

**RELATIONSHIP BETWEEN SCHOOL FACILITIES AND STUDENTS'
ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN
OREDO LOCAL GOVERNMENT AREA OF EDO STATE**

BY

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EDU1904015

DEPARTMENT OF EDUCATIONAL MANAGEMENT

UNIVERSITY OF BENIN

BENIN CITY, NIGERIA

NOVEMBER, 2023

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
MANAGEMENT IN PARTIAL FULFILMENT OF THE REQUIREMENTS
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CERTIFICATION

We, the undersigned names hereby certify that this research work was carried out by Blessing UHEBORMHEN with Matriculation Number: EDU1904015 of the Department of Educational Management, Faculty of Education, University of Benin, Benin City in partial fulfillment of the requirements for the Award of Bachelor Degree (B.Sc. Ed) in Educational Management.

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DEDICATION

This work is dedicated to God Almighty, the Beginning and End. The work is also dedicated to my wonderful parents, Mr. and Mrs. Sylvester Uhebormhen.

ACKNOWLEDGEMENTS

The researcher expresses her profound gratitude to God Almighty for His grace and life-saving protection. Her project supervisor, Dr. (Mrs.) F. E. Iwerebor, has provided invaluable direction and insights throughout the research journey, for which she is incredibly grateful. Along with her project coordinator, Dr. (Miss.) Nkechi Obiweluzor, and her department head, Dr. (Mrs.) U. Momoh, the researcher would also want to express her gratitude to all of her lecturers for their support and academic contributions during her time at the University of Benin.

She wants to convey her sincere thanks to Mr. and Mrs. Sylvester Uhebormhen, her parents, for their unwavering spiritual, mental, and material support. She prays, Amen, that God would continue to bless them and give them long life and excellent health!

The researcher would like to sincerely thank her two beautiful siblings, Happy and Miracle, for their prayers, support, and well-wishes during her time at these outstanding institutions. She would especially like to express her gratitude for their unwavering support.

She expresses her gratitude to her friends Sonia, Anita, Stephanie, and Vivian for their support and sisterly affection during her time at school. She appreciates each and every one of her classmates in the Educational Management course. She is grateful to them for contributing to her amazing University of Benin experience.

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ABSTRACT

The study looked at the connection between academic achievement of pupils in public secondary schools in Edo State's Oredo Local Government Area and school infrastructure. Four research questions were posed and addressed in order to fulfill the study's objective. 174 teachers made up the study's sample size. Data was gathered via a questionnaire. For the study, a descriptive survey research approach was chosen. Simple percentage and frequency count were used in the data analysis.

The study's conclusions showed how little educational amenities are offered in public secondary schools in Edo State's Oredo Local Government Area. It was determined that, at public secondary schools in Edo State's Oredo Local Government Area, there is a substantial correlation between school facilities and pupils' academic achievement.

Among other recommendations made by the study was that the government should supply sufficient physical facilities for schools in order to guarantee efficient teaching and learning processes.

CHAPTER ONE

INTRODUCION

Background to the Study

A major aspect affecting pupils' academic achievement is the state of the schools. The term "school facilities" refers to the physical location of the school, its buildings, playgrounds, equipment, and other materials that are used to support efficient operations related to teaching and learning. It refers to all of the tangible resources that the school community uses, such as its buildings and equipment. The land used for the school and every building on it comprise the facilities. It alludes to the physical space inside the school—the playground, the classrooms, the equipment, and other materials needed for efficient teaching and learning. It includes the following: location, climate, lighting, ventilation, floor, amount of space allocated to each student, safety and health conditions, play spaces, cafeteria, and library.

In addition to safeguarding students' physical wellbeing, school facilities are an asset that may be leveraged to promote and enable successful teaching and learning. In order to guarantee their relevance to the school curriculum and to effective teaching and learning in educational institutions, school facilities must be suitably and properly planned, constructed, and maintained. As a result, well-built, practical classrooms with a variety of instructional tools enable efficient curriculum delivery

and have a beneficial impact on students' academic achievement. In order to improve learning outcomes, materials present in school environments, such as classrooms, labs, libraries, and whiteboards, can be considered school physical facilities.

