

**RELATIONSHIP BETWEEN SCHOOL FACILITIES AND STUDENT
ACADEMIC ACHIEVEMENT IN EGOR LOCAL GOVERNMENT AREA OF
EDO STATE**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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CERTIFICATION

We the undersigned names hereby certify that this research work was carried out by Angel Oshokhaiyome of the Department of Educational Management, Faculty of Education, University of Benin, Benin City in partial fulfilment of the requirements for the Award of Bachelor Degree Honours in Economics and Statistics Education.

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DEDICATION

This research work is dedicated to God Almighty. I extend my deepest gratitude to Edith okhipo Ajayi (Mrs) for her support throughout my journey in the University of Benin. Your love, encouragement, and sacrifices have been a beacon of light in my journey, propelling me towards success. I am forever grateful for the opportunities you have provided me and the lessons you have taught me. Thank you for being my pillars of strength and for shaping me into the person I am today.

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ABSTRACT

This study examines the relationship between school facilities and student academic achievement in public secondary schools in Egor Local Government. School facilities, including libraries, classroom sizes, environmental conditions, and school locations, play a crucial role in shaping students' learning experiences and academic performance. Research has shown that well-maintained and adequately equipped school facilities enhance student engagement, attendance, and motivation, while poor infrastructure may lead to health issues, absenteeism, and lower academic outcomes. This study aims to investigate how variations in school facility quality impact student achievement and provide insights into effective strategies for improving the learning environment. Findings from this research will be valuable to students, teachers, school administrators, policymakers, and researchers in enhancing educational infrastructure and promoting equitable academic success. This study employs a descriptive survey research design to examine the relationship between school facilities and student academic achievement in public secondary schools in Egor Local Government Area, Edo State. A quantitative approach is utilized, with data collected through a structured questionnaire administered to eight randomly selected public secondary schools, including their principals and JSS3 students. The questionnaire, validated by experts in educational management, consists of biographical data and research-related items measured on a four-point Likert scale. Data analysis will be conducted using mean statistics, with a benchmark mean of 2.5 to determine findings. The study aims to provide empirical insights into the impact of school facilities on student learning outcomes. The findings of this study reveal that schools in Egor Local Government Area generally have adequate classrooms, laboratories, and libraries, which contribute to student learning. Students perform well in internal and external examinations; however, teachers do not always employ diverse teaching methods to enhance understanding. Smaller class sizes improve student concentration, engagement, and academic performance, while overcrowded classrooms hinder participation and comprehension. Additionally, students in smaller classes receive more individualized attention and detailed feedback. Regular use of the school library positively impacts academic success, as access to textbooks and study materials enhances learning outcomes. These findings highlight the significance of well-equipped school facilities in fostering student achievement.

CHAPTER ONE

INTRODUCTION

Background to the Study

School facilities refer to the physical spaces, equipment, resources, and infrastructure that are used to support the educational activities and programs within a school or educational institution. These facilities include buildings, classrooms, laboratories, libraries, auditoriums, gymnasiums, playgrounds, athletic facilities, administrative offices, and other areas that contribute to the overall learning environment. School facilities also encompass technology, instructional materials, furniture, and amenities that are essential for teaching and learning. Overall, school facilities are integral components of the educational system that provide students, teachers, and staff with the physical environment and resources needed to facilitate effective teaching, learning, and student development.

The learning and achievement of students are greatly influenced by school facilities, which are an essential component of the educational environment. Buildings, classrooms, supplies, and equipment all have an impact on students' academic performance, attendance, behavior, and general well-being. Studies have consistently shown how crucial school facilities are in determining the experiences and results of

students. According to a study by Earthman (2021), pupils who attend schools with good upkeep are more likely to do better academically and be more involved in their education. In order to create a favorable learning environment that promotes student success, school facilities are essential. The state of school buildings is a significant factor that affects student achievement. Tymann (2016) students in schools with deteriorating facilities were more likely to experience health issues and distractions, which can impact their academic performance. In contrast, students in well-equipped and safe facilities were found to be more focused, motivated, and engaged in their studies. Furthermore, school facilities can also impact teacher morale, job satisfaction, and retention rates. Luek (2015) teachers in schools with inadequate facilities were more likely to experience stress and burnout, leading to higher turnover rates.

Student academic achievement is a multi-faceted concept that encompasses a range of factors, including cognitive ability, motivation, engagement, and the learning environment. Academic achievement is often measured through standardized tests, grades, and performance assessments, but it is influenced by a variety of internal and external factors. The learning environment also plays a crucial role in student academic achievement. A supportive and conducive learning environment can enhance student learning experiences, promote positive relationships, and cultivate a sense of belonging and safety (Ryan & Deci, 2017). Student achievement has been demonstrated to be

positively impacted by schools that foster a favorable environment, supply sufficient resources, and allow chances for social contact and teamwork. Furthermore, by creating a welcoming and engaging learning environment, well-maintained classrooms, libraries, and technology may all help students succeed.

