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A Comparative Study of the Influence of the Use of School Requirements on the Academic Performance of Pupils in Rural and Urban Schools in Kumba III Sub–Division, Southwest Region, Cameroon

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ABSTRACT

This study was designed to find out the influence of school requirements on the pupils' academic performance in urban and rural schools in Kumba III sub Division. The study employed a survey design whereby information was collected from pupils via a structured questionnaire. Data was analyzed descriptively using frequency, proportion and Multiple-Response Analysis (MRA). To discuss the hypotheses, the perceptions between those that agreed and disagreed were compared using the Chi-Square test of Equality of Proportion. The results of the findings revealed a more realistic picture of the educational context and conclude that all the types of school needs are very necessarily and shall be paid sufficient attention as they have specific roles to play in the child success and disciplinary development. Unfortunately, unlike what people might assume, pupils were not adequately equipped with all the types of school needs considered in this study, notably textbooks, writing materials, school wears and farm tools. This is course of concern because the importance of schools needs in the performance of students is obvious and has been proven by several African scholars and others over centuries. It was then recommended that all the educational stakeholders which includes policy makers, curriculum planners and designers, School administrator, school proprietors, PTAs and much more essential parents must put their efforts together to ensure that children have their textbooks, writing materials, school wears and farm tools for effective teaching and learning; that parents should be educated on the importance of school needs for children to have their school needs. The importance of extra-curricular activities as farming should be emphasized upon. The government shall put in place policies to make textbooks more available and affordable for parents, reducing their cost and avoiding constants change of books for instance.

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KEYWORDS: *School, Requirements, Academic, Performance, Pupils, Rural, Urban, Kumba, Cameroon*

INTRODUCTION

The quality of education not only depends on the teachers as reflected in the performance of their duties, but also in the supply, availability and effective usage of school requirements on the same strength (Okebukola, 1992). It is worth knowing that several factors accounts for pupils' academic performance in terms of skills and competences and some of these factors that influences learners academic performance is school requirements. Education is and will remain an essential factor for effective development of any country like Cameroon our fathers land. Education remains a social process in capacity building and maintenance of society for decades, a vital weapon for the acquisition of relevant knowledge, values, habits, norms, skills, and competency for surviving in this changing and globalized world. Education continues to be an instrument for achieving economical, scientific and

technological growth and development of any nation. Thus, if the educational foundation is not properly done to ensure that it's of quality, the goal of education cannot be achieved.

Education according to Coombs (1970) consists of two components, inputs and outputs; inputs consist of human resources and outputs are the goals and outcomes of the educational process. Both inputs and outputs form a dynamic organic whole and if one wants to investigate and asses the educational system in order to improve its performance, the effects of one component on the other must be examined. Since today society at times refuses to take responsibility towards this aspect and thus making learners themselves to become inappropriate or fail to meet a required passing standard, there is need for their acquisition of these teaching and learning resources which in this study are school requirements, to effectively and efficiently influence the learner's academic performances in schools.

Maicibi (2003) is of the opinion that all institutions or organization are made up of human beings (workers) and other non-human resources and he further asserts that when the right quantity and quality of school requirements are made available and brought together, it can motivate, instigate and manipulate other resources towards realizing educational institutions' goals and objectives.

There is this assertion that "teaching is inseparable from learning but learning is separable from teaching", which implies that teachers do the teaching to make the learners learn but learners can learn without the teachers, since learning most effectively can still take place or occurs via one's interaction with one's environment as long as these facilities and resources are made available.

Furthermore, since history asserts that the concept of school has evolved significantly from the classical non-formal and informal setting to the very organized modern formal settings today, it is worth noting that who and when and how these school requirements are or can be made available for learners is essential (Tambo, 2003).

The law of 98/0044 of April 1998 to lay down guidelines for education in Cameroon, part II Section 12 states that "education shall be financed by:

- Budgetary allocations by the state;
- Contributions from education partners (e.g P.T.A);
- Budgetary appropriations from regional and local authorities;
- Donations and legacies;
- All other contributions provide by law.

From the above law, the government is supposed to be the main provider of all the human and material resources needed to run the educational system of the country, and this is what is done, as what public schools receive today is what they call MINIMUM PACKAGE. The government is to exclusively provide all that is needed in terms of resources to all the government schools and also provide subventions to all private and lay private schools. But this is not always the case as most of what is provided does not necessarily meet the needs of target populations in the country and so the objectives is not met, causing disparity in the effective and efficient usage of these school requirements by the learners. The inadequate provision of these resources brings in order partners who should see the need and have the minds to also provide these school requirements like parents pay P.T.A levy where the money is used to purchase these school requirements and also construct buildings for the school. All these go a long way to impact and influence the smooth functioning of the educational system since it cannot be left alone to the government whose hands are often too full to meet up. Also there is the call for stakeholders to also come in to support these venture of providing school requirements to learners in their various institutions and today most of their agencies support the educational system to provide basic teaching school requirements like some non-governmental organizations (NGO), local Mobile Network providers like MTN, Orange, and Nextel and even some Brewery companies that support the Ministry of Basic Education in providing learners with some basic school requirements as donations.

