

UTILIZATION OF SANITATION FACILITIES AMONG SECONDARY SCHOOL STUDENTS IN SAKI, OYO STATE, NIGERIA

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ABSTRACT

The consistent occurrence of infections, diseases and health challenges in human settlement, underscore the importance of sanitation to the survival of man. Sanitation is about human dignity as it is about hygiene and disease, and it is on this basis that this study examined utilization of sanitation facilities in secondary schools in Saki, Oyo State, towards enhancing healthy learning environment. Primary data for this study was sourced through the administration of questionnaire to students in selected schools. Secondary schools in the study area were categorized into district/strata, while simple random sampling technique was used in selecting 12.5% (4 schools) out of 31 secondary schools. Also, 10 and 5 students each were selected from public and private schools to form the sample size of 38.3%, while the data collected, was descriptively and inferentially analyzed. The findings of the study include to show that the proportion of the usage of water closet in schools is small (6.7%) and that large proportions of toilets are in very bad condition in public schools than those of private schools. Also, only 45.0% connection of water to toilet facility in schools is reported, while wash-hand basin is either inadequate or unavailable in most schools. The predominant waste disposal methods among respondents, are open burning (37.1%), open space dumping (21.6%), dumping outside school premises (21.6%) and the use of local government refuse truck (12.1%). Sanitation risk factors include prevalence of insect and pests, bushy environment, dirty toilets, littered premises and dirty gutters. The chi-square tests result revealed that there is statistical difference in the availability of sanitation facilities between public and private secondary schools in the study area at 0.05 level of significance since $\chi^2 = 15.597$ at $df = 4$; $P > 0.05$. The study concludes that there is significant variation in the sanitation facility utilization between the students in private and public secondary schools in addition to their inadequacy. It is therefore, recommended that provision of modern sanitation facilities and rehabilitation as well as maintenance of existing sanitation facilities is very essential to foster their utilization by students.

Keywords: Sanitation, Sanitation facility, Utilization, Secondary schools and Saki.

INTRODUCTION

The consistent occurrence of infections, diseases and health challenges in human settlement, underscore the importance of sanitation to the survival of man. Sanitation is about human dignity as it is about hygiene and disease. The high rate of urbanization, quest for knowledge and industrialization had not only facilitated the agglomeration of population at specific clusters, but also brought to the limelight, the need for improved sanitation practices for healthy living. Hence, urbanization and population growth often combined to increase total burden of diseases in developing countries including Nigeria. While supporting this notion, Agbolagade, Agu, Adesanya and Odejayi (2007), observed that, there is high prevalence of parasitic helminthes among school children which

is attributed to low standard of living and poor sanitation practices.

Mquadi (1999), opines that schools are institutions of learning and behavioral change, and if sanitation facilities are absent or poorly maintained, the institutions become a health hazards. Specifically, the conditions of sanitation in many African schools and in other developing countries, are not different from those of other human settlements as little or no attention is accorded to such by the stakeholders towards ensuring healthy environment for teaching and learning in both elementary and secondary schools. For instance, the nation-wide survey in Tanzania showed that the number of schools with proper latrine in 2006 was only 38%, leaving behind more than 60% in need of proper latrines; a gap which represented only a demand in toilet facilities beside

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other provisions such as hand washing facilities (Government of Tanzania, 2012).

Similarly, Timba (2005), views that the sanitary conditions of schools in rural and urban areas in South Africa are often appalling as they create health hazards and other negative impacts which make schools unsafe for children. Hence, children are the most vulnerable to these health hazards posed by poor sanitation especially in schools. In the same vein, Daramola, Olowoporoku, Akanmu and Adejumo (2018), assess sanitation behavior among students of tertiary institutions in the Southwest of Nigeria and reported the poor sanitation behaviour among the students in terms of washing of hands after defecation, hand cleaning materials used by the students after using the toilet, flushing the toilet after use, sanitary alternatives when the toilet is in a bad condition and cleaning of students' rooms.