The materials present in classrooms, labs, libraries, and other school environments, such as chalkboards, tables, desks, and others, might be considered school physical facilities in this context in order to improve learning outcomes. Thus, educational facilities are the tangible assets that support efficient instruction and learning in classrooms. It makes it possible for a proficient teacher to attain a degree of educational efficiency that is far higher than what is achievable in the absence of them. Students' motivation to learn is frequently influenced by school facilities, including classrooms, libraries, labs, offices, and other resources and equipment.

Academic performance refers to a student's capacity for factual knowledge retention and vocal or writing communication of that knowledge. It might also be described as the child's learning objectives. This covers the information, abilities, and concepts they have learned both inside and outside of the classroom over their term of study. Academic performance is the measure of a student's ability to complete assignments and studies. Academic success in students is defined as excellence in all subjects studied, both in the classroom and outside of it. It

comprises confidence, communication skills, and excellence in athletic behavior, among other things.

The physical attributes of schools have a significant impact on how well pupils do academically. Lack of teaching resources, classroom equipment, recreational facilities, and school structures may make it impossible for students to perform academically. The primary aim of school buildings is to meet preset educational goals set by educational planners. By giving pupils a location for psychological and physical safety, school facilities improve education and meet community needs. Students' academic performance is also improved by it. This means that educational facilities should be planned to meet students' emotional and physical requirements. Ensuring safe structures, sufficient sanitary facilities, a balanced visual environment, an acceptable temperature environment, a pleasing environment are the only ways to meet the physical needs of pupils.

Statement of the Problem

Today's public secondary school facilities seem to be a major cause of concern for all parties involved in education. The amount of facilities provided for schools appears to be insufficient; some of the ones that are there appear to be in a condition of disrepair, while others appear to be poorly maintained or may not operate at all.

Lack of infrastructure in our public secondary schools appears to be the cause of students' recent poor academic performance. It is depressing to realize that the majority of public secondary schools don't appear to have the resources needed to support efficient teaching and learning; as a result, kids may perform poorly academically. It is a common observation that the majority of school buildings are in poor condition, with broken tables and chairs, rough flooring, windows without louvers, and overgrown compounds. There are schools with roofs that have blown off, schools with unclean structures, and schools without lightning. Could kids' subpar academic achievement be attributed to these issues? The researcher is looking for a response to this topic, thus they are looking into the connection between the academic performance of pupils in public secondary schools and school amenities.

Research Questions

In order to guide this study, the following research questions have been formulated:

1. To what extent are school facilities available in public secondary schools?
2. What is the level of teachers' utilization of school facilities available in public secondary schools?
3. What is the level of students' academic performance in public secondary schools?

4. Is there a significant relationship between school facilities and students' academic performance in public secondary schools?

Hypothesis

Research questions 1-3 will be answered directly while research question 4 will be hypothesized and tested at 0.05 significant levels

- There will be no significant relationship between school facilities and students' academic performance in public secondary schools.

Purpose of the Study

The main purpose of the study is to investigate on the relationship between school facilities and students' academic performance in public secondary schools.

Therefore, the specific objectives are:

1. To determine the extent school facilities are available in public secondary schools;
2. To examine the level of teachers' utilization of school facilities available in public secondary schools e;
3. To find out the level of students' academic performance in public secondary schools;
4. To ascertain if there exist a significant relationship between school facilities and students' academic performance in public secondary schools.

Significance of the Study

Future researchers, the government, curriculum designers, students, and the general public would all benefit from the study. Students will gain from the study because it will raise awareness of the impact that school amenities have on students' academic achievement. The study would assist in instilling in pupils the culture of facility maintenance in their respective institutions. Curriculum planners will gain from the study because it will help them understand the need of holding workshops and seminars to improve the standard of school facilities and how best to support students in achieving their maximum performance, which will ultimately contribute to the effectiveness of the educational system.

In order to achieve the stated secondary education goals and objectives in Edo State, the Ministry of Education and other policy-making bodies of government would benefit from the study, particularly in the measures they take to resolve the factors that have been identified as working against school facilities in secondary schools. The results of this research will indicate the most effective approaches or steps that should be done to raise the standard of education in Edo State, which supports student productivity and an efficient educational system overall.