Student achievement is significantly influenced by school amenities. Student behavior, attendance, academic achievement, and general well-being can all be impacted by the standard of school facilities. Using data and academic sources to back up its claims, this essay will examine the connection between student academic success and school amenities.

Student achievement is significantly influenced by school amenities. The quality of school facilities can affect students' academic performance, attendance, BehaviourResearch has consistently shown that school facilities have a direct impact on student academic achievement. A study by Earthman (2021) found that students attending schools with well-maintained facilities and adequate resources tend to have higher test scores and better academic performance than those attending schools with poor facilities. This highlights the importance of investing in school infrastructure to support student learning, and overall well-being. Using data and academic sources to back up its claims, this essay will examine the connection between student academic success and school amenities.

The physical state of the school building is one of the main elements that affects student achievement. A study conducted by Fischer and Tymann (2016) found that students in schools with deteriorating buildings were more likely to experience health problems, such as asthma and allergies, which can have a negative impact on their academic performance. In contrast, students in well-maintained and clean facilities were found to have fewer health issues and better attendance rates. Furthermore, school facilities can also impact student Behaviour and motivation. A study by Bradley and Greene (2015) found that students in schools with modern and well-equipped facilities were more engaged in learning and motivated to succeed. On the other hand, students in schools with inadequate facilities were more likely to exhibit disruptive Behaviour and have lower levels of motivation. School facilities can also affect teacher retention and job satisfaction, which in turn can impact student achievement. Teachers at schools with subpar facilities were more likely to experience stress and burnout, which increased turnover rates, according to a research by Luek (20015). Because turnover rates might interfere with continuity and consistency in instruction, this may have a detrimental effect on students' academic achievement.

Statement of the Problem

Even though school facilities are known to be important for promoting student learning and achievement, there is a significant disparity in the quality and state of school

facilities across educational settings, and this disparity may negatively affect students' academic performance because students in schools with subpar facilities may have to deal with issues like poor infrastructure, outdated technology, restricted access to resources, and compromised learning environments. This calls into question the fair allocation of educational resources as well as the possibility of differences in students' academic performance depending on the standard of their school infrastructure. In order to comprehend how differences in facility quality and resources may affect student learning outcomes, it is necessary to look into the relationship between school facilities and academic accomplishment. The purpose of this study is to fill in the knowledge gap about how school amenities affect students' academic performance and to find ways to improve the learning environment for all students.

Research Question

1. What are the available school facilities in secondary schools in Egor Local Government?
2. What is the level of secondary Students Academic performance in Egor Local Government?
3. Does class size influence student academic performance in Egor Local Government Area of Edo State?

4. Is there relationship between class size and Students Academic performance in Egor Local Government Area of Edo State?
5. Is there relationship that exists between school libraries and students academic achievement in Egor Local Government?

Purpose of the Study

The study's goal is to ascertain how the physical environment of public secondary schools in the Egor Local Government relates to students' academic performance.

Specifically, to,

- i. determine how school facilities influence students' such as library influence students' academic achievement in Egor Local Government
- ii. find out the influence of school facility such as class-size influence students' academic achievement in Egor Local Government
- iii. determine the relationship between school facility such as environment and students' academic achievement in Egor Local Government
- iv. Find out the relationship that exist between s school facility such as location and students' academic achievement in Egor Local Government

Significant of the Study

The study will be beneficiary to the following people :

Students: Students are the primary beneficiaries of improvements in school facilities, as a conducive learning environment can enhance their academic performance, engagement, and overall well-being.

Teachers: Teachers can benefit from a study on school facilities and student academic achievement by gaining insights into how the learning environment impacts student learning outcomes and by informing their instructional practices to better support student success.

School Administrators: School administrators can use research findings on school facilities to make informed decisions about facility investments, resource allocation, and infrastructure improvements that can positively impact student academic achievement.

Parents and Families: Research on school facilities can help parents and families advocate for better facilities in their children's schools and understand how the quality of those facilities can impact their academic performance.

Policymakers: Policymakers at the local, state, and national levels can use research on school facilities and student academic achievement to inform education policy decisions, funding priorities, and resource allocation strategies to improve educational outcomes for all students.

Educational Researchers: Researchers in the field of education can benefit from studies on school facilities and student academic achievement to advance knowledge in this area, identify best practices, and contribute to evidence-based policy recommendations.

Definition of Terms

School Physical Environment: School physical environment includes the school building and the surrounding.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of relevant and related literature in this study.

