**EFFECT OF FACILITIES IN PUBLIC SECONDARY SCHOOLS ON PUPILS’ ACADEMIC PERFORMANCE: A CASE STUDY OF COMPREHENSIVE HIGH SCHOOL, AJOWA AKOKO, ONDO STATE, NIGERIA**

**Abstract**

The study investigates the provision of educational facilities and equipment in public Secondary School in Ondo State, Nigeria and its effects on the student’s frequency of use as related to the academic performances of the students. Physical assessment of the facilities provided in the study area was done to identify the available facilities and equipment meant for the students. Structured questionnaire was administered to the students to assess the level of satisfaction with the available facilities and equipment and its impact on the academic performance of students. Thus, for the purpose of the study area and the primary targeted audience, we applied percentage analysis of the collated data for ease understanding and result implementations. The findings shown that students in the surveyed secondary school exhibit good satisfaction with the facilities available in the school as it enhanced their frequencies of use of the facilities and exhibits positive impact on their academic performance. High percentage of the students examined with good satisfaction and frequent use of the available educational facilities and equipment recorded good academic performance as shown in table 3.

**Key words:** Educational facilities, public Secondary School, Student Academic Performance, Ajowa- Akoko.

 **Introduction**

Facilities in public secondary schools represent many things in public schools generally. These facilities can be categorized into various spheres such as classroom, buildings, offices, laboratories, libraries, outdoor facilities, ICT and so on. It is not unlikely that abundant facilities in public secondary schools in terms of location, structure, and laboratory will enhance effective teaching and learning process which could facilitate academic performance of pupils in secondary schools.

Mark (2002) stressed the importance of facilities such as instructional spaces to students academic performance, he maintained that one cannot expect high level academic performance of students where school facilities such as building, classrooms, libraries, sports and laboratories are substandard or inadequate. He however, suggested that quite, safe, clean, healthy and conducive environment are important components that could contribute to success in students’ academic performance in secondary schools. In the same vein, Ajayi (2007) and Michael Olugbenga (2019) observed that a robust academic performance of students in secondary schools may not be guaranteed where required facilities such as conducive classrooms, standard libraries, well equipped laboratory and workshops are grossly defective or inadequate, not properly illuminated, poorly ventilated, and lack of adequate space for use.

Good academic performance of students in secondary schools determines the standard and rating of school globally. It is through good performance of pupils in school the level of commitment of teachers and level of academic standard of schools are determined. Despite the importance high academic performance of students in secondary schools, Akuiburo and Joshua (2004) reported that there was persistent mass failure of students in the Senior School Certificate Examination (SSCE) organized by the West African Examination Council (WAEC) and National Examination Council (NECO). This ugly trend is affecting academic progression and advancement of many secondary schools leavers, in most case leads to stagnation frustration amongst them. This undesired level of performance of students could be as a result of many things; perhaps one could attribute it to poor facilities such as, structural defect, lack of sport activities, ill equipped laboratories, sub-standard libraries, poor classrooms, lightening and ventilation. These are the crux of the matter this study intends to unravel.

**Review of Related Literature**

Facilities in secondary schools is referred to entire school plan which school management administrators, teachers and students’ harness, allocate, and utilize for the smooth and effective management of any academic institution including secondary schools (Asiyai, 2012; Dare S.D. 2010; Ndenwaneku and Ichazu 2024). Ntahomvukiye and Sikubwabo (2024) described facilities in secondary schools to include the location, structural design and facilities of places such as classrooms, libraries, technical workshops and laboratories where students received academic teaching. It has been observed that in many secondary schools in Nigeria facilities are grossly inadequate or in bad shape. This in most cases impact negatively on the academic performance of students.

The facilities that secondary schools required to function appropriately include library. The importance of library in teaching and learning cannot be over-emphasized. Popoola (1989) observed that school library significantly influence students’ academic performance. He noted that it appears some of the secondary schools lack adequate library facilities. In some cases, school library are not spacious enough and not well cited within the school premises. At times some of the libraries in public school do not have adequate lighting and are poorly ventilated that could not give students conducive atmosphere to learn. These in most cases affect students’ academic performance.