Scopes and Delimitation of the study

The study focuses on school facilities and the academic performance of JSS1 students who sat for the promotional examination to JSS2 in junior secondary schools. The study is delimited to all the public secondary schools.

Operational definition of terms

The following terms are operationally defined;

School Facilities: School facilities are things like teaching supplies, classroom space, furniture, machinery, and other items that help with teaching and learning while also safeguarding the kids' bodily health.

Students' Academic Performance: Academic performance of pupils is defined in this study as their capacity to learn, retain information, and express that information either orally or in writing.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed literature related to this study. The review was organized into the following sub-headings:

- Theoretical Framework
- Concept of School Facilities
- Concept of Students' Academic Performance
- Extent of Availability of School Facilities in Secondary Schools
- Level of Teachers' Utilization of School Facilities
- Relationship Between School Facilities and Students' Academic Performance
- Summary of Literature Reviewed

Theoretical Framework

The study is using the theory of appropriateness of performance as its theoretical framework. The fundamental tenet of the idea of adequate performance is that

when educational resources, including textbooks, computers, playground equipment, and school buildings, are readily available and in acceptable shape, students' academic performance is typically satisfactory and assured. According to the theory, in order to guarantee that students perform to the level expected of them, it is necessary to make sure that the school's buildings are safe, have enough restrooms, a balanced lighting system, an appropriate temperature, a satisfactory acoustic system, and enough space for students to work and unwind. The goal of the instructional process is to attain effectiveness and efficiency.

The idea that a child's environment influences their learning and conduct is the foundation of the adequate performance theory. Additionally, it is believed that behavior and education are responses to their surroundings. Furthermore, according to the notion, a child's ability to function adequately becomes unattainable and a mirage under an unfavorable learning environment. However, achieving enough performance is simple when the surroundings are changed to promote better learning. Whether at home or in the classroom, fostering an environment that is favorable to learning helps young minds develop into places where knowledge is more advanced.

The hypothesis is pertinent to this work because it clarifies how providing excellent school facilities can lead to pupils performing better academically. Good school facilities can improve student performance and encourage both professional

and personal growth. The theory is relevant to the study as well since it emphasizes how students interact with their surroundings to produce logical concepts and knowledge that are necessary to ensure that students function at an adequate level.

Concept of School Facilities

All of the resources that a school has at its disposal to support and encourage efficient teaching and learning while also safeguarding the physical well-being of its students is referred to as its facilities. The physical manifestation of the academic program is the school's infrastructure. That is, a significant portion of the design and function of the school buildings that will be built are dictated by the curriculum. In order to guarantee their relevance to the school curriculum and to effective teaching and learning in educational institutions, school facilities must be suitably and properly planned, constructed, and maintained. Effective curriculum delivery is consequently made possible by well-designed, practical school buildings that are equipped with a variety of instructional aids.

In addition to safeguarding students' physical wellbeing, school facilities are an asset that may be leveraged to promote and enable successful teaching and learning. In order to guarantee their relevance to the school curriculum and to effective

teaching and learning in educational institutions, school facilities must be suitably and properly planned, constructed, and maintained. As a result, well-built, practical classrooms with a variety of instructional tools enable efficient curriculum delivery and have a beneficial impact on students' academic achievement.

The materials present in classrooms, labs, libraries, and other school environments, such as chalkboards, tables, desks, and others, might be considered school physical facilities in this context in order to improve learning outcomes. Thus, educational facilities are the tangible assets that support efficient instruction and learning in classrooms. It makes it possible for a proficient teacher to attain a degree of educational efficiency that is far higher than what is achievable in the absence of them. Students' motivation to learn is frequently influenced by school facilities, including classrooms, libraries, labs, offices, and other resources and equipment.

School buildings, playgrounds, equipment, and other physical resources that are given for efficient teaching and learning operations are referred to as school facilities. All of the tangible resources used by the school community, such as buildings and equipment, are included. The school property and every physical building on it comprise the school facilities. Regarding efficient teaching and learning operations, it relates to the school's physical structure, playground, equipment, and other material resources. Play spaces, the cafeteria and library, the

location, the weather, the lighting, the ventilation, the floor, and the space allotted to each student are all included.