The United Nations Educational Scientific and Cultural Organization—UNESCO (1999) holds firmly that education is free at the primary school level and mindful of the fact that the basic fundamental competency is what these learners needs at this level. But there exist a disparity in parent's worth and capability in their income and standards of living which makes it difficult for them to afford these school requirements, mostly for learners in rural areas where their sole income is generated from their hard labour (farming), mostly with the production of cash crops and food crops as compared to their pairs in urban areas where there is more access to income due to the extensive primary sector and industries.

Statement of the Problem

The researcher has observed that there exist a wise gap between the performance of pupils in government schools and private schools both in their internal sequence tests, and terminal examinations and end of course examinations (First school leaving certificate and common entrance examinations); key factors that may contribute to this is the availability of learning

facilities. According to statistics from the inspectorate of Basic Education Kumba III, for the past five years 2012 – 2017, the schools with learning facilities, mostly private schools, have been on top of the list of excellence, leaving those lacking access to these learning facilities behind. Therefore, this study seeks to determine the availability of school requirements in urban and rural schools, and how this influences pupils' academic performance in Kumba III sub-division.

General Objective

The aim of the study is to find out the influence of school requirements (textbooks, writing materials, school uniforms i.e regular and sport wears, farm tools i.e spade cutlass, diggers, hoes) on the pupils academic performance in urban and rural schools comparatively in Kumba III sub division.

Specific Objectives

1. To find out the extent to which pupils' acquisition and use of textbooks influence their academic performance.
2. To assess the extent to which pupils' acquisition and use of writing materials influence their academic performance.
3. To appraise the extent to which pupils' acquisition and use of school wears influence their academic performance.
4. To examine the extent to which pupils' acquisition and use of farm tools influence their academic performance.

Research hypotheses

Ha1: The acquisition and use of textbooks significantly influence pupils' academic performance in urban and rural schools.

Ho1: The acquisition and use of textbooks does not significantly influence pupils' academic performance in urban and rural schools.

Ha2: The acquisition and use of writing materials significantly influence pupils' academic performance in urban and rural schools.

Ho2: The acquisition and use of writing materials significantly influence pupils' academic performance in urban and rural schools.

Ha3: The acquisition and use of school wears significantly influence pupils' academic performance in urban and rural schools.

Ho3: The acquisition and use of school wears does not significantly influence pupils' academic performance in urban and rural schools.

Ha4: The acquisition and use of farm tools significantly influence pupils' academic performance in urban and rural schools.

Ho4: The acquisition and use of farm tools does not significantly influence pupils' academic performance in urban and rural schools.

Significance of the Study

The findings of this study shall be of both theoretical and practical significances.

Theoretically, the findings and results of this study shall contribute to the existing empirical evidence on the relationship between school requirements and academic performances.

The findings shall provide real-life evidence on how school requirements influences pupils performance in primary schools in urban and rural areas in Kumba III Sub Division in particular and possibly in Meme Division, Southwest Region, and Cameroon in general terms.

This study will benefit educational stakeholders, notably teachers, parents, pupils, educational policy makers, planners and designers; the decision makers of basic education, that is directors at the ministry of basic education, regional delegates, divisional delegates, sub-divisional inspectors and head teachers. In fact, it will help the above mentioned to ensure that schools in the country have all necessary school requirements in good quantity and quality to support and ensure quality education for all Cameroonian pupils both in urban and rural areas.

The study will help educate and motivate teachers to effectively use the basic school requirements provided to give quality to the teaching-learning process that goes on in their classes and school environments.

The findings will awaken those parents who still perceive modern education as a waste of resources, and thus the notion of buying these school requirements has never been an event to them; thus, these findings will make them see the essence of sending pupils to school, particularly the girl child and also understand the need of acquiring these school requirements for their effective usage and better performances; the impact of their academic achievements will be felt by the whole family, community, society, nation and the world at large. These skills can equally be used at higher levels in their educational career and so we see a holistic approach to education. This knowledge will also help them to take decisions in their lives, improve their self-esteem, enhances their social interactions while helping them meeting the challenges of 21st century. Practical skills in farming will help them develop interest in farming which is a major economic sector in Cameroon. This study will encourage and motivate the PTA'S to support schools lacking these school requirements financially or other wise to acquire

them, which will go a long way to boost the academic performance of pupils in that community. This study will encourage and motivate pupils to protect and preserve their school requirements given their impact on their learning and performance.

