SCHOOL FACILITIES AND STUDENTS' ACADEMIC PERFORMANCE IN OSHODI-ISOLO LOCAL GOVERNMENT AREA SENIOR SECONDARY SCHOOLS, LAGOS STATE

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Abstract

The study investigated the relationship between school facilities and students' academic performance in Oshodi-Isolo Local Government Area Senior Secondary Schools, Lagos State. The study used a survey research design with a total population of 445 teachers and principals from the eighteen (18) senior public secondary schools as documented by Lagos State School Censor Reports (2021). The Krejcie and Morgan sampling techniques were used to select fifteen (15) Senior Secondary Schools for the study, with a sample size of 196.A questionnaire with a 4-point likert scale was used to collect data for this study to gather information from teachers and principals about students' academic performance. The researcher created a pro-forma to generate students' academic results in SSCE (WAEC) from the principals between 2013/2014 and 2017/2018 academic years. Crombach Alpha reliability was used, and the coefficient was 0.912, which is very good. The method of data analysis used was descriptive and Pearson Product Moment Correlation Statistics to test the research hypotheses. The hypotheses formulated were tested at a 5% level of significance. The study revealed that the levels of school facilities and students' academic performance were relatively high during the period under investigation. The study also revealed that library and laboratory facilities were positively significant to students' academic performance. Based on these findings, it was therefore recommended that government should continue to lay more emphasis on school facilities particularly in the areas of the school building and laboratory equipment to improve students' academic performance.

Keywords: School, Facilities, Students and Academic Performance.

Introduction

The primary determinant factor in ensuring excellent teaching and learning is school facilities. It is a tool for measuring educational growth and development. The importance of school delivery and supervision in achieving educational goals cannot be overemphasised. School facilities come at a high cost to the school structure, and if they are not properly managed and conserved, they will disrupt students' academic performance (AhmoduandSheu, 2018). School facilities are the practice of coordinating the physical workplace with the people and work of the organisation; it integrates the principles of school

administration, architecture, and the behavioural and engineering sciences (Programme in Educational Building, 2008). The schools were typically close to fifty years old. Most Nigerian schools had a predictable wide range of physical rarities that impacted teaching and learning pedagogy. However, secondary school facilities have a poor maintenance culture, which implies that physical facilities are rarely sustained. Thus, lack of funding is one of the major issues impeding school facility conservations in Nigeria.

There is a dearth of concern for school facilities in the study area, which has an undesirable impact on the teaching and learning process as well as the achievement of the educational goals. The public is an upheaval that senior secondary school students' academic performance in the Senior Secondary Certificate Examination (SSCE) is improving year after year. However, because the schools are inadequately equipped, the participants engaged in examination malpractices. This was stated in the National Policy on Education (FRN, 2015) that every nation must put up structured programmes, plans and provisions for much-needed input in the education sector, not only to facilitate the effectiveness of its educational system but also to ensure the effective realization of its overall philosophy and goals.

Ahmodu and Sheu (2018) posit that there is an exigent essential provision for secondary school education. Also, considering the state school library and the mammoth cost of procuring new books, suitable time and ample up keeping of the libraries should be paramount to school heads, stakeholders and other users of the school facilities. Oyedeji (2012); Adamu, Okerele and Hamidu (2022) observe that with the recent population explosion secondary schools are not well equipped, and even those with facilities do not have an adequate number of facilitators. They also stressed that most classrooms are short of required facilities which makes teaching and learning at this level of education to be of low quality. However, public schools have a poor maintenance culture, which means that school facilities are rarely maintained. One of the major issues impeding school facility maintenance culture was a lack of funding.

School facilities and the academic performance of secondary school students in physics and chemistry were carried out by Owoeye and Yara (2011) and similar study was carried out by Sambo (2018). They found that the modern schools' acoustical control measures have been installed, but traditional schools do not have such measures to control. Most of these schools' facilities that are essential for proper learning environments are purely vague in traditional schools but are present and functioning in modern schools. These found that school facilities explain the percentage of students learning. They further stress that school facilities are accounted for 3.6 percent to 6.4 percent of the variance on 5 of the 9 subjects of the learning when facilities are correlated with the composite score of the students in the lower test of basic skills. In order words, these percentages represent how much the facilities account for the difference between the score of students in modern and traditional schools?