Concept of Students' Academic Performance

Academic performance refers to a student's capacity for factual knowledge retention and vocal or writing communication of that knowledge. It might also be described as the child's learning objectives. This covers the information, abilities, and concepts they have learned both inside and outside of the classroom over their term of study. Academic performance is the measure of a student's ability to complete assignments and studies. Academic success in students is defined as excellence in all subjects studied, both in the classroom and outside of it. It comprises confidence, communication skills, and excellence in athletic behavior, among other things.

Academic performance can be defined as the degree to which a particular student acts or completes a task, as well as how successfully or unsuccessfully they complete the task or the activities that are part of the learning process. Academic performance is a gauge of students' output, and learning—the modifications in students' knowledge, abilities, and attitudes as a result of their experiences in the educational system—is how education's primary outputs are expressed.

Academic performance is the degree of a student's success, accomplishment, or performance in the classroom. The process of enhancing each student's abilities and potential in order to position them for success in a particular community or culture is known as academic performance. According to this viewpoint, education primarily serves as a tool for personal growth. It is crucial to remember that the environment in which pupils perform academically may have a significant impact on their performance, and as a result, the skills required may change depending on the situation. In this sense, it may be said that depending on the situation, academic achievement might also have different definitions and standards.

Extent of Availability of School Facilities in Secondary Schools

The availability of audio-visual resources in schools, such as slides, films, multimedia, television, and video, increases student motivation for learning since they are interesting and concrete. They also add diversity and freshness to the teaching and learning process. This is due to the fact that these are appealing to students of various skill levels. Students with a variety of backgrounds and skill levels can find the course more understandable and engaging when audio-visual resources are used systematically. Thus, audio-visual resources can support successful learning for students who are not linguistically brilliant as well as for children who read and write easily.

In addition to increasing student participation and providing necessary reinforcement, audiovisual resources help broaden the range of experiences available to them, maintain coherence and order in their thinking, and enhance the efficacy of other materials. It stands for performance outcomes, which show how well an individual has performed in relation to particular objectives that were the main focus of activities in educational settings, such as schools, colleges, and universities.

Teachers' use of the school's resources helps pupils achieve academically by enabling them to get over physical obstacles that arise when presenting material. For instance, teachers who use school resources to communicate information—such as slides, tapes, televisions, films, and programs—help students overcome physical challenges to a large extent. The use of school facilities by educators helps them impart to students the knowledge, abilities, and attitudes that support conceptual understanding and enjoyment. Teachers are better able to monitor, assess, and evaluate the learning process and learning outcome when they are able to use school facilities to provide tailored and practical education.

Relationship between School Facilities and Students' Academic Performance

The physical attributes of schools have a significant impact on how well pupils do academically. Lack of teaching resources, classroom equipment, recreational facilities, and school structures may make it impossible for students to perform

academically. The primary aim of school buildings is to meet preset educational goals set by educational planners. By giving pupils a location for psychological and physical safety, school facilities improve education and meet community needs. Students' academic performance is also improved by it. This means that educational facilities should be planned to meet students' emotional and physical requirements.

Students' physical needs can only be satisfied by providing them with secure buildings, enough restrooms, a visually balanced atmosphere, a suitable temperature, and enough space for them to work and unwind. By making the environment welcoming and comfortable, one may satisfy the emotional demands of the students. Students' academic performance might rise when they work in a welcoming and motivating educational environment. A big number of students get together to acquire knowledge during the teaching and learning process. Physical locations and facilities that support the teaching and learning process are necessary for this.

Insufficient resources will hinder the success of an experienced educator with improvisation skills. Indeed, a supportive atmosphere is necessary for the successful teaching and learning of other school sports. Enough school space would, therefore, provide an environment where educators could apply their

imagination and expertise to help kids learn effectively, thus raising student achievement.

Summary of Literature Reviewed

The ideas of educational facilities and students' academic achievement were critically analyzed in the evaluated literature. According to a review of the literature, school facilities include things like space, furniture, machines, instructional materials, and other items that help with teaching and learning while also safeguarding the kids' physical health. Conversely, academic performance refers to a student's capacity for factual recall and study as well as their ability to express their knowledge orally or in writing.

