

**AVAILABILITY AND UTILIZATION OF EDUCATIONAL FACILITIES AND
ACADEMIC ACHIEVEMENT OF PUBLIC SECONDARY SCHOOL STUDENTS IN
LAGOS STATE, NIGERIA**

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ABSTRACT

The study examined the availability and utilization of educational facilities and academic achievement of public secondary school students in Lagos State, Nigeria. Eight research questions and six null hypotheses guided the study. The study is a correlational survey adopting the ex-post-facto research design method. The population of the study was 19982 comprising all the 676 Principals of the public secondary schools, 1352 Vice Principals, and 17954 teachers from the six Education Districts of Lagos State. The cluster and simple random sampling technique was used to obtain a sample size of 999 secondary school teachers, vice principals and principals for the study. Two self-developed instruments, the checklist and SS2 promotion examination results were used to collect data for this study. The validity of the instrument was established through face and content validity. Reliability for the availability and utilization of educational facilities checklist was tested using the test, retest method. The test yielded a coefficient of 0.82, data collected from the field was presented in tables and analyzed using the statistical tools of percentage, mean, and standard deviation to answer the research questions. Items with mean value of less than 2.50 were rejected. To test the hypotheses, the Pearson moment correlation coefficient (r) method was used, acceptance decision was determined at 0.05 level of significance. The extent of availability of educational facilities for academic achievement of public secondary school students in Lagos was high; The extent of utilization of educational facilities for academic achievement was high and there is a significant correlation between the availability and utilization of educational facilities and students' academic achievement of Public Secondary School Students in Lagos State. Based on the findings, it was recommended that training should be organized for teachers and students on the benefits of utilizing available resources effectively. Government should implement a system for regularly assessing the conditions and functionality of educational facilities, this will help to identify areas of improvement ensuring that available facilities are well maintained for their optimal utilization for students' academic achievement.

Keywords: Availability, Utilization, Educational facilities, Students' academic achievement, Public secondary schools, Lagos State

Introduction

Access to quality education is universally recognized as a fundamental human right and a cornerstone of individual empowerment and societal progress. Educational facilities, comprising physical infrastructure, learning resources, and staffing, play a critical role in creating conducive learning environments and fostering student academic achievement. This impact is observed globally, but disparities in facility availability and utilization exist across different regions, including Africa and within specific countries like Nigeria, and further down to the state level, such as Lagos State. The main aim of education is to bring about required change in behavior through gaining skills, attitudes, competencies and creative thinking. Teaching is an intricate and challenging undertaking that demands specialized skills, knowledge, and resources to have a meaningful impact on student learning. The accessibility and effective utilization of resources within any institution play a crucial role in achieving its goals and objectives.

The proper use of educational resources significantly influences students' learning outcomes. Investing in these resources is crucial to ensure that schools foster environments where students collaborate, learn from one another, and thrive in a supportive educational atmosphere, ultimately maximizing student learning and helping them reach their full potential. According to UNESCO (2020), access to quality education is increasingly acknowledged as a vital driver of economic growth, social development, and poverty reduction. Educational facilities, including physical infrastructure like classrooms, libraries, and laboratories, as well as learning resources such as textbooks, computers, and internet access, are integral components of the learning ecosystem. According to UNICEF (2021), adequate educational facilities contribute to better student engagement, retention, and academic achievement, thus laying the foundation for lifelong learning and socioeconomic advancement.

In Africa, the quality and availability of educational facilities vary widely across countries and regions, influenced by factors such as economic development, government policies, and investments in education as recorded by World Bank (2019). Although progress has been made in expanding access to education, significant disparities remain, especially in rural and marginalized communities where educational infrastructure is still lacking. According to Adepoju, Olanrewaju, and Nwachukwu (2023), limited access to quality educational facilities perpetuates learning disparities, contributing to cycles of poverty and inequality across the continent.