The report of a research contained in the American School Board Journal on the influence of school environment on learning and revealed by Bert (2011) is on the impact of school facilities on the learning environment. The study observed two schools, one under controlled and the other under uncontrolled environmental conditions. The result of the study showed that students in the controlled environment conditions performed significantly better than students in the uncontrolled environmental conditions. Therefore, school facilities present a formidable body of research findings that demonstrate the

Students' academic performance is a measure of output and that the main outputs in education are expressed in terms of learning, that is, changes in knowledge, skills and attitudes of individuals as a result of their experiences within the school's system (Adeyemi, 2011). In his study, he further argued that performance is the level of attainment of a person in an examination, that is, how an individual can demonstrate his or her abilities in an examination. A student's academic performance in examination as being dependent on his cumulative grade point average, his argument supported that a student's success is generally judged by examination performance while the best criterion of performance is the sum of the student's academic performance in all the subjects taken. He also noted that students' academic performance could be affected by the problem of shortage of teachers, library and laboratory facilities and funds which are also compounded by management crises. He stressed further that organizational inefficiency is also partly responsible for the poor performance of Nigerian students in their academic work.

Students' academic performance has desirable changes outcomes in students' behaviours after a period of teaching and learning in school to determine the effectiveness of teaching and learning activities as related to educational objectives which provide information to students, teachers, school administrators and parents on the level at which educational objectives have been achieved (Oyedele, 2004). Students' academic performance refers to the standard which students should be able to know and be able to do. Academic performance has been described as the scholastic standing of a student at a given moment. This scholastic standing could be explained in terms of the grades obtained in a course or groups of courses (Ijaiya, 2004). As a result, the purpose of this study is to investigate the impact of school facilities on students' academic performance in Oshodi-Isolo Local Government Area Senior Secondary Schools in Lagos State. The study motivated the researchers' interest in posing this question. How does library and laboratory facility influence the students' academic performance in the study area? The following hypotheses were developed to guide the research.

H:0$_1$ There is no significant relationship between the library facilities and students' academic performance in Oshodi-Isolo Local Government Area Senior Secondary Schools, Lagos State

H:0$_2$ There is no significant relationship between laboratory facilities and students' academic performance in Oshodi-Isolo Local Government Area Senior Secondary Schools, Lagos State

Research Methods

The research design for this study is a survey research design. The study population comprises the entire senior public secondary schools in Oshodi-Isolo Local Government Area with a total population of four hundred and forty-five (445) teachers and principals in the eighteen (18) senior public secondary schools as documented by Lagos State School Censor Reports (2021). The sample size of one hundred and eighty-one (181) teachers and fifteen (15) principals were randomly selected from the fifteen (15) public secondary schools through the Krejcie and Morgan sampling techniques to select the sample size from the respondents. The Krejcie and Morgan sampling technique formula are: $S = X^2NP\ (1-P)/\ d^2\ (N-1) + X^2P(1-P)$. The instrument used to collect data for this study was a questionnaire on a scale of 4 points Likert to solicit information from the teachers and students' academic

performance Pro-forma was designed by the researcher to generate students' academic results in SSCE (WAEC) between 2013/2014 to 2017/ 2018 academic years from the principals. Cronbach Alpha reliability test was used to determine the internal consistency of the instrument. The instrument revealed a coefficient of 0.912 which is excellently acceptable. The method of data analysis used was descriptive and Pearson Product Moment Correlation Statistics to test the research hypotheses.

Results

Table 1: Survey Response of Distributed Questionnaire

S/N	Respondents	Distributed	Retrieved
1	Principals	15	15
2	Teachers	181	135
	Total	**196**	**150**

Source: *Author's Computation/Field Survey (2022)*

Table 1 shows the two (2) selected categories of the respondents sought information from and it reveals (150) survey responses retrieved which represent 77% of distributed survey questionnaires out of the expected 196(100%) sampled that ought to have been retrieved and used for the study. In line with the above, it was believed that since achieving a response rate of 77%, then it would be in place to regard 50% rate of response in research survey as a minimum acceptable threshold.

Table 2: Demographic Characteristics of Respondents

Items	Classification of Items	Frequencies	Percentage (%)
Gender	Male	96	64.00
	Female	54	36.00
	Total	**150**	**100.0**
Educational Qualifications	M.Ed/M.Sc/M.A	11	7.30
	B.Sc/B.Ed/B.A	49	32.70
	HND	42	28.00
	NCE/OND	48	32.00
	Total	**150**	**100.0**
Status	Principal	15	10.0
	Vice-Principal	14	9.33
	HOD	4	2.66
	Teachers	117	78.00
	Total	**150**	**100.0**