School sanitation is an important, but often neglected issue for public health as children are most vulnerable and mostly affected by poor sanitary conditions to related diseases, particularly diarrhea and parasite infections, which hinder children's physical and intellectual development. The health risks associated with unhygienic sanitation practices are enormous (Akanmu, 2016; WHO/UNICEF, 2010: FGN, 2000 & WHO, 2008). Jabeen, Mahmood, Tariq, Nawab, and Elahi (2011), opine that the second most important risk factor for poor health is the lack of clean water and poor sanitation as there are many ways by which pathogens infect individuals. Deegener et al (2009), observe that the hygienic and sanitary conditions of many rural school toilets, especially in Eastern Europe, Caucasus and Central Asia, range from bad to terrible rate of drop out of schools by students, especially the girls. In most cases, the sanitation facilities consist of simple pit-latrines with little standard of cleansing, and hand washing facilities are mostly lacking, while privacy is missing. Also, the groundwater of the school community often gets polluted with faecal bacteria and nitrates by infiltration of the toilet pits.

UNICEF (2005), also stresses the need for international community to step up efforts to bring clean water and sanitation to the poorest families or risk not meeting the Millennium Development Goal of reducing by half in 2015. The number of people, about one billion, do not have safe water supply within fifteen minutes' walk from their homes. Mqadi (1999), while assessing Integrated School

Sanitation Programming in South Africa, was of the opinion that the condition of school sanitation facilities in South Africa is very appalling and shocking. This was as a result of the fact that most facilities can be classified as unacceptable; and that about 90% of rural and urban schools, lack well designed and appropriate sanitation facilities. He then concludes that schools are institutions of learning and behavioral change and if sanitation facilities are absent or poorly maintained, the institutions become a health hazard.

Nigerian schools and most, especially those in Saki, are not exempted from the deplorable and unhygienic toilet conditions with the absence of privacy where such facilities are available. This puts the rural population at constant risk of waterborne diseases such as diarrhea caused by polluted drinking water. Using Ibadan in Nigeria as a reference point, Ana et al (2008), identify poor state of environmental sanitation facilities in schools as the major factors for the declining health and reduction in productivity among children of school age. Hence, there is the need to ensure that such facilities are provided and upgraded, while hygiene is improved so as to minimize health risks among the secondary school children and also, protect their learning environment. The need to enhance the growth and development of children, especially at various schools of learning, justifies this study as there is the need to continuously improve cognitive attention and increase the number of days in schools by the pupils along with protection of their dignity and safety.

This study, therefore, is required to put in place measures and procedures that will promote the ability of school children to meet their learning potentials, especially as it affects public and private secondary schools. By this, unnecessary distractions caused by the inadequacy and un-functional environmental sanitation facilities, shall be taken care of. It is in view of the above, that this study examined utilization of sanitation facilities in the selected public and private secondary schools in Saki, Oyo State.

MATERIALS AND METHODS

The study is restricted to the selected public and private secondary schools in Saki township of Oyo State, and with emphasis on sanitation facilities. Geographically, Saki is situated in the Northern part of Oyo State with an estimated land area of 6410km². It is located between latitude

8°20' and 9°0' North of the Equator and between longitudes 2°40' and 3°50' East and West of the Greenwich meridian respectively, as well as of about 1,245m above the sea level (Akanmu, 2013). Saki is bounded in the North by Baruten Local Government of Kwara State, in the South by Atisbo Local Government Area, in the West by Republic of Benin, and in the East by Saki East Local Government Area.

The sampling frame for this study consists of 31 secondary schools comprising of 14 public and 17 private secondary schools from which 12.5% (i.e. 4 schools) was selected through combination of techniques. Using the students' population in each class of the selected schools, the sample selection in each school is presented in Table 1. With this, two public and two private secondary schools were selected. Also, the selection of 10 and 5 students each from public and private schools respectively, formed the sample size of 38.3% used for this study. Both descriptive and inferential analytical techniques were used as methods of analysis of the data obtained in this study. Descriptively, the questionnaire administered was subjected to simple frequency tables and relative index tables, while Chi-Square analytical technique, was used inferentially to make some deductions.