Scope of the Study

Geographically, this study was limited to Kumba III Sub-Division, one of the three sub-divisions of Kumba Municipality in Meme Division in the Southwest Region of Cameroon.

Content wise, this study is limited to a comparison of the use of textbooks, writing materials, school wears and farming tools in urban and rural schools in order to determine how they influence the academic performances of primary school pupils.

Operational Definition of Terms

The following terms have been defined as used in the study:

School requirements: As use in this study, it refers to those basic materials which pupils require from their parents and government that will facilitate the teaching and learning process, extending to different materials used by pupils either at home or in school to acquire knowledge (www.encyclopedia.com).

Academic Performance: Is the extent to which a student, teacher or institution has achieved their short term or long term education goals (Good. 2009:56). As used in this study, academic performance is the level of knowledge attainment and exhibitions in school subjects which are designated by sequential tests, scores, or marks awarded by a teacher.

Comparative study: A study in which a participant is randomly assigned to one of two or more different treatment groups for purposes of comparing the effects of the treatment (www.encyclopedia.com).

Methodology

Research Design

The study is backed by a cross-sectional survey design using a structured questionnaire.

Area of Study

This study is in Kumba III Sub Division in the Southwest region of Cameroon, which is one of the three Sub-divisions in Meme Division.

Population of the study

The population of this study is made up of pupils of primary schools in Kumba III sub- Division. This population is made of 1700 pupils whereby 675 are male and 1025 are female.

Sample

The sample population of this study is made up of 11 rural primary schools and 10 urban primary schools as shown in the table 1 below.

Table 1: Sample size

S/N	Rural Schools	Enrolment sample school			Sample size class five pupils			
		T	M	F	M	F	T	%
1	Government School Teke	105	70	35	03	02	05	100
2	Government School Malende	89	49	40	02	03	05	100
3	Government School Mambanda village	110	50	60	03	02	05	100
4	Government School Mukonje	95	45	50	03	02	05	100
5	Catholic school Laduma	80	42	38	03	02	05	100
6	Catholic school Malende	70	34	38	03	02	05	100
7	Shalom Primary School Teke	22	10	12	02	03	05	100
8	Grace Foundation Fiago	23	13	10	02	03	05	100
9	Standard Primary School Teke	23	11	12	02	02	04	100
10	Lutheran Primary School Tancha	25	10	15	03	02	05	100
11	Divine Favour Fiango	23	11	12	02	02	04	100
	Urban Schools							
12	Government Practicing School Mambanda	105	55	50	03	02	05	
13	Government Primary and Inclusive Education Tancha	100	52	48	02	05	07	
14	Catholic School Fiango 3/corners	75	40	35	02	03	05	100
15	Catholic School Mambanda	75	38	37	02	02	04	100
16	Frankfort Primary School Fiango	22	11	11	02	02	04	100
17	Altantic Primary School Kang Barombi	23	10	13	03	02	05	100
18	Mother Agnes Primary School Kang Barombi	23	13	10	02	02	04	100
19	Apex Primary School Kang Barombi	22	10	12	03	02	05	100
20	Rising Star Primary School Buea Road	22	10	14	02	02	04	100
21	Deligent Bilingual Primary School	28	14	14	02	02	04	100
Total		**495**	**253**	**244**	**51**	**49**	**100**	**100**

Sampling Techniques

Sampling refers to a process of selecting individuals to make up the sample considered to be often representative of the entire population and from which the findings will be generalized (Nana, 2012). The sampling technique employed in this study is the simple stratified random sampling; its permits the researcher to give every member of her population equal and independent opportunity of being selected. In doing so, boxes were made and labelled as government, mission and lay private schools considering the urban and rural category. Stripes of paper with the names of government, mission and lay private schools were placed in their respective different boxes. The strips of each box were shuffled before a school was selected. This was done until all the 10 urban and 11 rural schools were sampled proportionately to size. One class five was equally sampled at random in each of the schools.

Data Collection Instrument

The research instrument used for data collection was a questionnaire. The questionnaire for both teachers and pupils are made up of three main parts: The first part is the consent where the researcher introduces herself, discloses her purpose for the research, solicits for voluntary and sincere responses and assures the respondent of confidentiality in handling the data. The second part is the demography information about the respondent and the third part constitutes the research questions and related indicators. The research questions are divided into four main areas of five questions each making a total of 20 items.

Validity and Reliability of Instrument

Construct validity was checked by ensuring that the indicators under investigation relate with one another in a way that is consistent with the theoretical perspective. To ensure content validity, the questionnaire was scrutinized by the researcher, the supervisor and the statistician to make sure that the indicators were adequately labeled and could appropriately measure the characters under study. Generally, above 0.75, CVI is satisfactory (Nana, 2012) and in the context of this study, the judges validated the final instrument making a CVI of 1.

