the respondents strongly agree good ICT makes study easier**,** 30% of the respondents agreed, 12% of the respondents are undecided while 6% of the respondent disagreed and 3% of the respondents disagreed.

4.9: TESTING OF HYPOTHESIS

HYPOTHESIS 1:

H_0: There is no significant association between the impact of Information and communication technology and student attitude towards learning.

H_1: There is significant association between the impact of Information and communication technology and student attitude towards learning.

Table 11; Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	56.012	16	.000
Likelihood Ratio	32.964	16	.007
Linear-by-Linear Association	7.183	1	.007
N of Valid Cases	100		

From the above Chi square χ^2 **(16) = 56.012,** $p < 0.05$**.** Since the significant value (0.000) is less than the p-value (0.05), we therefore reject the null hypothesis (H_0) and conclude that information and communication technology is a determining factor in student attitude towards learning. This shows that more provision of ICT facilities in the school environment will increase the attitude of the students toward learning.

HYPOTHESIS 2

H_0: There is no significant association between the impact of electricity and student attitude towards learning. H_1: There is significant association between the impact of electricity and student attitude towards learning

Table 12; Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	45.203	16	.000
Likelihood Ratio	30.740	16	.015
Linear-by-Linear Association	5.044	1	.025
N of Valid Cases	100		

From the above Chi square χ^2 **(16) = 45.203,** $p < 0.05$. Since the significant value (0.000) is less than the p-value(0.05), we therefore reject the null hypothesis (H_0) and conclude that electricity is a determining factor in student attitude towards learning. This shows that more provision electricity in the school environment will increase the attitude of the students toward learning.

4.4.3: HYPOTHESIS 3

H_0: There is no significant association between the impact of water supply and students' attitude towards learning. H_1: There is significant association between the impact of water supply and students' attitude towards learning.

Table 13; Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	62.529	16	.000
Likelihood Ratio	69.305	16	.000
Linear-by-Linear Association	14.206	1	.000
N of Valid Cases	100		

From the above Chi square χ^2 **(16) = 62.529,** $p < 0.05$**.** Since the significant value (0.000) is less than the p-value(0.05),

we therefore reject the null hypothesis (H_0) and conclude that water supply has an impact on student attitude towards learning. This shows that more provision of water supply facilities in the school environment will increase the attitude of the students toward learning.

HYPOTHESIS 4

H_0: There is no significant association between the impact of transportation and students' attitude towards learning. H_1: There is significant association between the impact of transportation and students' attitude towards learning

Table 14; Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.297	16	.017
Likelihood Ratio	25.433	16	.063
Linear-by-Linear Association	6.422	1	.011
N of Valid Cases	100		

From the above Chi square χ^2 **(16) = 30.297,** $p < 0.05$**.** Since the significant value (0.017) is less than the p-value(0.05), we therefore reject the null hypothesis (H_0) and conclude that transportation has an impact on student attitude towards learning. This shows that more provision of transportation facilities in the school environment will increase the attitude of the students toward learning.

HYPOTHESIS 5

H_0: There is no significant association between the impact of conductive lecture theatres and students' attitude towards learning. H_1 There is significant association between the impact of conductive lecture theatres and students' attitude towards learning.

Table 14; Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.502	12	.003
Likelihood Ratio	32.605	12	.001
Linear-by-Linear Association	3.109	1	.078
N of Valid Cases	100		

From the above Chi square χ^2 **(12) = 29.502,** $p < 0.05$**.** Since the significant value (0.003) is less than the p-value(0.05), we therefore reject the null hypothesis (H_0) and conclude that conductive lecture theatres has an impact on student attitude towards learning. This shows that more provision of conductive lecture theatre in the school environment will increase the attitude of the students toward learning.

HYPOTHESIS 6

H_0: There is no significant association between the impact of basic amenities and students' readiness and ability to learn. H_1: There is significant association between the impact of basic amenities and students' readiness and ability to learn.

Table 15;Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	35.155	16	.004
Likelihood Ratio	38.334	16	.001
Linear-by-Linear Association	6.120	1	.013
N of Valid Cases	100		

From the above Chi square χ^2 **(16) = 35.155,** $p < 0.05$**.** Since the significant value (0.000) is less than the p-value(0.05), we therefore reject the null hypothesis (H_0) and conclude that basic amenities is a determining factor in student readiness and ability to learn. This shows that more provision of basic amenities in the school environment will increase the attitude of the students towards learning.

5.0 CONCLUSIONS

This research work critically appraised the impact of basic amenities on student's attitude towards learning, a case study of Anambra State Polytechnic Mgbakwu. The result of the study revealed that electricity, transportation, water supply, Information and Communication Technology, and lecture theatres have significant influence on the performance of students in Anambra State Polytechnic Mgbakwu. This research work, being an expository study has tested some tentative statements, in order to arrive at its conclusions. The research work evaluated the impact of basic amenities on student's attitude towards learning. The results showed that basic amenities have an influence on students' performance. Based on the findings gathered from the test of the hypotheses that directed the study, the following conclusions were

made, basic amenities significantly influences student's attitude towards learning. There exists a significant influence of basic amenities on students' attitude towards learning. That is, students from schools with good basic amenities will perform better academically than students from schools with poor basic amenities. Basic amenities significantly influence students' academic performance.

Based on the findings of this study, it is recommended that the Government of Nigeria should make available more basic amenities that are of high quality to students in universities in order to motivate students towards learning. More priority should be given to the allocation of funds to universities to make them a better place for conducive teaching and learning to take place. This will improve the school/learning environment and the academic standard of schools. Availability of basic amenities such as electricity, transportation, water supply, ICT etc. should be provided by the Government, in all universities in Nigeria especially in Anambra State Polytechnic, Mgbakwu as it will help to engage the students in meaningful activities. The Ministry of Education and indeed all stakeholders in the education sector should work towards the provision of adequate basic amenities in universities to motivate students' attitude towards learning.

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