- Concept of School Facilities
- Available School Facilities in Secondary School
- Level of Students Academic Performance
- Influence of Class Size on Academic Performance
- Relationships between School Library and Student Academic Performance
- Summary of Reviewed Literature

Concept of School Facilities

According to Emetarom, (2014), educational facilities are facilities resources in the school which are physical and spatial enablers of teaching and learning which will increase the production of results. Essential components for reaching intended educational goals when paired with other resources in sufficient quality and quantity. Owuamanam, (2015) noted that the inadequacy of infrastructural facilities is one of the major problems facing the Nigerian education system. Nwadiani, (2012) is also of the opinion that infrastructural facilities in public schools in Nigeria are inadequate leading to poor utilization. The majority of public schools, both at the higher and lower levels, do not currently meet the recommended benchmark for the supply of infrastructure facilities,

according to studies on the physical facilities at these institutions. Akinkugbe, (1994) revealed that everywhere you look, secondary, secondary, special, technical, tertiary institutions, there is abundant evidence of crippling inertia, criminal neglect and a pervasive decay in value and standard.

Both the amount and quality of amenities affect student and teacher well-being and educational outcomes. This may have made it necessary for a large number of academics, researchers, administrators, and educational planners to be interested in this field. They all agree that the enormous rise in school enrollment has resulted in insufficient educational facilities in Nigerian public schools. In a study carried out by Ikoya and Onoyase (2008), it was found that only 26% of secondary schools across the country have school infrastructure in adequate quality and quantity. Ajayi (1999) also reported that many public secondary schools are dilapidated due to inadequate funding while many tertiary institutions are living in their past glories and have been described as “Glorified Secondary Schools’ as a result of the grossly inadequate facilities in that level of education. Students are accepted to study computer engineering and science in poorly furnished labs without computers. After graduation or while still in school, they must still sign up for roadside sessions to learn how to use the computer. Some tertiary institutions have had to disaccredit certain courses as a result of this.

Secondary schools in Nigeria often have insufficient instructional facilities; classrooms, furniture, labs, workshops, maps, pens, charts, cardboard, and other supplies are all woefully lacking, as are library resources and books. In a study carried out by Asiyai (2012) on the state of facilities in Delta state public secondary schools, it was discovered that they were generally in a state of disrepair. Similarly, Adeogun (2018) reveals that facilities in public secondary schools in Ekiti State are in a state of disrepair. Before the current political dispensation in Edo state (The government of Adams Oshiomohole), many public secondary and secondary schools were in a total state of decay and dilapidation. Many of these schools continue to want attention despite efforts to reform them.

Available School Facilities in Secondary School

In secondary schools, the provision of school facilities plays a significant role in students' overall educational experiences. A student's capacity to learn and achieve academic success can be significantly impacted by a well-maintained and furnished school. Classrooms are among the most crucial school facilities in a secondary school. Students spend much of their time learning and engaging with peers and teachers in classrooms. For teaching and learning to be effective, classrooms must be furnished with the required equipment and materials. This includes ample seating, desks, whiteboards,

projectors, and technology such as computers and internet access. Adequate classroom space is also important to ensure that students have enough room to move around and participate in various educational activities.

Secondary schools ought to offer resources like computer labs, libraries, and science labs in addition to classrooms. For students to perform experiments and practical exercises in topics like biology, chemistry, and physics, science labs are necessary. Students can access a vast array of books and study materials at libraries. Computer laboratories are crucial for teaching children the fundamentals of digital skills and giving them access to technology so they can finish their schoolwork.

Upgrading school facilities with modern technology and equipment can improve the learning experience and give students the tools they need to succeed in a digital age. Regular maintenance of facilities like classrooms, libraries, and labs helps to prevent wear and tear and ensures a safe and comfortable learning environment for students. Assuring the availability and functionality of these resources depends on maintaining and upgrading school facilities.

However, many secondary schools face challenges in ensuring the availability of school facilities. Limited funding is often a major barrier to maintaining and upgrading facilities. Schools may not have enough resources to provide students with the necessary tools and resources for effective learning. Additionally, aging infrastructure and lack of

space can also pose challenges to ensuring the availability of school facilities. In conclusion, the availability of school facilities in secondary schools is essential for providing students with a quality education. Classrooms, science laboratories, libraries, and computer labs are all important resources that help students learn and succeed. Maintaining and upgrading these facilities is crucial for ensuring that students have access to the tools and resources they need to thrive academically. Despite the challenges that schools may face in ensuring the availability of facilities, it is important for educators, policymakers, and communities to work together to provide students with the best possible learning environment.