The amount of school facilities that are available in secondary schools was also looked at in the literature research. It is evident from the analyzed empirical research that secondary schools have limited access to school facilities. The literature evaluation also looked at how much use teachers made of the facilities in the schools. The analysis of empirical data showed that secondary school instructors make extensive use of the school's resources.

An analysis of the connection between school amenities and students' academic achievement wrapped up the literature evaluation. The analysis of

empirical research indicates a strong correlation between students' academic achievement and the availability of school facilities.

CHAPTER THREE

METHODOLOGY

This chapter described the methods that was used in conducting this research. This was done along the following sub-headings:

- Research design
- Population of the study
- Sample and sampling technique
- Research instrument
- Validity of the instrument
- Reliability of the instrument
- Administration of the instrument

- Method of data analysis

Research Design

The descriptive survey research design was chosen for this investigation. Without changing any factors, a descriptive survey design entails watching and gathering information about a certain subject. This design is thought to be appropriate for the study since it will aid in gathering information to look into the connection between academic achievement of students and school amenities in public secondary schools.

Population of Study

The 16 public secondary schools in the Oredo Local Government Area of Edo State, which include 4,011 JSS1 students and 347 teachers, made up the study's population.

Sample and Sampling Technique

A random selection of four schools will be made, each of which represents 25% of all public schools under the local government. To choose 50% of the 174 instructors who work in the schools, a straightforward random sample procedure will be applied.

Research Instrument

For this investigation, two research instruments will be employed. "School Facilities and Students' Academic Performance Questionnaire (SFSAPQ)" is the

name of the first instrument, while "Students' Academic Performance Checklist (SAPC)" is the name of the second. The first tool, the questionnaire, will be used to gather pertinent information.

Validity of the Instrument

The project manager will verify the content validity of the created questionnaire through validation. The supervisor's suggestions will be included in the final draft of the assignment before it is turned in.

Reliability of Instrument

The instrument's reliability was assessed using the test-retest procedure. A group of 20 respondents who were not involved in the study were given the questionnaire. Students were given the instruments to complete, and Pearson's Product Moment Correlation Coefficient was used to analyze the results. With a reliability coefficient of 0.81, it may be concluded that the instrument is trustworthy for the research.

Administration of the Instrument

The researcher will give the questionnaire to the respondents at each of the four public secondary schools. After two days, the researcher will administer the instruments and collect them.

Method of Data Analysis

The frequency count and simple percentage will be used by the researcher during data analysis to calculate the study's conclusions. A percentage score of more than 50% will be regarded as high, and one below 50% as low. The hypotheses will be assessed at the 0.05 level of significance using the Pearson Moment Correlation method.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the data collected from respondents, as well as the results of their analyses. The presentation and analyses are according to the research questions. The summary of findings from the analyses is also presented.

Presentation of Results

Research Question 1: To what extent are school facilities available in public secondary schools in Oredo Local Government Area of Edo State?

Table 1: Responses on the extent of school facilities availability in public secondary schools

S/N	Items	Total No of respondents	Agree	%	Disagree	%	Remarks
1.	There is availability of laboratory for practical in the school	174	48	27.6	126	72.4	Low
2.	There is availability of first aid equipment in the school	174	51	29.3	123	70.7	Low
3.	There is availability of enough chairs and desk in each classrooms	174	43	24.7	131	75.3	Low
4.	There is availability of instructional materials like graph, chalks	174	59	33.9	115	66.1	Low
5	There is availability of computers for teaching and learning	174	16	9.2	158	90.8	Low

Data presented in Table 1 indicated that under item 1, 27.6% of the sampled respondents agreed that there is availability of laboratory for practical in the school while 72.4% of the sampled respondents disagreed. Under item 2, 29.3% of the sampled respondents agreed that there is availability of first aid equipment in the school while 70.7% of the sampled respondents disagreed. Under item 3, 24.7% of the sampled respondents agreed that there is availability of enough chairs and desk in each classrooms while 75.3% of the sampled respondents disagreed. Under item 4, 33.9% of the sampled respondents agreed that there is availability of instructional materials like graph, chalks while 66.1% of the sampled respondents disagreed. Under item 5, 9.2% of the sampled respondents agreed that there is

availability of computers for teaching and learning while 90.8% of the sampled respondents disagreed.