Table 1: Proportion of Students Selected for the Survey

Selected Schools in Saki	Ownership	Students population	Percentage sample	Total selected
Baptist High School	Public	788	7.6%	60
Ansar-Ur-Deen Grammar School	Public	2203	2.7%	60
Faith Model College	Private	333	8.5%	30
Christ the King School	Private	154	19.5%	30
	Total	3478	38.3%	180

Source for all Tables: Authors' Survey, 2015

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RESULTS AND DISCUSSION

The results of data obtained from the respondents in the study area on the availability and usage of sanitation facilities, are subsequently discussed in this section as follows:

Table 2: Toilet Used by Respondents in Schools

Schools		Types of Toilet					Total
		Water closet	Pit Latrine	VIP Toilet	Public Toilet	Nearby bush/field	
Public	Count	10	35	48	2	13	120
	%	8.3%	29.2%	40.0%	1.7%	10.8%	100.0%
Private	Count	2	24	29	5	0	60
	%	3.3%	40.0%	48.3%	8.3%	0.0%	100.0%
Total	Count	12	59	77	7	13	180
	%	6.7%	32.8%	42.8%	3.9%	7.2%	100.0%

Table 2 shows that water closet, pit latrine, VIP and public toilet are four categories of toilet facility that are available and being used by respondents in their schools. Respondents from public secondary schools who used water closet are less than one-tenth (8.3%), pit latrine are more than one-quarter (29.2%), while more than one-third (40.0%) used ventilated improved toilet. Those who use public toilet are 1.7%, while less than one-eighth (10.8%) used nearby bush and the remaining 10.0% are indifferent. From the respondents in private secondary schools, less than one-tenth (3.3%) used water closet, more than one-third (40.0%) used pit latrine, while those who used VIP toilet are less than two-third (48.3%) and the remaining 8.3% used public toilet.

It is deduced from this analysis that the use of nearby bush (open defecation) is an alien to private secondary school students, unlike their counterparts in public secondary schools, while also, the proportion of those using water closet is very small (6.7%). Therefore, there is element of unhygienic sanitation which is a threat to the wellbeing of students and the members of school in general.

Table 3: Assessment of Toilet Conditions by Respondents

Schools		Assessment of Toilet Condition					Total
		Very good	Good	Fair	Bad	Very bad	
Public	Count	50	24	30	12	4	120
	%	41.7%	20.0%	25.0%	10.0%	3.3%	100.0%
Private	Count	33	18	5	1	3	60
	%	55.0%	30.0%	8.3%	1.7%	5.0%	100.0%
Total	Count	63	42	35	13	7	180
	%	46.1%	23.3%	19.4%	7.2%	3.9%	100.0%

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The result of student assessment of toilet condition in their schools was presented in Table 3. In the public school category, more than one-third (41.7%) has toilet in very good conditions, more than one-fifth (20.0%) is good, one-quarter (25.0%) is fair, one-tenth (10.0%) is bad, while the remaining 3.3% is in a very bad condition. Also, data obtained from respondents in private schools showed that less than two third, (55.0%) is very good, more than one-third (30.0%) is good and less than one-tenth (8.3%) is in fair condition, while the remaining 1.7% and 5.0% respondents account for those who assessed toilet condition to be bad and very bad respectively. Therefore, it can be deduced that the proportion of toilet in bad and very bad conditions, are very low in private schools than public secondary schools in the study area.

Table 4: Source of Water Supply to Respondents' Schools

Schools		Sources of Water				Total
		Indifference	Well	Borehole	Deep-well	
Public	Count	2	72	21	25	120
	%	1.7%	60.0%	17.5%	20.8%	100.0%
Private	Count	2	45	2	11	60
	%	3.3%	75.0%	3.3%	18.3%	100.0%
Total	Count	4	117	23	36	180
	%	2.2%	65.0%	12.8	20.0%	100.0%

Three major sources of water were identified by respondents to be in use in schools as shown in Table 4. Respondents from public secondary schools, who are less than two-third (60.8%) used well-water, less than a quarter (20.8%) used deep-well, while less than one-fifth (17.5%) used borehole, and 1.7% is indifferent to water supply. Also, three-quarter (75%) of respondents from private schools revealed the use of deep-well as a source of water supply, slightly less more than one-fifth (18.3%) used deep-well and 3.3% is indifferent, while another (3.3%) has borehole as water supply source. This means that public water is not readily available in the schools, while well and deep-well are predominant sources of water supply.