To ensure face validity which is the kind ascertained when little or nothing is known about the research variables, the questionnaire was checked by judges listed earlier, and students and teachers during the trial testing of the instrument for clarity and visibility.

Data collection process

After validation, the researcher received a cover letter or administrative clearance from the University to assist her gain access to the respondents in the schools. The questionnaires were personally administered by the researcher in the field. The researcher issued the questionnaires to both teachers and pupils and drilled them on each items, and how to respond as the case may be. The respondent had one day to respond to the questionnaire, and this was to avoid putting them under pressure to respond and return the questionnaire, thus avoiding inappropriate responses. The staff, pupils and school administration were later on thanked for their support and cooperation.

Method of data processing and analysis

All survey questionnaires were entered into a pre-designed EpiData Version 3.1 (Epi Data Association, Odense Denmark, 2008) database which had in-built consistency and validation checks. Further consistency, data range and validation checks were also performed in SPSS version 21.0 (IBM Inc., 2012) to identify invalid codes. The validated data base was then analyzed following statistical standards. The questionnaire was made of categorical variables and data were analyzed using counting techniques namely frequency and proportions while Multiple-Responses Analysis was used to calculate the aggregated score for conceptual components (Nana, 2012). Conceptual indicators' scores were layered with background indicators using cross tabulations and compared among categories of background indicators using Chi-Square test of independence. Data were presented using frequency table and chart. All statistics were presented at the 95% Confidence Level (CL), Alpha =0.05.

Formula for the Chi-Square test:

$$X^2 = \sum \frac{(O - E)^2}{E}$$

O=Observed Frequency

E=Expected Frequency

Findings

Socio-demographic characteristics of pupils

Table 2: Socio-demographic characteristics of pupils

Location	Frequency	Percentage
Urban	47	47.0
Rural	53	53.0
Type of institution	**Frequency**	**Percentage**
Public	34	34.0
Mission	16	16.0
Lay private	50	50.0
Gender	**Frequency**	**Percentage**
Male	50	50.0
Female	50	50.0
Age	**Frequency**	**Percentage**
6-10	77	77.0
11-15	23	23.0
Class size	**Frequency**	**Percentage**
<20	94	94.0
>20	6	6.0
Live with parents	**Frequency**	**Percentage**
Yes	78	78.0
No	22	22.0
Parents are farmers	**Frequency**	**Percentage**
Yes	84	84.0
Civil servant	16	16.0

School location

Pupils were sampled from both urban and rural areas whereby 47.0% (47) were from urban area and 53.0% (53) from urban area.

Institution

All the three types of institution find in Cameroon were represented, namely public 34% (34), mission 16% (16) and lay private 50% (50).

Class

All the pupils were sampled in class 5.

Sex

The sample was equality distributed between the male and the female with proportions of 50% (50) respectively.

Age

Pupils were aged for the majority 6-10 years with a proportion of 77.0% (77) while 23.0% (23) were aged 11-15 years.

Class size

There were generally less than 20 pupils per class 94.0% (94). Only 6.0% (6) of the pupils said they were more than 20 in their class.

Live with parents

Pupils generally lived with their parents with proportion of 78% (78) as against 22% (22) for those not living with their parents.

Occupation of parents

Generally, the parents of the pupils were farmers with proportion of 84.0% while 16.0% (16) had parents that were not farmers but civil servants.

Acquisition and use of *Textbooks* Influence the academic performance of primary school pupils in urban and rural schools

Though in both locations pupils to a very weak extent agreed to possess textbooks, the situation was significantly more critical in urban area ($P<0.05$) with proportion of 5.3% as compared to 20.1% for their

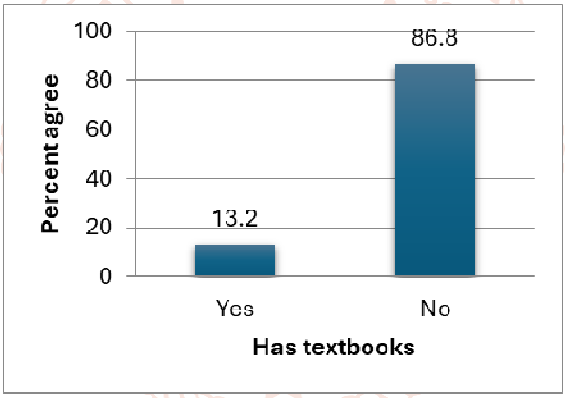
counterparts of rural area. None of the pupils had all the required textbooks in urban area as against 5.7% in rural area; more pupils had reader in rural area with proportion of 69.8% as against 12.8% in urban area; more pupils had workbook in rural area with proportion of 26.4% as against 14.9% in urban area; more pupils had supplement in rural area with proportion of 5.7% as against 4.3% in urban area; nobody had all the required workbooks in urban area while 3.8% had them in rural area, the same with exercise books with 9.4% in rural area (table 3).