Review of Related Literature

Lagos State, the biggest economy in Africa, has access to quality education enacted as a fundamental human right in the constitution. However, challenges persist in ensuring equitable access to educational facilities, particularly in public schools according to Olatunde & Akinola (2022). Despite efforts by the government to improve infrastructure and resource provision, significant disparities exist between rural and urban areas, as well as among different states. These disparities have a negative impact on student performance, with schools lacking adequate facilities often seeing poorer academic outcomes as highlighted by Ogundele & Adegbilero-Iwari (2021). Similarly, research carried out by Egberongbe & Osoba (2020) stated that Lagos State faces unique educational challenges, including rapid urbanization, population growth, and

resource constraints, which have resulted in disparities in educational facilities across public schools. While the state government has implemented several initiatives to improve access to education—such as infrastructure development and policy reforms—disparities in the availability and use of facilities persist, affecting student learning experiences and academic achievements according to Adetimirin, et al., (2021).

Asiyai (2012) study, titled "Assessing the Impact of School Facilities on the Academic Performance of Public Secondary Schools in Delta State, Nigeria," explored the state of school facilities in the region and their influence on academic performance. Using a sample of 640 respondents from 358 public secondary schools, the study found that many schools suffered from inadequate and poorly maintained facilities, which negatively impacted the academic performance of students. The findings revealed that schools in Delta State generally lacked essential facilities, such as functional laboratories, libraries, and recreational areas, all of which are critical to enhancing student learning. Furthermore, the study highlighted the significant role of school administrators in maintaining these facilities, emphasizing that the failure to do so often led to a decline in the quality of education. The recommended that school administrators, teachers, and students should develop a maintenance culture, and that the government should allocate more funding for the upkeep of school facilities. School facilities impact on academic performance remains a central concern in educational research, particularly in resource-limited settings like Nigeria. The work of researchers such as Owolabi (2019), Nwachukwu and Eze (2021), and Aladejana and Durojaiye (2020) builds upon Asiyai's recommendations, reinforcing the notion that improving school facilities can significantly enhance academic performance.

The systems Input-Output theory was adopted for this study. The theory was propounded by Ludwig van Bertalanffy and Weirich, in 1948. The theory stated that an organized enterprise does not exist in isolation; It is dependent on the environment in which it is established. According to the systems input- output theory, the inputs from the environment are received by the organization which then transforms them into output after processing each input. Input-output theory, as applied to education, focuses on understanding the inputs (resources) and outputs (educational outcomes) of the educational process. Inputs typically include funding, infrastructure, teaching staff, curriculum, and learning materials, while outputs encompass student achievement, graduation rates, and workforce readiness. Analyzing the input-output relationship in education allows policymakers to identify inefficiencies, allocate resources effectively, and improve overall system performance.

In the context of Lagos State, Nigeria, understanding the factors influencing student performance is crucial for improving educational outcomes and fostering socioeconomic development. Student performance in secondary schools in Lagos State is influenced by a complex interplay of factors, including educational policies, teacher quality, socioeconomic status, infrastructure, and technology integration. Socioeconomic status and parental involvement significantly influence student performance outcomes. Research conducted by Ogunleye and Alimi (2022) suggests a strong correlation between parental socioeconomic status and academic achievement in Lagos State secondary schools. Additionally, Ikegbusi, Manafa, & Iheanacho, (2022) in a study examined the influence of school facilities on academic achievement of students in public

secondary schools in Eti Osa Local Government Area of Lagos State. Poor school facilities have been affecting the students, especially in their academic achievements. The purpose of the study is to identify the role school facilities play in academic achievement of public secondary school students in Eti Osa Local Government Area of Lagos State. The findings of the study revealed among others that school facilities such as library, school building, ICT, and laboratory have influence on the academic achievement of secondary school students. Based on the findings, the study concluded that school facilities are essential for the achievement of students' quality academic performance in any school. It is further concluded that those who have failed to provide quality facilities in their schools have always had poor academic achievement of the students. The study therefore recommended among other things that there should be consistent routine supervision of quality of facilities in schools done by the government to ensure that schools are operating with good facilities that would help them.