Due to their age, secondary school pupils benefit most from certain educational facilities. They will benefit much from this facility, which has images, charts, tools, drawings, maps, physical features, models, posters, and more. Other resources include printed materials like newspapers, textbooks, pictures, audiovisual equipment, globes, chalkboards, and many more. These will also be suitable for their age, the subject matter being studied, and the goals of the instruction. Therefore, the amenities that are available for teachers to use are broken down as follows.

Textbooks:

Reading materials such as textbooks are essential for adult learners. The subject content is arranged in the textbook in a way that makes sense and makes sense. It

offers the foundation for learning. It cultivates the ability to recognize information that is required on a range of topics, people, and procedures. Additionally, it encourages students' curiosity and critical thinking. Ololobou (2010).

Graphics or two-dimensional facilities:

Various steps in the introduction process are graphically represented by charts. charts include time and sequence charts, flip charts, and strip charts. and graphs, including simple bar graphs, cartoons, comics, maps, atlases, posters, and pictorial graphs All billboards are two-dimensional structures that depict information in order to clarify difficult ideas and concepts and to provide learners with a clear visual representation of the information being presented. Mezieobi (2008). Given their age, developmental stage, and capabilities, these facilities are perfect for adult learners. Improvised Facilities:

Improvisation is the process of creating a substitute using available resources when the actual or original equipment is unavailable, according to the National Teachers Institute (2006). To put it another way, improvisation is the process by which a facilitator creates educational facilities using materials that are readily available in the area and then uses those facilities to support successful classroom instruction. Examples of improvised facilities are cardboard sheets, sticks, and cartons used to create motivational replicas of an airplane, wall clock, or bird. Activities for teaching and learning in the classroom are

facilitated by improvised teaching facilities. It helps to make the lesson real to the learners it creates opportunity for the learners to participate in the provision of teaching facilities and help develop their skills of creativity and manipulation. (Ololobou, 2010).

Charts and maps are visual aids that are audible only. Maps are created to depict and display various facts in accordance with the requirements of potential consumers.

Chalkboard:

The chalkboard has been one of the oldest and most commonly used facilities resources for the teaching adult learners. The chalkboard is a display facility, which the facilitator uses for writing, sketching, illustration, drawing and others. The chalkboard is known to be use at different levels of education. Thus, also ideal for the teaching of adult learners.

Audio-visual facilities:

Radios, television are very important facilities resources in social studies teaching and learning, because of the impact of value they have on learners (Alaezi, 1989). In addition, Nwankwo (1983) prove to the fact that 70% of what are heard (audio) and seen (visual) are usually not forgotten. They appeal to the senses of hearing and sight. Thus, serves as an effective facilities for teaching students at the secondary school level.

Internet.

The internet is one of the greatest, fastest, and most modern ways to communicate information, whether it be in the form of text (written) or real-life images, given the recent developments in our nation and the wider world. When in a learning center, adult facilitators can use the internet to find the most up-to-date knowledge from around the globe and even require students to do the same. Both the facilitators' and the students' understanding of the most recent developments and activities in their local communities, their nation, and the wider world will be enhanced as a result.

Level of Students Academic Performance

Secondary school pupils' academic achievement is influenced by a number of factors, including the parents' degree of occupation, education, According to Adelusi (2014), a child's home environment or socioeconomic status has a significant impact on their academic achievement in school. As the secondary platform, the home environment makes up the cultural matrix. It is here that learning not only starts but is also fostered, supported, and developed, ultimately leading to students' academic success. Taylor (2011) saw the home as an essential variable for the all-round development and achievement of a student. The family that is the parents normally provide a child with his first social experience. Parents, siblings and others who regularly enter the home provide the models with which the child can identify (Hayes & Hopson, 2017). The function of the home in education is very emphatic because it lays the foundation such as moral, spiritual and

intellectual sustainability upon which the child is to build later in life. Taiwo (2017) asserted that the first people with whom the child comes in contact with is his parents. He went on to say that when a youngster isn't exposed to any outside influences, his parents help him develop his own moral sense. The parents initiate the child into the cultural heritage and into his immediate society, and also teach him from birth what is morally acceptable to the society. Data (2016) also identified father-mother relationship as having key roles to play in the proper upbringing of a child and enhance academic performance. Thus, Super (2017) described the family as a social, psychological and economic entity. Because it consists of a collection of individuals who work together, it is a social entity. If the parents don't lay a strong and good foundation, the school won't have much to work with, and the student will eventually become a problem for both his parents and society as a whole. Onueke (2014) opined that lack of parental supervision as one of the factors that contribute to poor academic performance of students. Parents do not watch over activities of the children at home. The school can only hope to reinforce the foundation of excellence and intellectual achievement established for the student and society when the parents carry out their traditional and educational tasks in an efficient manner. Gloom (2012) stated that variations in academic performance is characterized or patterned to home and school environment. The home compliments the efforts of the school to enable the students perform well in their academics. In this direction, the role of the school