Table 5: Assessment of Conditions of Water Supply to Respondents' Schools

Schools		Assessment of water Condition					Total
		Very good	Good	Fair	Bad	Very bad	
Public	Count	67	34	16	3	0	120
	%	55.8%	28.3%	13.3%	2.5%	0.0%	100.0%
Private	Count	53	5	1	0	1	60
	%	88.3%	8.3%	1.7%	0.0%	1.7%	100.0%
Total	Count	120	39	17	3	1	180
	%	46.1%	21.7%	9.4%	1.7%	1.7%	100.0%

Different assessments given on the condition of water supply by respondents were presented in Table 5. In the public schools, less than two-third (55.8%) assessed to be very good, more than one-quarter (28.5%) is good, more than one-eighth (13.3%) is fair and 2.5% is bad. Among the respondents in the private schools, more than three-quarter (88.3%) observed the source to be very good, less than one-tenth (8.3%) observed it to be good and 1.7% each assessed it to be fair and very bad. It can be deduced from this that respondents still consider well and deep-well as good sources of water despite being unconnected to public water mains.

Table 6: Connection of Water to Toilet in Respondents' Schools

Schools		Water connection to Toilet		Total
		Connected	Not connected	
Public	Count	49	71	120
	%	40.8%	59.2%	100.0%
Private	Count	32	28	60
	%	53.3%	46.7%	100.0%
Total	Count	81	99	180
	%	45.0%	55.0%	100.0%

The results of field survey as presented in Table 6, show the responses on the connection of water to toilet facility in schools. Among the respondents in public secondary schools, more than one-third (40.8%) has water connected to the available toilets, while less than two-third (59.2%) is not connected. Also, in private secondary schools, less than three-

quarter (53.3%) has toilet connected to water supply, while the remaining 46.7% has toilet that is unconnected to water supply. The inference from this analysis is that connection of water to toilet facility in schools is grossly inadequate and this cannot guarantee the expected and desirable sanitation practices among secondary school students.

Table 7: Availability of Washing-Hand Basin

Schools	Washing-Hand basin		Total	
	Yes	No		
Public	Count	73	47	120
	%	60.8%	46.3%	100.0%
Private	Count	25	35	60
	%	41.7%	58.4%	100.0%
Total	Count	98	82	180
	%	54.4%	45.5%	100.0%

It is observed from Table 7, that less than three-quarter (60.8%) of respondents in public schools have wash-hand basin and soap for sanitation in their schools, while more than one-third (46.3%) does not have. Specifically, 60.8% of respondents from public secondary school surveyed have wash-hand basin, while more than a quarter (46.3%) does not have. Also, among the respondents from private secondary schools, more than one-third (41.7%) has the facility, while slightly less than two-third (58.4%) does not have. The deduction from this analysis is that, the proportion of respondents without wash-hand basin and soap in schools is still large.

Table 8: Available Waste Storage Facility in Respondents' Schools

Schools		Waste Facilities							Total
		Plastic bin	Bucket drum	Metal box	Cartoon drum	Metal drum with lid	Plastic bin with lid	Other specify	
Public	Count	95	7	9	43	2	40	3	199
	%	47.7%	3.5%	4.6%	21.5%	1.0%	20.1%	1.5	
Private	Count	39	3	8	18	3	24	6	101
	%	38.9%	3.0%	7.9%	17.8%	3.0%	23.8%	5.9	
Total	Count	134	10	17	61	5	64	9	300

The multiple responses on the available waste storage facilities in the schools are presented in Table 8. Respondents from public secondary schools who are less than half (47.7%) has plastic bin as storage facility, less than a quarter (21.6%) has cartoon box, while one-fifth (20.1%) has plastic bin with lid. Other waste storage facility are bucket (3.5%), metal drum (4.5%) and metal drum with lid (1.0%), while 1.5% has no designated waste storage facility. From respondents in private secondary schools, more than one-quarter (38.6%) have plastic bin, slightly less than a quarter (23.8%) have plastic bin with lid, while more than one-eighth (17.8%) cartoon box as waste storage facility. Others have bucket (3.0%), metal drum (7.9%), metal drum with lid (3.0%), while those without designated waste storage facility accounted to 5.9%. The analysis shows that the use of unconventional waste storage facility such as cartoon box, bucket, plastic bin and metal drum which are capable of constituting health hazard when not properly maintained are still in use.