Table 3: Pupils' perceptions of how the acquisition and use of textbooks influence the academic performance of primary school pupils in urban and rural schools

Textbooks	Urban N_{cases}=47 $N_{responses}$=282		Rural N_{cases}=53 $N_{responses}$=318	
	Yes	No	Yes	No
Has all the required textbooks	0.0%(0)	100%(47)	5.7%(3)	94.3%(50)
Reader	12.8%(6)	87.2%(41)	69.8%(37)	30.2%(16)
Workbook	14.9%(7)	85.1%(40)	26.4%(14)	73.6%(39)
Supplement	4.3%(2)	95.7%(45)	5.7%(3)	94.3%(50)
Has all the required workbooks	0.0%(0)	100%(47)	3.8%(2)	96.2%(51)
Has all the required exercise books asked by the teacher	0.0%(0)	100%(47)	9.4%(5)	90.6%(48)
MRS	5.3%(15)	94.7%(267)	20.1%(64)	79.9%(254)

$\chi 2$=6.00; df=1; P=0.014

Research Hypothesis One: The acquisition and use of textbooks influence pupils' academic performance in urban and rural schools



$\chi 2$=109.52; df=1; P=0.000

Figure 3: Pupils' perceptions of how the acquisition and use of *textbooks* influence the academic performance of primary school pupils in urban and rural schools

Pupils' significantly (P<0.05) were not adequately equipped with textbooks which by induction was a serious hindering factor to their academic achievement thus accepting the hypothesis here stated. In fact, those that were satisfactorily equipped with textbooks made a weight of only 13.2% as against 86.8% for those that were not satisfactorily equipped.

To find out how *writing materials* influence the academic performance of primary school pupils in urban and rural schools

Though in both location pupils to a weak extent agreed to adequately possess and use writing materials, the situation was more critical in urban area though not significantly (P>0.05), with proportion of 38.3% as compared to 40.7% for their counterparts of rural area.

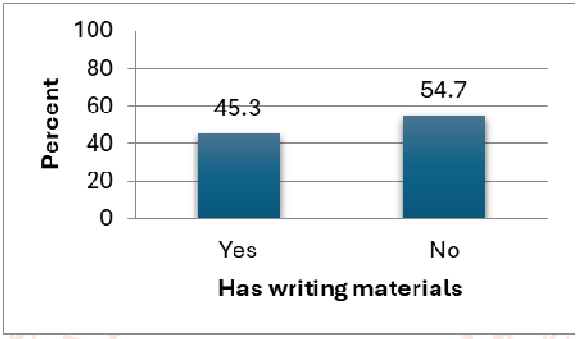
None of the pupils had enough pen to write in urban area as against 9.4% in rural area; more pupils use pen to copy notes during lessons in rural area with proportion of 92.5% as against 87.2% in urban area; more pupils use pen in copy notes which helps them to understand and pass their exam in urban area with proportion of 100% as against 98.1% in rural area; pupils did not have enough pencils to write throughout the year with proportion of 2.1% in urban area and 1.9% in rural area and this trend was the same with having rulers to draw throughout the year (table 4).

Table 4: Pupils' perceptions of how *writing materials* Influence the academic performance of primary school pupils in urban and rural schools

Writing materials	Urban N_{cases}=47 $N_{responses}$=235		Rural N_{cases}=53 $N_{responses}$=265	
	Yes	No	Yes	No
Has enough pen to write throughout the year	0.0%(0)	100%(47)	9.4%(5)	90.6%(48)
Use pen to copy notes during lessons	87.2%(41)	12.8%(6)	92.5%(49)	7.5%(4)
The use of pen in copy notes help you to understand and pass your exam	100%(47)	0.0%(0)	98.1%(52)	1.9%(1)
Has enough pencils to write throughout the year	2.1%(1)	97.9%(46)	1.9%(1)	98.1%(52)
Has enough rulers to write throughout the year	2.1%(1)	97.9%(46)	1.9%(1)	98.1%(52)
MRS	38.3%(90)	61.7%(145)	40.7%(108)	59.2%(157)

$\chi 2$=0.10; df=1; P=0.750

Research Hypothesis Two: The acquisition and use of writing materials influence pupils' academic performance in urban and rural schools



$\chi 2$=8.00; df=1; P=0.005

Figure 2: Pupils' perceptions of how *writing materials* Influence the academic performance of primary school pupils in urban and rural schools

Pupils' significantly (P<0.05) were not adequately equipped with writing materials which by induction was a serious hindering factor to their academic achievement thus accepting the hypothesis here stated. In fact, those that were satisfactorily equipped with writing materials made a weight of 54.7% as against 45.3% for those that were not satisfactorily equipped.