seems to include: transmitting the culture of the society from one generation to another and improving the culture by enriching it to produce students who are more enlightened. The specific goals of secondary education are to give secondary school dropouts the chance to receive a high-quality education, accommodate students' varying skill levels, preserve Nigeria's cultural legacy, create a generation of workers who value hard work, promote unity in Nigeria, and motivate students to strive for success and personal growth in the classroom and beyond. It must be acknowledged that the achievement of the aforementioned objectives can only be ensured by the delivery of high-quality education. The effectiveness of the secondary school system is based on how well it can achieve its goals. Parental factors can be seen as all those surrounding influences which affect the growth and development of the child. In fact, parents play a crucial role in nurturing, encouraging, protecting, and securing the growth of the offspring of their union in addition to contributing chromosomes (genes). In order to help children achieve great academic results, parents and guardians must keep an eye on and work to develop their physical, emotional, and intellectual traits. Thus, Plato writing in the republic described education as: Children are your riches, and their success or failure determines the entire order of their father's household. This is the first and fairest thing the best men may ever have. According to him, no man should raise children who are not prepared to see their upbringing and education through to the finish.

Influence of Class Size on Academic Performance

In the education production function that emphasizes the relevance of individual faculty-student interaction, Correa (2019) highlights the significance of class size. According to his philosophy, teachers must balance their efforts toward the class as a whole with their attention to each individual student. The instructor puts more effort into class-wide activities at the expense of one-on-one time with larger classes. In this sense, as class size grows, individual student learning and results decrease. His model serves as an example of how crucial it is to distinguish between the effects of class size and overall student responsibility. Lazear (2018) outlines a theoretical model where class size itself is important due to the role that class size plays in setting the class room environment. While small classes may more readily accommodate pedagogical activities that enhance learning, like hands-on activities and student-faculty classroom interaction, large classes (more students) may allow students to be more disruptive and to "hide" from participation, engagement, or even attendance. Although there is conflicting data in the literature currently available on secondary and secondary class size impacts, there is more consistent evidence about the impact of class size on student assessments and grades in higher education. Glass, Cahen, and Smith (2018), state that as class size increases, achievement decreases. In a class of 40 students, a student who would receive instruction alone and score in the 63rd percentile on a national test would receive instruction and score in the 37th percentile. The advantage of ten percentile ranks is the difference

between being taught in a class of 20 and one of 40. They contend, however, that smaller class sizes during the first four years of education can result in better achievement by the time a student enters secondary school. Students who were taught in smaller classes during the secondary school years had a higher chance of continuing their education and eventually attending college, according to these researchers. On the other hand, Botha (2015) found that there was no significant difference in post-test achievement scores between large classes and small classes control groups, he concludes that larger is sometimes better. Nevertheless, Yara(2015) concludes that compare to larger classes, small classes lead to higher pupils achievement, more favourable teacher effects (e.g. morale, attitude towards students) greater attempts in individualized instruction, a better classroom climate and more favourable student effects (e.g. self-concept, participation). Yara (2015) in his study on class size and academic achievement of students in mathematics in Southwestern Nigeria found out that the performance of students in large classes was very low (23%) compared to those students in smaller classes (64%). The performance of male and female pupils in both groups differed. Therefore, he suggested that the government and policymakers make sure that more classrooms are constructed and that there be no more than thirty kids in a class. The goal of the current study was to further investigate the relationship between class size and student academic progress in Ekiti State in light of the aforementioned conflicting findings, opinions, and observations.

Lazear (2018) class size itself is important due to the role that class size plays in setting the class room environment. While small classes may more readily accommodate pedagogical activities that enhance learning, like hands-on activities and student-faculty classroom interaction, large classes (more students) may allow students to be more disruptive and to "hide" from participation, engagement, or even attendance. Mckeachie (2019) highlights the most common instructional concerns in teaching different class sizes which include difficulty at stimulating active learning and higher order thinking, maintaining interest and varying teaching strategies, selecting the appropriate pace and content for the lessons, performing versus teaching, developing valid and reliable assessment that is also manageable and co-coordinating and management assessment and feedback Hayes (2017) classifies issues associated with teaching large classes as follows:

- Discomfort: Many teachers are worried by the physical constraints imposed by large numbers in confined classrooms. They feel unable to promote learner interaction, since there is no room to move about. Some teachers also feel that teaching in large classes is physically very wearing.
- Control: Teachers are often worried by the discipline aspects of large classes. They feel they are unable to control what is happening, and that the classes become too noisy.
- Individual attention: Many teachers are concerned that they are neglecting the needs of their students as individuals.

- Evaluation: Teachers feel a responsibility for checking all of their students' work, and are worried if they cannot do so.