Table 9: Respondents' Rating of Satisfaction with Sanitation Practices

Source of Sanitation Practices	VS	SS	NS	NVS	SWV	Mean	Rank	MV	
Public schools	Sweeping	356	45	4	2	407	3.7	1	
	Grass cutting	172	57	26	7	262	3.20	2	
	Waste disposal	140	45	32	1	218	2.95	3	3.096
	Toilet cleaning	140	45	16	16	217	2.93	4	
	Fumigation	64	84	22	11	181	2.7	5	
Private schools	Sweeping	200	6	10	0	216	2.79	1	
	Grass cutting	84	54	26	4	168	3.0	3	
	Waste disposal	160	24	16	3	203	3.44	2	3.674
	Toilet cleaning	80	51	28	6	165	2.9	4	
	Fumigation	72	45	34	6	157	2.8	5	

Table 9 to Table 12, present the results of various assessments and rating done by respondents on the related sanitation facilities. Among the issues covered are satisfactions with sanitation practices, rating of utilization of sanitation facilities, sanitation risk factors and consequences of poor sanitation. For better assessments, respondents were

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provided with related options from which ranking was done accordingly using the ‘Likert’ scale. Responses were ranked numerically (i.e. from 1 to 5) to show the degree of assessment from which Summation of Weight Value (SWV) and Mean Value Index (MVI) were estimated.

The mean index value of respondents from public secondary schools is 3.096 as shown in Table 9. Considering mean rank of sanitation practices, sweeping (3.7) and grass cutting (3.2) ranked most among the sanitation practices as they are closest to the index. Waste disposal (2.95), toilet cleaning (2.93) and fumigation (2.7) are ranked in that descending order of prominence. In the same vein, responses from private secondary schools have mean index value of 3.674 of which sweeping is 3.79 and waste disposal is 3.44 and these are the most practiced sanitation practices. Also, grass cutting is 3.0, toilet cleaning is 2.9 and fumigation which is 2.8 are also practised in that descending order of prominence. However, in comparing the two mean index values, there are higher practices of sanitation in private secondary schools than public secondary school.

Table 10: Respondents’ Rating of Utilization of Sanitation Facilities and Services

Source of Respondents	Sanitation facilities	VS	SS	NS	NVS	NU	SWV	Mean Rank	MIV
Public schools	Toilets	265	112	36	18	0	431	4.23	4.173
	Wash-hand basin	190	76	42	8	9	395	4.10	
	Fumigation	150	69	36	18	7	279	3.72	
	Waste bin	350	56	3	8	1	418	4.64	
	Toilets	265	35	21	6	0	267	4.60	
Private schools	Wash-hand basin	100	52	18	12	6	188	3.30	3.995
	Fumigation	75	56	39	6	8	184	3.50	
	Waste bin	205	40	12	4	0	261	4.58	

The output on rating of utilization of sanitation facilities by respondents is presented in Table 10, in which respondents from public

secondary schools have mean index value of 4.173. Based on this, the rate of utilization of waste bin is 4.64 and toilet is 4.23 as those that are ranked first and second being the closest to MVI, while wash-hand basin which is 3.95 is ranked third in utilization level. The index value of fumigation is 3.72 which depict its rare utilization in schools. Also, private secondary schools’ respondents have mean index value of 3.995 estimates. From this analysis, toilet is 4.65 and waste bin is 4.55 as the most widely utilized sanitation facilities by respondents, while fumigation is 3.5 and wash-hand basin is 3.3 denoting their low ranking. This shows that rating of utilization of sanitation facilities in public secondary schools is higher than private schools, while critical scrutiny of responses showed that fumigation of school surroundings are rarely practice in both categories of schools studied, unlike waste bin and toilet.

Table 11: Respondents’ Assessment of Factors Influencing Sanitation Risk

Source of Respondents	Sanitation Risk Factors	VS	SS	NS	NVS	NU	SWV	Mean Rank	MIV
Public schools	Dirty gutters	235	12	12	30	28	317	3.33	2.653
	Dirty toilets	265	16	18	32	17	348	3.63	
	Litter	240	36	6	28	21	331	3.51	
	Insects and pests	205	36	30	28	10	3099	3.68	
	Overcrowding	195	40	15	42	10	302	3.55	
	Weeds/grasses	200	52	27	34	14	327	3.52	
	Open defecation	220	20	30	22	14	307	3.65	
	Peer influence	200	36	21	26	10	293	3.71	
	Dirty gutters	115	12	0	24	0	169	3.02	
Private schools	Dirty toilets	100	48	3	22	15	188	3.17	3.186
	Litter	95	44	18	16	13	186	3.23	
	Insects and pests	75	56	24	20	9	184	3.29	
	Overcrowding	65	28	24	30	13	160	2.86	
	Weeds/grasses	115	20	9	14	17	175	3.18	
	Open defecation	130	36	18	12	9	205	3.66	
	Peer influence	85	32	18	16	12	163	3.08	