***School wears* influence the academic performance of primary school pupils in urban and rural schools**

Though in both location pupils to a weak extent agreed to adequately possess and use school wears, the situation was slightly more critical in urban area but this was not significantly (P>0.05), with proportion of 42.5% as compared to 47.7% for their counterparts of rural area.

All the pupils had two school uniforms in both settings, all the pupils in urban area perceived that the wearing of uniforms helps to keep you away from punishment as against a very high proportion as well in rural area 98.1% (52).

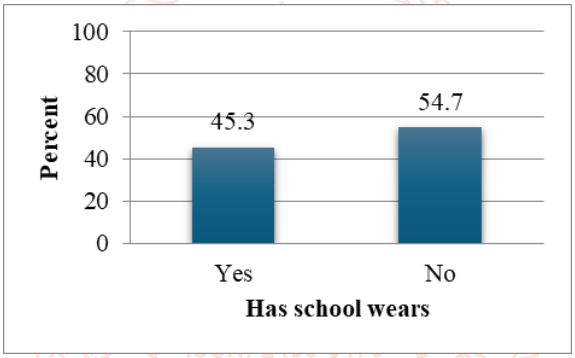
None of the pupils had the required school shoes and socks throughout the year in urban area as against 7.5% in rural area, none of the pupils regularly wear the school and socks to school as against 3.8% in urban area. It was also perceived that pupils were more often sent home from school for putting on wrong uniform in urban area 95.7% than in rural area 66.0%. None of the pupils had the required sport wear in rural area as against 30.8% in urban area while very few of them use sport wear in urban area 2.1% as against 28.3% for rural area (table 5).

Table 5: Pupils' perceptions of how School wears Influences the academic performance of primary school pupils in urban and rural schools.

School wear	Urban N_{cases}=47 $N_{responses}$=329		Rural N_{cases}=53 $N_{responses}$=371	
	Yes	No	Yes	No
Has two schools uniforms	100%(47)	0.0%(0)	100%(53)	0.0%(0)
The wearing of uniforms helps to keep you away from punishment	100%(47)	0.0%(0)	98.1%(52)	1.9%(1)
Has the required school shoes and socks throughout the year	0.0%(0)	100%(47)	7.5%(4)	92.5%(49)
Regularly wear the school and socks to school	0.0%(0)	100%(47)	3.8%(2)	96.2%(51)
How often are you sent home from school for putting on wrong uniform?	95.7%(45)	4.3%(2)	66.0%(35)	34.0%(18)
Has the required sport wear	0.0% (0)	100% (47)	30.8% (16)	69.2% (36)
I use my sport wear	2.1% (1)	97.9% (46)	28.3% (15)	71.7% (38)
MRS	42.5%(140)	57.5%(189)	47.7%(177)	52.0%(193)

$\chi 2$=0.30; df=1; P=0.584

Research Hypothesis Three: The acquisition and use of School Wears influence pupils' academic performance in urban and rural schools.



$\chi 2$=2.00; df=1; P=0.157

Figure 3: Pupils' perceptions of how the acquisition and use of School Wears influence pupils' academic performance in urban and rural schools.

Pupils' were not adequately equipped with school wears which was perceived to be a serious hindering factor to their academic achievement as they were often sent home thus accepting the hypothesis here stated. In fact, those that were satisfactorily equipped with school wears made a weight of 45.3% as against 54.7% for those that were not satisfactorily equipped though this difference was not significant. However, the higher proportion of those that were not adequately equipped with school wears is course of concern.

Farm tools **Influences the academic performance of primary school pupils in urban and rural schools**

Though in both location pupils to a weak extent agreed to adequately possess and use farm tools, the situation was slightly more critical in rural area but this was not significantly (P>0.05), with proportion of 34.0% as compared to 44.7% for their counterparts of urban area.

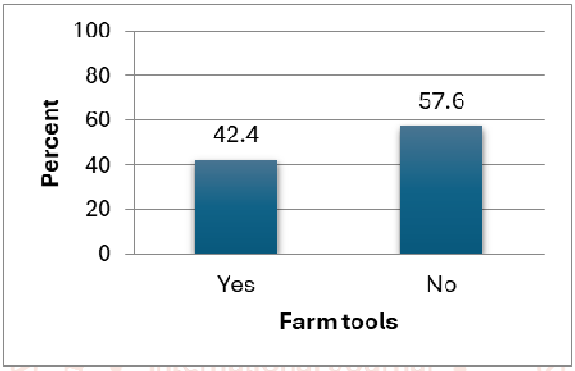
Slightly more pupils had hoes in urban area with proportion of 53.2% as against 46.8% for those from rural area; more pupils in rural area had cutlass with proportion of 49.1% as against 36.2% for those in urban area; as for the spade, more pupils had it in urban area with proportion of 46.8% as against 37.7% for their counterpart from rural area (37.7%); as for diggers, 40.4% had it in urban area as against 34.0% in rural area while more pupils had ropes in urban area with proportion of 44.7% as against 34.0% for their counterparts from rural areas (table 6).