Learning effectiveness: All teachers want their learners to learn effectively. They are understandably worried if they don't know who is learning what. Lazear (2003) affirms that if a student misbehaves and begins disturbing the class, the teacher has to attend the disturbance and control the noise. Such action from one student or more in a large class will block the learning of that moment and affect the capability of others to learn. Pedder (2016) agrees that, in larger classes, more time is needed for non-academic activities related to administrative and organizational procedures and to the management and control of discipline. As class sizes grow, teachers are unable to provide the required pace, depth, and breadth of curriculum content due to a reduction in the number of learning opportunities. Nonetheless, teachers have an obligation to instruct students effectively and efficiently, even though there are significant issues with big class sizes. Consequently, when teaching in a big class size, the instructor must choose pedagogies that are suitable for the size of the class.

Relationships between School Library and Student Academic Performance

The school library is an essential component of any educational institution, serving as a valuable resource for students to access information, conduct research, and enhance their academic performance. The correlation between the school library and

student academic achievement has been a topic of interest for researchers and educators alike.

The school library plays a crucial role in supporting student academic performance by providing access to a wealth of resources that can aid in the learning process. According to a study by Lance and Kachel (2018), access to a well-equipped library is positively associated with student achievement, with students who have access to a school library more likely to perform better academically than those who do not. The library serves as a hub of knowledge, offering a variety of books, periodicals, and online resources that can support students in their academic pursuits.

One of the key functions of the school library is to promote reading among students, which is closely linked to academic success. Research has shown that students who read regularly tend to have higher levels of academic achievement (Merga, 2016). By providing a wide selection of books and reading facilities, the school library can help instill a love of reading in students, leading to improved literacy skills and academic performance. Additionally, the library can host reading events, book clubs, and author visits to further engage students in reading and foster a culture of literacy within the school community.

The school library is an invaluable source of information and resources for students, providing access to a wide range of facilities that can support their academic

endeavors. Through the library, students can access books, periodicals, online databases, and other digital resources that can supplement classroom learning and help them expand their knowledge in various subjects. According to Small (2017), access to information resources in the school library positively impacts student academic achievement, as students are able to conduct research, study for exams, and deepen their understanding of course facilities with the support of the library's resources. In addition to providing access to resources, the school library can also serve as a space for collaborative learning opportunities. By offering a quiet and comfortable environment for students to work together on projects, the library can help students develop important teamwork and communication skills. The library can also host group study sessions, discussions, and other collaborative activities that can enhance student learning and improve academic performance. Furthermore, access to technology and equipment in the library, such as computers and audiovisual resources, can support collaborative learning and enable students to work together more effectively.

Finally, the school library plays a significant role in supporting student academic performance by providing access to resources, promoting reading, fostering a love of learning, and offering collaborative learning opportunities. Research studies and literature have consistently shown a positive relationship between the school library and student achievement, highlighting the importance of investing in libraries to support students in

their educational endeavors. By recognizing the value of the school library and ensuring that it is well-equipped to meet the needs of students, schools can help foster a culture of academic excellence and support students in achieving their full potential.

Summary of Reviewed Literature

The availability of school facilities in secondary schools is an important factor in the overall educational experience of students. A well-equipped and maintained school facility can greatly impact a student's ability to learn and succeed in their academic endeavours. One of the most important school facilities in a secondary school is classrooms. Classrooms are where students spend the majority of their time learning and interacting with teachers and peers. It is essential for classrooms to be equipped with the necessary tools and resources for effective teaching and learning. This includes ample seating, desks, whiteboards, projectors, and technology such as computers and internet access. Adequate classroom space is also important to ensure that students have enough room to move around and participate in various educational activities.

In addition to classrooms, secondary schools should also have facilities such as science laboratories, libraries, and computer labs. Science laboratories are essential for students to conduct experiments and hands-on activities in subjects like biology, chemistry, and physics. Libraries provide students with access to a wide range of books and resources for research and studying. Computer labs are important for teaching

students' essential digital skills and providing access to technology for completing school assignments. also identified father-mother relationship as having key roles to play in the proper upbringing of a child and enhance academic performance. Thus, Super (2017) described the family as a social, psychological and economic entity. Because it consists of a collection of individuals who work together, it is a social entity. If the parents don't lay a strong and good foundation, the school won't have much to work with, and the student will eventually become a problem for both his parents and society as a whole. According to Onueke (2014), one of the things that causes students to perform poorly academically is a lack of parental monitoring. At home, parents don't keep an eye on their kids' activities. When parents perform their traditional and educational duties effectively, the school can only aspire to strengthen the basis of excellence and intellectual accomplishment set for the student and society. In order to help children achieve great academic results, parents and guardians must keep an eye on and work to develop their physical, emotional, and intellectual traits. Thus, education is the first and fairest thing that the best men can ever have, according to Plato in the Republic. Children are your riches, and the entire order of their father's household rests on how well or poorly they turn out. According to him, no man should raise children who are not prepared to see their upbringing and education through to the finish.