The analysis of data in the above table therefore implies that there is low extent to which school facilities are available in public secondary schools in Oredo Local Government Area of Edo State.

Research Question 2: What is the level of teachers’ utilization of school facilities available in public secondary schools in Oredo Local Government Area of Edo State?

Table 2: Responses on the level of teachers’ utilization of available school facilities in public secondary schools

S/N	Items	Total No of respondents	Agree	%	Disagree	%	Remarks
1.	Teachers regularly take out students to the school laboratory for practical	174	63	36.2	111	63.8	Low

	work						
2.	Teachers often use of computers in teaching certain topics to the students	174	13	7.5	161	92.5	Low
3.	Teachers often make use of graph during teaching and learning activities	174	69	39.7	105	60.3	Low
4.	Teachers regularly make use of first aid equipment available in the school	174	72	41.4	102	58.6	Low
5	Teachers often make use of video clips and disk recording during classroom lessons	174	31	17.8	143	82.2	Low

Data presented in Table 2 revealed that under item 1, 36.2% of the sampled respondents agreed that teachers regularly take out students to the school laboratory for practical work while 63.8% of the sampled respondents disagreed. Under item 2, 7.5% of the sampled respondents agreed that teachers often use of computers in teaching certain topics to the students while 92.5% of the sampled respondents disagreed. Under item 3, 39.7% of the sampled respondents agreed that teachers often make use of graph during teaching and learning activities while 60.3% of the sampled respondents disagreed. Under item 4, 41.4% of the sampled respondents agreed that teachers regularly make use of first aid equipment available in the school while 58.6% of the sampled respondents disagreed. Under

item 5, 17.8% of the sampled respondents agreed that teachers often make use of video clips and disk recording during classroom lessons while 82.2% of the sampled respondents disagreed.

The analysis of data in the above table therefore implies that there is low level of level of teachers' utilization of school facilities available in public secondary schools in Oredo Local Government Area of Edo State.

Research Question 3: What is the level of students' academic performance in public secondary schools in Oredo Local Government Area of Edo State?

Table 3: Level of J.S.S 1 students' academic performance in Mathematics and English language in promotion to J.S.S 2 in junior secondary schools in Oredo Local Government Area of Edo State in 2021/2022 academic session

Name of school	Students' enrollment	No that pass Maths	% pass in Maths	No that pass English	% pass in English	Remark on Maths Performance	Remark on English Performance
Edo College	104	99	94.1	83	79.8	High	High

Emotan Secondary School	109	101	92.7	98	89.9	High	High
Idia College	127	116	91.3	111	95.7	High	High
Oredo Girls Secondary School	114	105	92.1	101	88.6	High	High
Total	454	421	93.2	392	88.5	High	High

From the analysis of results in Table 4, it is seen that out of the four hundred and fifty four (454) students who sat for the promotional examination in junior secondary schools in Oredo Local Government Area of Edo State in 2021/2022 academic session, 421 students constituting 93.2% of the students passed in mathematics while 392 students representing 88.5% passed in English language.

The analysis of data in the above table therefore implies that there is high level of students' academic performance in public secondary schools in Oredo Local Government Area of Edo State in 2021/2022 academic session.

Hypothesis Testing

Hypothesis 1: There is no significant relationship between school facilities and students' academic performance in public secondary schools in Oredo Local Government Area of Edo State

Table 4: Pearson correlation on significant relationship between school facilities and students' academic performance

Variables	N	Pearson r	Sig(2tail)	Decision
School Facilities	174	.873	.718	Rejected

Students' Academic Performance

Hypothesis in Table 4 sought to determine if there exist a significant relationship between school facilities and students' academic performance in public secondary schools in Oredo Local Government Area of Edo State. The result in table 5 revealed a Pearson correlation of .873 with a corresponding p-value of .718 at .05 alpha level. Since the p-value of .718 is less than the r-calculated value of .873, the null hypothesis which stated that there is no significant relationship between school facilities and students' academic performance in public secondary schools in Oredo Local Government Area of Edo State is rejected while the alternate hypothesis is accepted. This implies that there is a significant relationship between school facilities and students' academic performance in public secondary schools in Oredo Local Government Area of Edo State.

Discussion of Findings

Findings from the study revealed that there is low extent to which school facilities are available in the public junior secondary schools.