Philip (1997) opined that laboratories are essential in the teaching and learning of science related subjects in secondary schools. Philip study found that laboratories in most of the secondary schools are not well planned and most cases ill-equipped with modern laboratory equipment that can aid learning. Apart from the fact that the required facilities are not in the laboratories some are not spacious enough, not properly located, inadequate lighting and cross ventilation is lacking. This mirage of problems often time constitute as factors that hinder efficient learning among secondary schools, thus result in poor academic performance. Ogunniyi (1983) in his study noted that there is a general consensus among science educators that laboratory occupies a central position in science instruction. This implies that if the laboratory is the central position in science instruction, then it must be well equipped and the equipment and facilities be used efficiently so as to inculcate skills and problem solving in pupils.

The planning and design of technical workshop in most of the public secondary schools are defective (Ajayi, 2007). It has been established in literature that some technical workshops are not spacious and often lack adequate required facilities that may aid science learning (Ajayi and Yusuf, 2009 ; Ntahomvukiye and Sikubwabo, 2024; Ikegbusi, et al., 2021; Biesta, G. 2020). The shortcomings in this regard could impact negatively on the academic learning of pupils, thereby hinder effective teachings and learning. The consequences of this inadequacy may jeopardize academic performance of students.

Gore (2006) observed that sports facilities and activities have a way of strengthening the social and emotional state in children in schools, this was supported by Heilman (2002) that physical education and physical activities benefit pupils in academic performance. Similarly, Sanmi and Fashina (2018) in their study that was designed to explore the development of sports in Nigeria schools, found out that providing adequate sporting activities, equipment and sporting facilities have significant impact on academic and social impact of students. In the same vein, Ramli and Zain (2018) affirmed that sports facilities are significant to impact the academic achievement of students; they noted that sport contributed about 31% towards students’ academic performance.

Sport programs are essential components of higher secondary schools. The sports support academic activities within the schools and it produces good dynamic students. The physical and sports activities help to maintain healthy body and sound mind. Sanni, Ede and Fashina (2018) observed that sports facilities and activities in schools is important towards entertainment and provide a better period for use of energy after study hours. They further noted that participation in sports activities can increase students’ performance academically, because sports according to them will increase self-esteem, better moods and self-efficacy which are good impetus to good academic performance.

**Objectives of the Study**

The objectives of the study are:

1. to determine the average academic performance of students in public secondary schools in Ajowa Akoko
2. to determine the level of students’ satisfaction with the facilities in public secondary school.
3. to determine students’ frequencies level of using available School facilities in public secondary school

**Methodology**

**Study Area**

The research design adopted for this study was survey method. The population comprised of 428 students in SS1 – SS3 in Comprehensive high school, Ajowa Akoko, Ondo State, Nigeria. Simple random sampling technique was used to select 98 students which constitute 22.9% of the entire population. The research instrument used for data collection was a structured questionnaire. The questionnaire is divided into three (3) sections. Section A focused on the students’ average academic performance. Section B focused on students’ level of satisfaction with the facilities in school learning spaces in their school with questionnaire Liker Scale 1-5 point (1=strongly not satisfactory to 5 = strongly satisfactory). Section C addressed students’ frequencies level of using available learning spaces and facilities in their school with questionnaire Liker Scale 1-5 point (1=Not very often to 5 = Very often). The data collected were analyzed using descriptive statistics (frequency and percentage).

**Table 1. Students’ level of satisfaction with the facilities in school learning spaces in their school**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S/N | Work Place | Strongly Not Satisfactory | Not Satisfactory | Rarely Satisfactory | Satisfactory | Strongly Satisfactory |
| **1** | **2** | **3** | **4** | **5** |
| 1 | Classrooms | 4 | 11 | 10 | 48 | 25 |
|  | Percentage | **13.3%** | **10.2%** | **74.5%** |
| 2 | Computer room | 3 | 7 | 3 | 45 | 40 |
|  | Percentage | **10.2%** | **3.1%** | **86.7%** |
| 3. | Library | 4 | 9 | 2 | 50 | 33 |
|  | Percentage | 13.3% | 2.0% | **84.7%** |
| 4 | Laboratory | 6 | 5 | 3 | 72 | 12 |
|  | Percentage | **11.2%** | **3.1** | **85.7%** |
| 5. | Sport Field | 8 | 12 | 1 | 50 | 27 |
|  | Percentage | **20.4%** | **1.0%** | **98.6%** |