Influence of Class Size on Academic Performance

According to Correa (2019), class size is important in the education production function that focuses on the role of individual faculty-student interaction. His model shows how teachers must balance the attention of individual students with the attention of the entire class; the larger the class, the more the instructor devotes to class-wide activities at the expense of individual attention, which results in a decline in individual student learning and outcomes as class size increases. Lazear (2018) outlines a theoretical model where class size itself is important due to the role that class size plays in setting the class room environment. While small classes may more readily accommodate pedagogical activities that enhance learning, like hands-on activities and student-faculty classroom interaction, large classes (more students) may allow students to be more disruptive and to "hide" from participation, engagement, or even attendance. Although there is conflicting data in the literature currently available on secondary and secondary class size impacts, there is more consistent evidence about the impact of class size on student assessments and grades in higher education. Glass, Cahen, and Smith (2018), state that as class size increases, achievement decreases.

When taught in a class of 40 students, a student who would have scored in the 63rd percentile on a national test would have scored in the 37th percentile. There is a ten percentile rank advantage when teaching in a class of 20 students as opposed to a class of 40. However, they contend that smaller class sizes throughout the first four years of

education can result in better achievement by the time a student enters secondary school. These researchers found that secondary school students who were taught in smaller courses had a higher chance of continuing their education and eventually enrolling in college. On the other hand, Botha (2015) found that there was no significant difference in post-test achievement scores between large classes and small classes control groups, he concludes that larger is sometimes better. Nevertheless, Smaller classes, according to Yara (2015), result in better student achievement, more positive teacher effects (such as morale and attitude toward students), more attempts at individualized instruction, a better classroom climate, and more positive student effects (such as self-concept and participation) than larger classes. Yara (2015) in his study on class size and academic achievement of students in mathematics in Southwestern Nigeria found out that the performance of students in large classes was very low (23%) compared to those students in smaller classes (64%).

The performance of male and female pupils in both groups differed. Therefore, he suggested that the government and policymakers make sure that more classrooms are constructed and that there be no more than thirty kids in a class. The goal of the current study was to further investigate the relationship between class size and student academic progress in Ekiti State in light of the aforementioned conflicting findings, opinions, and observations.

CHAPTER THREE

RESEARCH METHODOLOGY

The purpose of this chapter is to present the method and procedures used in the data collection on Facilities Adequacy and Students Academic Achievement in Egor Local Government Area of Edo State. The research method is presented under the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Reliability of the Instrument
- Validity of the Instrument
- Method of Data collection
- Method of Data Analysis

Research Design

This study adopted the descriptive survey research to investigate the relationship between school facilities the student academic achievement. The survey design is appropriate because it allows the researcher to collect data from a large number of respondents efficiently and analyze their perceptions statistically.

Since this research focuses on the relationship between school facilities the student academic achievement, a quantitative approach will be employed to measure and analyze data numerically. This approach allows for objectivity and generalization of Findings.

Population of the Study

The population of the study comprises of twelve (12) public secondary school and twelve principals, and all the JSS3 Students who enrolled for the JSCE in these schools in Egor Local Government Area of Edo State.

Sampling and Sampling Technique

The sample consist of one hundred and six (106) respondent drawn from five public secondary schools and five principals will be selected out of twelve public secondary schools and twelve principals in Egor Local Government Area of Edo State as the sample of the study using random sampling technique

Research Instrument

This section described the data collection instrument used in the study, explaining its nature, purpose, and justification for selection. A structured questionnaire was employed to gather data. The questionnaire consists of two sections: Section A and Section B. Section A captures the biographical data of respondents, while Section B contains research-related items designed to obtain responses regarding the relationship between school facilities and the student academic achievement. of student. The rating technique used for the questionnaire was a Four-point Likert scale of Strongly agree (SA=4 points), Agree (A = 3 points), Disagree (D = 2 points), and Strongly Disagree (SD = 1 point)

Reliability of the Instrument

The instrument we're not tested for reliability as they were required to collect factual information from the school

Validity of instrument

The research Instrument was subjected to scrutiny by the project supervisor and two other expert in the Department of Educational Management, Faculty of Education at the University of Benin. Their correction, opinion, suggestions and recommendations

were used to produce the final instrument. This, the content and construct of the Instrument was guaranteed.

Method of Data collection

The researcher directly administered the questionnaire to his participants and also retrieve them that same day. The questionnaire choice is based on it's efficiency in gathering standardize response from large sample (Saundees et al, 2019).