There are eight sanitation risk factors assessed by respondents in the study area of which the analysed estimated results as shown in Table 11. The responses from public schools produced mean index value of 2.653 of which all the factors are highly contributing to sanitation challenges. With

this, peer influence (3.71) is assessed to be the most potent factor facilitating sanitation challenges, while insects/pests (3.68) and open defecation (3.65) are ranked second and third position among other factors. Also, dirty gutters constituted the least in this ranking aside dirty toilet, overcrowding, growing weeds and littered premises. In addition, the mean value index derived from responses analysed in the private secondary school students have the mean index value of 3.186. From this, open defecation (3.66) is the prime factor influencing sanitation risks followed by insects/pests (3.29) and littered premises (3.23). The least factor in this segment is overcrowding as private secondary school have moderate population than their public schools counterpart. However, peer influence is a major contributor to sanitation risk since it is capable of igniting the success or otherwise of other factors. Also, the issue of insects/pests in the study area is perhaps a reflection of rural nature of most locations of the schools in Saki axis of Oyo State.

Table 12: Respondents' Rating of Poor Environmental Sanitation Consequences

Source	of Sanitation Risk VS	SS	NS	NVS	NU	SWV	Mean	Rk	MIV
Public schools	Absenteeism	105	84	27	18	28	262	2.98	1
	Distraction	70	56	54	18	29	227	2.80	3
	Irritation	100	36	45	32	24	237	2.82	2
	Infections	55	60	18	38	39	210	2.33	5
	Discomfort	45	44	48	14	32	183	2.44	4
	Reptile attack	70	20	27	22	53	192	2.09	6
Private schools	Absenteeism	70	20	18	14	24	146	2.61	3
	Distraction	80	20	15	16	23	154	2.70	2
	Irritation	70	40	9	18	22	159	2.74	1
	Infections	45	4	12	28	29	118	2.07	6
	Discomfort	25	28	54	10	21	138	2.51	4
	Reptile attack	45	16	9	22	30	122	2.14	5

Six consequences of poor sanitation practices are rated by respondents as shown in

Table 12. The responses from public secondary schools have mean index value of 2.577 of which absenteeism (2.88) is rated highest as the most potent consequence, while irritation (2.82) and distraction (2.80) are ranked second and third in the series. Discomfort, infection/diseases and reptile attacks are not excluded in the rating with descending order of magnitude. Similarly, responses from private secondary school category have mean index value of 2.462. Here, irritation which is ranked 2.74 is the closest to the mean index value followed by distraction (2.7) and absenteeism (2.70), while discomfort which is ranked 2.51 is ranked least. Finally, the Chi-square test result revealed that there is statistical difference in the availability and usage of sanitation facilities between students in public and private secondary schools in the study area at 0.05 level of significance since $\chi^2 = 15.597$ at $df = 4$; $P > 0.05$.

CONCLUSION AND RECOMMENDATIONS

This study assessed utilization of facilities among students of public and private secondary schools in Saki, Oyo State. The study concluded that sanitation facilities are available in the schools with significant variations in their level of utilization between the private and public secondary schools. While different factors influence utilization of sanitation facilities among the students in the categorized secondary schools however, significant proportions of respondents are vulnerable to unhygienic sanitation facility uses.

This study has to further include the other members of secondary school community such as teaching and supporting staff. Having understudied the utilization of sanitation facilities in public and private secondary schools in Saki, Oyo State, the study recommends that sanitation facilities should be in tandem with modern practices. The idea of relying mostly on pit latrine and other orthodox means of defecation, should cease. Since the proportion of toilet is very bad in conditions and very low in private schools than public secondary schools, rehabilitation and refurbishment of existing toilet facilities is strongly canvassed for public secondary schools in the study area.

Also, equipping secondary schools with modern water closet and ancillary facilities will go a long way in ensuring good sanitation behavior among the students. The use of materials that is hygienically suitable for sanitation after using toilet among secondary school students, should be

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encouraged, while sanitizers, germicides, toiletries, hygiene and other enabling materials should be accurately and adequately provided at regular interval. Lastly, provision and consistent use of conventional waste storage facilities such as waste bin, should be encouraged, while the use of unconventional facilities such as cartoon box, bucket, plastic bin and metal drum, which are capable of constituting health hazards, should be discouraged.

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