Despite the significant investment in educational facilities, there exists a gap in understanding how the utilization of available educational facilities affects the academic achievement of public-school students in Nigeria. A major limitation in previous studies is the tendency to focus solely on the availability of educational facilities without considering their actual utilization by teachers and students. Studies that have examined utilization often overlook how availability influences usage and students' academic achievement.

This present study does not only identify with availability and utilization of educational facilities but also aims to contribute to existing knowledge by examining the combined effect of facility availability and utilization on academic achievement and investigating the extent of facility utilization and its relationship with students' academic achievement. Through these contributions, the study will provide actionable recommendations for policymakers, educators, and school administrators to improve educational facility management and optimize resource utilization in Lagos State public secondary schools.

Research Questions

The Research Questions raised to guide the study were:

1. What is the extent of availability of classroom facilities for academic achievement of Public Secondary School Students in Lagos State?
2. What is the extent of utilization of classroom facilities for academic achievement of Public Secondary School Students in Lagos State?

Hypotheses

The following formulated null hypotheses were tested in the study.

1. There is no significant correlation between the availability of classroom facilities and students' academic achievement of Public Secondary School Students in Lagos State.
2. There is no significant correlation between the utilization of classroom facilities and academic achievement of Public Secondary School Students in Lagos State.

Methodology

This Study adopted the ex-post-facto research design for the purpose of investigating the correlation between educational facilities availability, and utilization and the academic achievement of Public Secondary School students in Lagos State. The Study's independent variable is Availability and Utilization of educational facilities, while the dependent variable is academic achievements of Public Secondary School Student's. This design was chosen to examine the relationship between educational facilities (both availability and utilization) and academic achievement, which can be measured through SS2 students' promotion results.

The study target population includes all the public secondary schools in Lagos state. There is a total of 676 Public Secondary Schools spread across the Six Education Districts in Lagos State. The population of this study was 19,982, comprising all the Principals of the Public Secondary Schools 676, Vice Principals 1,352, and teachers 17,954 as obtained from the Lagos State Ministry of education annual School Census report of 2021 - 2022. The simple random sampling technique was used to choose Principals, Vice Principals, and the number of teachers from each of the selected secondary schools. A total of 34 schools, 34 Principals, 68 Vice Principals and 898 teachers are sample populations respectively. A total of 999 respondents constitutes the sample size.

Table 1: SAMPLE POPULATION OF SCHOOLS, PRINCIPALS, VICE PRINCIPALS AND TEACHERS IN LAGOS STATE PUBLIC SECONDARY SCHOOLS

S/N	LOCAL GOVERNMENTS	EDUCATION DISTRICTS	TOTAL NUMBER OF SECONDARY SCHOOLS PER EDUCATION DISTRICT	NUMBER OF PRINCIPALS PER EDUCATION DISTRICT	TOTAL NUMBER OF VICE PRINCIPALS PER EDUCATION DISTRICT	TOTAL NUMBER OF TEACHERS PER EDUCATION DISTRICT	TOTAL POPULATION
1	AGEGE						
2	ALIMIMOSHO	EDUCATION DISTRICT I	5	5	10	179	194
3	IFAKO-IJAYE						
4	SHOMOLU						
5	KOSOFE	EDUCATION DISTRICT II	5	5	10	165	181
6	IKORODU						
7	EPE						
8	ETI-OSA	EDUCATION DISTRICT III	7	7	14	113	133
9	IBEJU-LEKKI						
10	LAGOS-ISLAND						
11	APAPA						
12	LAGOS-MAINLAND	EDUCATION DISTRICT IV	5	5	10	107	121
13	SURULERE						
14	AJEROMI-IFELODUN						
15	AMUWO-ODOFIN	EDUCATION DISTRICT V	7	7	14	163	184
16	BADAGRY						
17	OJO						
18	IKEJA	EDUCATION DISTRICT VI	5	5	10	171	186

19	MUSHIN	DISTRICT VI								
20	OSODI-ISOLO									
	TOTAL		34	34	68	898	999			

Additionally, table 2 represents the academic performance data of 3,730 SS2 students were analyzed to measure academic achievement from the selected schools.