Table 6: Pupils' perceptions of how *Farm tools* Influences the academic performance of primary school pupils in urban and rural schools

Farm tools	Urban N_{cases}=47 $N_{responses}$=235		Rural N_{cases}=53 $N_{responses}$=265	
	Yes	No	Yes	No
Hoes	53.2%(25)	46.8%(22)	49.1%(26)	50.9%(27)
Cutlass	36.2%(17)	63.8%(30)	49.1%(26)	50.9%(27)
Spade	46.8%(22)	53.2%(25)	37.7%(20)	62.3%(33)
Diggers	40.4%(19)	59.6%(28)	34.0%(18)	66.0%(35)
Ropes	44.7%(21)	55.3%(26)	34.0%(18)	66.0%(35)
MRS	44.2%(104)	55.7%(131)	40.7%(108)	59.2%(157)

$\chi 2$=0.10; df=1; P=0.749

Research Hypothesis Four: The acquisition and use of farm tools influence pupils' academic performance in urban and rural schools.

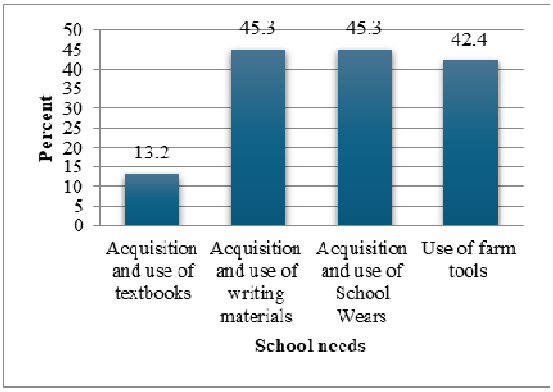


$\chi 2$=5.12; df=1; P=0.024

Figure 4: Pupils' perceptions of how the acquisition and use of *farm tools* influences the academic performance of primary school pupils in urban and rural schools

Pupils' were not adequately equipped with farm tools, which by induction was a serious hindering factor to their academic. In fact, those that were satisfactorily equipped with farm tools made a weight of 42.4%, less than half, as against 57.6% for those that were not satisfactorily equipped and this difference was significant (P<0.05). However, the higher proportion of those that were not adequately equipped with farm tools is a course of concern. Given that involvement in extra-curricular activities boost academic achievement, the low involvement of pupils in such activities will hinder their academic achievement thus accepting the hypothesis here stated.

Summary of findings



$\chi 2$=31.45; d.f.=1; P=0.000.

Figure 5: Comparing pupils' perceived acquisition and use of various categories of school needs

Pupils were the most equipped in writing materials and school wears with equal weights of 45.3%, followed by farm tools (42.4%), then textbooks (13.2%). It is worth noting that for all the types of school needs, less than the majority was adequately equipped. This is course of concern because the importance of schools needs in the performance of students is obvious. The contrast between textbooks and the rest was so critical and statistically significant (P<0.05).

Discussion

The acquisition and use of textbooks influence pupils' academic performance in urban and rural schools.

Pupils' significantly (P<0.05) were not adequately equipped with textbooks which was perceived to be a serious hindering factor to their academic achievement. In fact, those that were satisfactorily equipped with textbooks made a weight of only 13.2% as against 86.8% for those that were not satisfactorily equipped. These findings are supported by FatokunIa and Idagboyi (2011) who following a study carried out on gender inequalities with regards to education and the influence of parents in the acquisition of school requirements (textbook, writing materials, school wears farming tools) for learners on effective performances in school subjects, mostly the girl child in Nasarawa state Nigeria, concluded that the causes of backwardness of mostly girl child in these subjects was as a result of poverty of parents who were unable to afford the required school materials needed for use in school. Several authors earlier drew attention on the fact that lack of textbooks hinders learning. The importance of appropriate textbooks in improving the quality of education has been increasingly highlighted since the 1990's (Braslavsky and Halil, 2006).