**Table 2. Students’ frequencies level of using available learning spaces and facilities in their school**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S/N | Facilities | Not Very Often | Not Often | Rarely Often | Often | Very Often |
| **1** | **2** | **3** | **4** | **5** |
| 1 | Classrooms | - | 2 | 5 | 16 | 75 |
|  | Percentage | **2.0%** | **5.1%** | **92.9%** |
| 2 | Computer room | 6 | 9 | 4 | 17 | 62 |
|  | Percentage | **15.3%** | **4.1%** | **80.6%** |
| 3. | Library | 3 | 11 | 8 | 10 | 66 |
|  | Percentage | **14.3%** | **8.2%** | **77.5%** |
| 4 | Laboratory | 4 | 9 | 11 | 6 | 68 |
|  | Percentage | **13.3%** | **11.2%** | **75.5%** |
| 5. | Sport Field | 14 | 14 | 9 | 17 | 48 |
|  | Percentage | **28.5%** | **9.2%** | **66.3%** |

Table 3. **Students’ Average Academic Performance**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| S/N | Categories of Students | Percentage Range | Number of Students | Students’ Performance Percentage (%) |
| 1 | Students with average academic records of Distinctions | 70% above | 18 | **83.67%** |
| 2. | Students with average academic records of Credits | 60% - 69% | 44 |
| 3 | Students with average academic records of Merits | 50% - 59% | 20 |
| 4. | Students with average academic records of Pass | 40% - 49% | 12 | **12.25%** |
| 5. | Students with average academic records of Failures | 0% - 39% | 4 | **4.08%** |

**Results and Discussion**

The result in the surveyed public Secondary School, Comprehensive High School Ajowa-Akoko, Ondo state, Nigeria shown as shown in tables 1, 2, 3 respectively indicates that students with higher academic performance are higher in number than those with lower and poor academic performance. 83. 67% of the students’ population examined scored above 50% in their academic assessment scale. While 4.08% of the students examined score below the pass mark as indicated in table 3.

 It was revealed that good number of students population got satisfactory with the level of equipment and facilities provided in the school for students learning, particularly in the facilities such as computers, library, classroom and more importantly the out-door facilities for student’s activities that exhibits 98.6% satisfactory level as shown in table 1. The students have good level of satisfaction with the laboratory in the school having 85.7 % satisfaction. Satisfactory level of 84.7% was recorded for library; and 86.7% satisfactory level for the computer facilities. The students have 92.9% satisfaction with the classroom provided. Thus, an average good satisfaction was exhibited by the students towards the learning facilities provided in the school for students use.

 The students’ frequencies usage of the facilities provided was very impressive on the students as they exhibit good use of the classroom with 92.9%, computer with 80.6%, library usage with77.5% and out-door, sport field facilities recorded 66.3% as depicted in table 2.. The aforementioned demonstrate that students in the surveyed school made good use of the available educational facilities in their school. Thus, the good academic performance of the students as reflected in table 3. can be link to their satisfactory level (see table 1) with the available learning facilities couple with the student’s high frequency of use of the facilities provided in the school and shown in table 2..

**Conclusion**

Considering the aforementioned, it’s obvious that the facilities provided to students in the studied area (public Secondary School in Ajowa) has significant impact on the students’ academic performance as the study shown that larger percentage of the students examined made good use of the available facilities as indicated in table 2. Thus, the level of use of the available facilities must have been triggered by the level of satisfaction students derived from the available facilities as indicated in table 1. Human made use of facilities and equipment develop good interest and patronage when they are satisfied and derived comfort. The level of students’ satisfaction with the facilities directly related with the frequencies of its use. The frequencies of their use of the available facilities engendered the good academic performance of the students. From the foregoing, it can be deduced that effective use of educational facilities and equipment by students will promote good academic performance and improve social status among pupils in public schools in the long run.

**Recommendation**

For the purpose of this study, we choose to retain the analysis to be in percentages considering the targeted audience who are the High school pupils that have lesser knowledge of complex statistical analysis and interpretations. However, we recommend that a need for triangulative assessment using statistical analysis such as SPSS or Structural Equation Model (SEM) for advanced reliable output.

COMPETING INTERESTS

Authors have declared that they have no known competing financial interests OR non-financial interests OR personal relationships that could have appeared to influence the work reported in this paper.

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