Table 2: ACADEMIC PERFORMANCE OF SS2 STUDENTS OF SELECTED SCHOOLS PER EDUCATION DISTRICT (2022 PROMOTION EXAMS)

District	No present	6 credit & above with eng & maths	%	6 credit & above with english only	%	6 credit & above with maths only	%	6 credit & above without eng & maths	%	Others	%
District I	731	608	83.1	10	1.37	14	1.9	6	0.8	94	12.9
District II	614	443	72.1	32	5.21	5	0.8	6	1.0	129	21.0
District III	546	408	74.7	24	4.39	10	1.8	5	0.9	100	18.3
District IV	575	402	70.0	7	1.25	16	2.8	6	1.0	140	24.4
District V	752	473	62.9	15	2.00	50	6.7	14	1.9	200	26.6
District VI	512	330	64.5	12	2.27	22	4.3	15	2.9	135	26.4
Total	3730	2664	71.23	100	2.75	117	3.04	52	1.42	798	22

Two research instruments were used to collect data for this study. They are:- the checklist and SS2 promotion result of selected schools per education district of the sample population. The checklist on availability of educational facilities (CAVEF) was used by the researcher to elicit data on availability of educational facilities while the checklist titled ‘Checklist on Utilization of Educational Facilities (CUTEF)’ was used for data collection by the researcher for utilization of educational facilities. The checklist was subdivided into three sections: Section A was designed to collect respondents’ demographic information such as school type and location, Section B consists of thirty items on availability of some educational facilities while section C consists of thirty-five items on Utilization of Educational Facilities. In section B, respondents were asked their opinion on two points options with close ended items as Available and Not Available. In section C, respondents were asked to indicate their opinion on four points options with close ended items as Very Highly Utilized -VHU(4), Highly Utilized -HU (3), Rarely Utilized -RU(2), and Not Utilized- NU(!).

The student’s promotion result of SS2 students of the selected schools were used for academic achievement having passed through the school system from JSS1 to the SS2. The results were categorized into five (5) to evaluate the mean and standard deviation of students’ achievement. Students with 6 credits and above including English and Mathematics (5), 6 credits and above with English only (4), 6 credits and above with Mathematics only (3), 6 credits and above without English and Mathematics (2) and others (1)

The validity of the instrument was ascertained by giving the initial draft to an expert who is an educational administrator in the department of Educational Management and foundations, Delta State University Abraka and the project Supervisor for proper validation.

To administer the instrument the researcher personally visited each of the randomly selected schools. The questionnaire and checklist were administered to teachers and principals on a hand-to-hand basis with the help of research assistants. They were educated on how to distribute and collect the instrument. The completed copies of the instrument were retrieved on the spot from the respondents each day of the visit except on the request of the respondents for a later date. The data for this study was analyzed based on the research questions and hypotheses formulated. The Pearson Moment correlation coefficient (r) was used to test the hypothesis at 0.05 level of significance.

Result Presentation

Question One: What is the extent of availability of classroom facilities for academic achievement of Public Secondary School Students in Lagos State?

Table 3: Percentage Analysis on the extent of availability of classroom facilities for academic achievements

S/N	Availability of Classroom Facilities	AVAILABLE		NOT AVAILABLE	
		NUMBER	%	NUMBER	%
1	Classroom Facilities	780	78%	219	22%
2	Seats/Desks	850	85%	149	15%
3	Chalk Board	20	2%	979	98%
4	White boards	950	95%	49	5%
5	Well Ventilated \classrooms	905	91%	94	9%
6	Ceiling Fans	660	66%	339	34%
7	Toilets	780	78%	219	22%
	AVERAGE		71%		29%

Source: Field work, 2025

Table 3 shows the percentage analysis on the extent of availability of classroom facilities for academic achievement of Public Secondary School Students in Lagos State. The result on the table revealed that respondents agree on all the items. Specifically, respondents agree on classroom facilities, seats/desks, chalk board, white boards, well ventilated/classroom, and ceiling fans with percentage rating of 78%, 85%, 2%, 95%, 91%, 66% and 78% respectively. The average availability of classroom facilities is 71%. This implies that classroom facilities for academic achievement of Public Secondary School Students in Lagos State are available to a high extent.