Source: *Author's Computation/Field Survey (2022)*

Table 2 describes the respondents' characteristics. It also revealed the frequencies and percentages of the demographic characteristics of one hundred and fifty (150) respondents. The classification of items began from gender and shows that 96(64%) were male and 54(36%) were female out of the total aggregate respondents. The teachers' academic qualification shows that 11(7.3%) of the respondents were Masters Degree holder, 49(32.7%) of the respondents were Bachelors Degree holder, 42(28%) of the respondents were HND holder, while 48(32%) of the respondents were NCE/OND holder. The result

shows that the bachelor degree holders' were more than other qualification respondents in Oshodi-Isolo Local Government Area Senior Secondary Schools, Lagos State. The status of teachers in the school revealed that 15(10.0%) of the respondents were Principal, 14(9.33%) of the respondents were Vice-Principal, 4(2.66%) of the respondents were HOD, while 117(78%) of the respondents were teachers. This shows that teacher respondents were more than other status of respondents in Oshodi-Isolo Local Government Area Senior Secondary Schools, Lagos State.

3.1. Test of Research Hypothesis

H:0$_1$: There is no significant relationship between library facility and students' academic performance in Oshodi-Isolo Local Government Area Senior Secondary Schools, Lagos State.

Table 3: The Correlation analysis between library facility and students' academic performance

Variables	N	$\overline{X}$	S.D	D.F	Calculated r-value	Critical r-value	Decision
Library Facilities	150	62.91	12.75				H:0$_1$
				148	.220	.159	Rejected
Students' Academic Performance		150	61.75	12.88			

Table 3 above shows that the calculated r-value (.220) of Pearson Product Movement Correlation Statistics is greater than the critical r-value (.159) for 148 degrees of freedom at a 5% alpha level of significance. As a result, the null hypothesis, which states that there is no significant relationship between the library facility and students' academic performance, is hereby rejected. As a result, there is a low positive relationship between the library facility and students' academic performance. The two variables are related in the sense that one is more likely to influence the other.

H:0$_2$: There is no significant relationship between laboratory facilities and students' academic performance in Oshodi-Isolo Local Government Area Senior Secondary Schools, Lagos State

Table 4: Correlation statistical analysis between laboratory facilities and students' academic performance

Variables	N	$\overline{X}$	S.D	D.F	Calculated r-value	Critical r-value	Decision
Laboratory Facilities		150	71.33	17.33			H_{o2}
				148	.275	.159	Rejected
Students' Academic Performance		150	61.75	12.88			

Table 4 above revealed that the calculated r-value (.275) of Pearson Product Moment Correlation Statistics is greater than the critical r-value (.159) for 148 degrees of freedom at

a 5% alpha level of significance. Hence, the null hypothesis which states that there is no significant relationship between laboratory facilities and students' academic performance is rejected. This implies that there is a positive significant relationship between laboratory facilities and students' academic performance.

Discussion of Findings

In summary, all the operational hypotheses were rejected. This is an indication that a significant relationship exist between library facilities, laboratory facilities, and students' academic performance in the area under study. Thus, it was an indication that there is positive significant relationship between library and laboratory facilities on student academic performance. The finding of hypothesis one was consistent with the conclusion of Ahmodu and Sheu (2018); Sambo (2018) and Owoeye and Yara (2011) that school facilities are essential materials that must be put in place and considered for the school system's objectives to be met; the availability of those facilities determines the quality of instruction and student performance in the school.

The finding of hypothesis two was in agreement with Adeyemi (2004); Bello (2010); Ahmodu and Sheu (2018) and Adamu, Okerele and Hamidu (2022) concluded that the maintenance culture in secondary schools is poor and that it is not practiced regularly. It also remarked that the responsibility of the Ministry of Education or State and Local Government School's Board is to supply sufficient books and laboratory equipment to schools. They maintained that inadequacy in the provision of these equipments may constitute a source of frustration among teachers and their lack may result in poor teaching performance in schools.

Conclusion

The study concluded that it is not only necessary for schools to be well-equipped with educational resources. It is also critical that school facilities be well managed and maintained by school administrators, teachers, students, stakeholders, the community, parents, and other educational agencies to accommodate the schools' ever-increasing enrolment, which necessitates a proper and timely maintenance culture of the available school facilities.

Recommendations

Based on these findings, the study recommends that the Ministry of Education develop a policy for all school principals to follow and maintain the school facilities. The government must control school enrollment rates and ensure equity in the provision of facilities. Principals, teachers, parents, students, and other educational agencies should develop a positive maintenance culture for school facilities and eliminate the attitude of destroying school facilities when they disagree with school management. Secondary school governing bodies should conduct regular inspections of the facility available and additional funds from the government, stakeholders, and the community should be allocated.

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