Findings from the study also revealed that there is low level of level of teachers' utilization of school facilities available in the public junior secondary schools.

Findings from the study indicated that there is high level of students' academic performance in the public junior secondary schools.

Findings from the study also indicated that that there is a significant relationship between school facilities and students' academic performance in the public junior secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

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

Summary

The study investigated the relationship between school facilities and students' academic performance in public secondary schools. Four research questions were raised and answered. The research questions were as follow:

1. To what extent are school facilities available in public secondary schools?
2. What is the level of teachers' utilization of school facilities available in public secondary schools?
3. What is the level of students' academic performance in public secondary schools?
4. Is there a significant relationship between school facilities and students' academic performance in public secondary schools?

4,011 JSS1 pupils and 347 teachers from 16 public secondary schools in Edo State's Oredo Local Government Area made up the study's population. (Reference: Iyaro, Ministry of Education, 2023) Oh dear. 50% of the teachers (174) working in the schools were chosen using a basic random sample technique. For this investigation, two research instruments were used. The "Students' Academic Performance Checklist (SAPC)" was the second instrument, and the first was a questionnaire named "School Facilities and Students' Academic Performance Questionnaire (SFSAPQ)". The supervisor of the researchers and two additional

instructors from the Department of Educational Management at the Faculty of Education validated the tools.

The data was analyzed using percentage in line with the set standard of the National Policy of Education. The study revealed that:

- There is low extent to which school facilities are available in public secondary schools.
- There is a high level of level of teachers' utilization of school facilities available in public secondary schools.
- There is high level of students' academic performance in public secondary schools.
- There is a significant relationship between school facilities and students' academic performance in public secondary schools.

Conclusion

Based on the findings of the study, the researcher concluded that there is a significant relationship between school facilities and students' academic performance in public secondary schools.

Recommendations

Based on the findings and conclusion drawn, the following recommendations were proffered:

1. To guarantee successful teaching and learning activities, the government should provide sufficient physical infrastructure for schools.
2. The government must make sure that schools are regularly inspected and overseen in order to guarantee that the resources provided are used efficiently in the teaching and learning process. This can be done through Ministry of Education representatives and school principals.
3. To guarantee that school buildings stay in good shape, the government should set up a regular maintenance program.
4. Teachers should get training from the government on how to make the most use of school infrastructure to improve instruction and learning. Instructors must to be knowledgeable about the materials at their disposal and how to incorporate them into their teaching.

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DEPARTMENT OF EDUCATIONAL MANAGEMENT
FACULTY OF EDUCATION
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The questionnaire is for the purpose of conducting a study on the “**Relationship between School Facilities and Students’ Academic Performance in Public Secondary Schools in Oredo Local Government Area of Edo State**”. Kindly fill it as appropriate. Your information will be treated confidentially. Hence no name is required.

Indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	Items	High	Moderate	Low
	To What Extent Are School Facilities Available In Public Secondary Schools In Oredo Local Government Area Of Edo State?			
1.	There is availability of laboratory for practical in the school			
2.	There is availability of first aid equipment in the school			
3.	There is availability of enough chairs and desk in each classrooms			
4.	There is availability of instructional materials like graph, chalks			
5.	There is availability of computers for teaching and learning			
	What is the Level of Teachers’ Utilization of School Facilities Available in Public Secondary Schools in Oredo Local Government Area of Edo State?			
6.	Teachers regularly take out students to the school laboratory for practical work			
7.	Teachers often use of computers in teaching certain topics to the students			
8.	Teachers often make use of graph during teaching and learning activities			
9.	Teachers regularly make use of first aid equipment available in the school			
10.	Teachers often make use of video clips and disk recording during classroom lessons			

STUDENTS’ ACADEMIC PERFORMANCE CHECKLIST (SAPC)

CHECKLIST: J.S.S 1 students' academic performance in promotion to J.S.S 2 in junior secondary schools in Oredo Local Government Area of Edo State in 2021/2022 academic session

Name of school	Students' enrollment	No that pass Maths	% pass in Maths	No that pass English	% pass in English	Remark on Maths Performance	Remark on English Performance
Edo College							
Emotan Secondary School							
Idia College							
Oredo Girls Secondary School							