Research Question Two: What is the extent of utilization of classroom facilities on the academic achievement of Public Secondary School Students in Lagos State?

Table 6: Correlation between utilization of classroom facilities and academic achievement of Public Secondary School Students

Variables	N	Mean	r	DF	Level of Sig	Decision
Utilization of Classroom facilities	6	77.21	0.86	4	0.05	Reject Null Hypothesis
Student's Academic Achievements	6	71.2				

Data in Table 6 shows the correlation between the utilization of classroom facilities and academic achievement of Public Secondary School Students in Lagos State. The result shows utilization of classroom facilities with a mean of 77.21 and academic achievement with a mean of 71.20. The Pearson correlation coefficient $r=0.86$, which is close to 1, indicates a very strong positive correlation between Utilization of classroom facilities and Academic Achievement of Public Secondary School Students in Lagos State. This suggests that as the utilization of educational facilities improves, there is a strong tendency for academic achievement to improve as well. At a significance level of $\alpha=0.05$, there is sufficient evidence to conclude that there is a significant correlation between the utilization of classroom facilities and academic achievement in public secondary schools in Lagos State. This null hypothesis is rejected.

Discussion of Findings

Availability of Classroom Facilities and Students' Academic Achievement

Finding revealed that there is a significant correlation between the availability of classroom facilities and academic achievement of Public Secondary School Students in Lagos State. The significant correlation between the availability of classroom facilities and students' academic achievement indicates that well-equipped and maintained educational environments positively influence students' academic achievement. This relationship suggests that improving school infrastructure can lead to better academic results, highlighting the importance of investing in educational facilities to support student academic success. This finding concurs with the findings of Befii-Nwile and Amie-Ogan, (2021) who showed that to a high extent classrooms and libraries provision and utilization determine students' academic performance in public junior secondary schools in Rivers State. Also, Adeniran and Adedokun (2021) who revealed that classroom facilities with poor conditions, such as inadequate lighting or ventilation, may hinder student concentration and performance

Utilization of Classroom Facilities and Students' Academic Achievement

Finding showed that there is a significant correlation between the utilization of classroom facilities and academic achievement of Public Secondary School Students in Lagos State. Classroom facilities play a crucial role in facilitating effective teaching and learning. They enable teachers to accomplish their tasks well and help students learn and achieve effectively. This result is in line with the findings of Okeke and Nwankwo (2023) who revealed a positive

relationship between the effective utilization of classroom space and students' achievement in Lagos State. Schools that efficiently manage classroom resources to facilitate teaching and learning activities often witness increased levels of student engagement and academic advancement. By maximizing available space, schools can adopt diverse instructional approaches and foster collaborative learning experiences, which further contribute to improved student outcomes. The quality of classroom facilities significantly influences the learning environment and student achievement in Lagos State.

Conclusion

In this study, it was concluded that the level of the availability of educational facilities for academic achievements of public secondary school students of Lagos State is high. The utilization of these facilities is also high. This has positive impact on educational achievements of students in Lagos State. Also, there is significant relationship between the availability and utilization of classroom, laboratory and library facilities and academic achievement of Public Secondary School Students in Lagos State.

Recommendations

The following recommendations were made based on the findings: -

1. Schools Management authorities should upgrade educational facilities by funding and providing investments in modern educational facilities and organize training sessions for teachers and students on the benefits of utilizing available educational facilities effectively.
2. Government should establish national policy framework for classroom facilities that outlines the minimum standards for availability and learning environments. Schools should conduct a thorough analysis of classroom facilities usage patterns to identify underutilized or over utilized facilities.

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