The acquisition and use of writing materials influence pupils' academic performance in urban and rural schools

Pupils' significantly (P<0.05) were not adequately equipped with writing materials which was perceived to be a serious hindering factor to their academic achievement. In fact, those that were satisfactorily equipped with writing materials made a weight of 54.7% as against 45.3% for those that were not satisfactorily equipped. In (2014), Afework and Asfaw carried out a study on the acquisition and availability of school facilities and actual usage and their impacts on quality of education. The authors equally resolved that instructional materials were unavailable, and more so less in quantity and quality that created a great challenge on teaching and learning activities that in turns had a negative impact on the improvement and quality of education. In fact, Farrel and Heyneman (1993) wrote that a teaching and learning resource is any support material available for use by the teacher in the class and a reading and writing material for children. Mintzberg (1979) on his own stated that the importance of writing materials in any teaching/learning processed cannot be over emphasized, this is for the fact that such materials enhance, motivate, facilitate and make the teaching learning process easy, lively and concrete. He is supported in this line by Nwachukwu (2006) who reiterated that writing materials are indispensable for effective and efficient transmission of organized skills, knowledge, values altitudes from the teacher to the learners within an instructional situation.

The acquisition and use of school wears influence pupils' academic performance in urban and rural schools

Pupils' were not adequately equipped with school wears which was perceived to be a serious hindering factor to their academic achievement as they were often sent home. In fact, those that were satisfactorily equipped with school wears made a weight of 45.3% as against 54.7% for those that were not satisfactorily equipped though this difference was not significant. However, the higher proportion of those that were not adequately equipped with school wears is course of concern. The importance of school wear in the school setting has been highlighted by several schools of thought. School uniforms were thought to increase school spirit and loyalty in the United States during the 1950's and 1960's. The phrase "Dress Right, Act Right" was heard throughout schools in an effort to diminish delinquency. Claire Howette, an English teacher, agrees that "uniforms" give learners a sense of belonging to a particular school and create an identity for the school in the community. Uniforms were first instituted in the 16th century in England at the charity school for poor children, not until the 19th century that the English public schools began instituting uniforms and even later for them to be widely accepted at state schools, especially state elementary schools (Synott and Symes, 1995). In the same vein, Nathan (1986) formulated an analysis of clothing as communication which provides a framework within which uniforms proponent can be better understood. They resolved that school uniforms should be enforced so that the student will adhere to the goals of the school, such as increased academic success, higher level of productivity and attentiveness, and lower level of disciplinary problems.

Research Question Four: The acquisition and use of farm tools influence pupils' academic performance in urban and rural schools

Pupils' were not adequately equipped with farm tools which was perceived to be a serious hindering factor to their academic performance. In fact, those that were satisfactorily equipped with farm tools made a weight of 42.4%, less than half, as against 57.6% for those that were not satisfactorily equipped and this difference was significant (P<0.05). However, the higher proportion of those that were not adequately equipped with farm tools is a course of concern.

Given that involvement in extra-curricular activities boost academic achievement, the low involvement of pupils in such activities will hinder their academic achievement. The need to expose learners to practical and concrete live experience was highlighted by several authors. Yardley, Teunissen and Dornan (2012) in line with the Constructivist theory (Piaget 1896 – 1980) prescribes experiential learning, seeing experience as the best teacher and this is true. To bring about experiential learning and active participation by the learner, allowing the learner to construct knowledge on his or her own, learning facilities like good classroom, didactic material, playgrounds, laboratories, libraries etc. make this a reality. In order to foster the learning, the teacher should give the learners chance for practical work. Thus, making sure the learners acquire and make available these farm tools for them to use during the outdoor practical lessons for cultivation of crops and cash crops is quite essential. Such practical skills are used for sustaining the community and society, and such knowledge and skills are used by learners even after leaving school to solve their daily live problems and successfully integrate the ever challenging socio-economic life.

Conclusion

This study unfolds some critical educational issues that generally are not paid sufficient attention though extremely important in the learning and teaching process. Such critical issues like writing materials, school wears or farm tools generally are not looked upon with the same enthusiasm as textbooks. This could be due to the fact that textbooks are of high business interest thus drawing the attention of educational stakeholders at various levels. But this study portraits a more realistic picture of the situation and concludes that all the types of school needs are very necessarily and shall be paid sufficient attention as they have specific roles to play in the child success and disciplinary development. Unfortunately, unlike what people might assume, pupils were not adequately equipped with all the types of school needs considered in this study, notably textbooks, writing materials, school wears and farm tools. This is course of concern because the importance of schools needs in the performance of students is obvious and has been proven by several African scholars and others over centuries.

Recommendations

- All stakeholder which includes policy makers, curriculum planners and designers, school administrator, school proprietors, PTAs and much more essential parents must put their efforts together to ensure that children have their textbooks, writing materials, school wears and farm tools for effective teaching and learning in our schools.
- Parents should be educated on the needs for children to have their school needs and especially on the importance of extra-curricular activities as farming.
- The government shall put in place policies to make textbooks more available and affordable for parents. Reducing cost and avoiding constant change of books.

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