Method of Data Analysis

The data collected will be analyzed using mean Statistics with a mean point of 2.5.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter dealt with the study, the conclusions drawn, results obtained and recommendations offered.

Summary

Twelve public secondary schools in the Egor Local Government Area of Edo state made up the study's population, and it was conducted to find out how school facilities and student academic achievement relate to one another. Five research questions were posed and looked at in order to accomplish the study's goal.

One hundred and six (106) respondents, selected from five public secondary schools in the Egor Local Government Area, comprised the study's sample size. A self-structured questionnaire created by the researcher and approved by the project manager served as the research instrument. For the study, the description survey design was chosen. Mean and other descriptive statistics were employed in the study.

Findings of the research

The findings from the study reported that schools in Egor Local Government Area has adequate classroom that are well equipped. It was discovered that school provides

sufficient laboratory facilities for science related subjects. It was also revealed during the research that schools has a functional library with adequate learning material.

It was discovered that student in Egor Local Government Area performed well in internal examination. It was also revealed that teachers do not ensure that students understand subject effectively through various teaching methods.

It was discovered that smaller class size improve student concentration and engagement in lessons. It was revealed that overcrowded classroom make it difficult for student to understand lessons taught in the class. It was also discovered that teacher provide better individual attention in class with fewer student.

It was discovered that student in smaller classes tend to perform better in assessment than those in a larger classes. It was revealed that large class negatively affect student ability to participate actively in lesson. It was also revealed that teacher in smaller classes can provide more detailed feedback to student.

It was discovered that student who use the library regularly perform better in their studies. It was revealed that the availability of textbook and study materials in the library enhance learning outcome. It was also discovered that a well equipped school library contribute to student academic success.

Conclusion

The study dealt on the relationship between school facilities and the student academic achievement in Egor Local Government Area of Edo state. Following the analysis of the data collected and findings made, the following conclusions were drawn: schools in Egor Local

Government Area has adequate classroom that are well equipped. Schools has a functional library with adequate learning material. It was concluded that student performed well in internal examination. It was concluded that teachers do not ensure that students understand subject effectively through various teaching methods. It was concluded that smaller class size improve student concentration and engagement in lessons. It was concluded that overcrowded classroom make it difficult for student to understand lessons taught in the class. It was concluded that teachers provide better individual attention in class with fewer student. It was concluded that student in smaller class tend to perform better in assessment. It was concluded that large class negatively affect student ability to participate actively in lesson. It was concluded that teachers in smaller classes can provide more detailed feedback to student. It was concluded student who use the library regularly perform better in their studies. It was concluded that availability of textbook and study materials in the library enhance learning outcome.

Finally, it was concluded that a well equipped school library contribute to student academic success.

Recommendations

Based on the findings regarding the relationship between school facilities and the student academic achievement in Egor Local Government Area of Edo state. Here are some key recommendations:

1. Teachers should ensure that students understand subject effectively through various teaching methods.
2. Government should build more classrooms so as to eradicate overcrowded classroom.

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APPENDICES
QUESTIONNAIRE
DEPARTMENT OF EDUCATIONAL MANAGEMENT
FACULTY OF EDUCATION
UNIVERSITY OF BENIN

Research questions

Instructions: Please indicate the extent to which you agree or disagree with the following statements by selecting one of the options:

Strongly Disagree (SD)

Disagree (D)

Agree (A)

Strongly Agree (SA)

S/N	ITEMS	SA	A	D	SD
	What are the available school facilities in secondary schools in Egor Local?				
1	Our school has adequate classrooms that are well-equipped.				
2	The school provides sufficient laboratory facilities for science-related subjects.				
3	The school has a functional library with adequate learning materials.				
	What is the level of secondary students' academic performance in Egor Local?				
4	Students in my school perform well in internal examinations.				
5	The majority of students achieve good grades in external examinations.				
6	Teachers ensure that students understand subjects effectively through various teaching methods.				
	Does class size influence student academic performance in Egor Local Government?				
7	Smaller class sizes improve students' concentration and				

	engagement in lessons.				
8	Overcrowded classrooms make it difficult for students to understand lessons.				
9	Teachers provide better individual attention in classes with fewer students.				
	Is there a relationship between class size and students' performance in Egor Local Government?				
10	Students in smaller classes tend to perform better in assessments.				
11	Large class sizes negatively affect students' ability to participate actively in lessons.				
12	Teachers in smaller classes can provide more detailed feedback to students.				
	Is there a relationship between school libraries and students' academic?				
13	Students who use the library regularly perform better in their studies.				
14	The availability of textbooks and study materials in the library enhances learning outcomes.				
15	A well-equipped school library contributes to students' academic success.				