

## **INFLUENCE OF SCHOOL FACILITIES ON ACADEMIC ACHIEVEMENT OF PUBLIC SECONDARY SCHOOL STUDENTS IN LAGOS STATE**

**IKEGBUSI, NJIDEKA GLORIA (PhD)**

**Department of Educational Foundations**

**Faculty of Education**

**Chukwuemeka Odumegwu Ojukwu University, Igbariam**

**Anambra State, Nigeria**

**+2349071688849, +238028228940**

**[glorimyi72@gmail.com](mailto:glorimyi72@gmail.com)**

**[ng.ikegbusi@coou.edu.ng](mailto:ng.ikegbusi@coou.edu.ng)**

**MANAFA, FAUSTA UCHE (PhD)**

**Department of Educational Foundations**

**Faculty of Education**

**National Open University of Nigeria**

**Jabi Abuja**

**+2348033572376**

**IHEANACHO, ROWLAND CHIMA (PhD)**

**Department of Educational Administration & Planning**

**Faculty of Education**

**Imo State University, Owerri**

**+2348035686875**

### **Abstract**

*The study examined the influence of school facilities on academic achievement of students in public secondary schools in Eti Osa Local Government Area of Lagos State. Poor school facilities have been affecting the students, especially in their academic achievements. The purpose of the study is to identify the role school facilities play in academic achievement of public secondary school students in Eti Osa Local Government Area of Lagos State. Four research questions and four null hypotheses guided the study. Descriptive survey research design was adopted for the study. Out of the population of 2,904 SSII students schooling in the area, 250 students were randomly selected as the sample of the study. A researcher-developed instrument duly validated by experts was used for data collection. Mean scores was used to answer the research questions while the t-test was used to test the null hypotheses at .05 level of significance. The findings of the study revealed among others that school facilities such as library, school building, ICT, and laboratory have influence on the academic achievement of secondary school students. Based on the findings, the study concluded that school facilities are very essential for the achievement of students' quality academic performance in any school. It is further concluded that those who have failed to provide quality facilities in their schools have always have poor academic achievement of the students. The study therefore recommended among other things that there should be consistent routine supervision of quality of facilities in schools done by the government to ensure that schools are operating with good facilities that would help them.*

**Keywords:** School, School facilities, Academic Achievement

## **Introduction**

School facilities constitute major determining factor toward ensuring quality education. It is one of the yardsticks for measuring the level of educational growth and development. It implies substantial cost of the school system for their establishment, if not properly managed and maintained, it would affect the academic performance of students. School facility is the process of ensuring that buildings and other technical systems support the operations of an organization (Ikegbusi, Onwuasoanya & Chigbo-Okeke, 2016). Nweke (2021) described school facilities as the practice of co-ordination of the physical workplace with the people and the work of the organization; it integrates the principles of school administration, architecture and the behavioural and engineering sciences.

Schools are established for the purpose of teaching and learning. It is also more important that the teachers and learners are properly accommodated to facilitate the teaching and learning that go on there. Therefore school facilities are the space interpretation and physical expression of the school curriculum (Alimi, 2014). In Nigeria at large and in Lagos State in particular, secondary schools, irrespective of ownership are expected to function in compliance with the achievement of the national education objectives. To this end, Manafa (2018) stated that students are expected to perform brilliantly in their examination as this determines the quality of output of the school. This is one of the parameters used to measure the effectiveness of a school system. According to Philas (2015), the better the performance of the students, the more effective the system is assumed to be. Otchere and Afara (2019) asserted that there is a strong and positive relationship between quality of school facilities and students' achievement in schools. In Nigeria, it is the general opinion of people that private schools are better in terms of the availability of human and physical facilities and consequently students' performance than in public schools. This situation has made many parents to enrol their children in private schools (Ikegbusi & Adindu, 2022). Experience has also shown that most students who secured admission into tertiary institutions such as Colleges of Education, Polytechnics and Universities were from private secondary schools with good and quality educational facilities.

Facility is the entire environment of the school or an organisation; it refers to both the physical and material resources available to the students and teachers in the school to facilitate the teaching- learning process. The classrooms, the libraries and the laboratories for sciences are the three main areas of facilities identified in the school system or environment (Onyeji, 2017). Yeloye (2012) stated that in terms of the availability of the libraries as one of the school facilities, a great many of our secondary schools have no functional libraries, and where some libraries are found, there are no new or current books that are relevant to the current secondary school programmes. In effect, there are no library facilities in most of the secondary schools in Nigeria, especially in Lagos State.

The importance and uses of the library cannot be underestimated. Libraries and books give great assistance to both the teachers and the learners (Ikegbusi, 2012). In a situation whereby our secondary school students are left with no choice to make their text books as the only source of knowledge, the danger of exposing them to obsolete knowledge in old books donated by the British Council several years ago as one normally finds in the old secondary schools should not be overlooked (Madiba, 2016). Ikegbusi (2019) stated that anyone who is familiar with public secondary school classrooms in Nigeria would agree that no meaningful teaching and learning activities can effectively take place in most of them, even if the teachers are God-sent

and the learners are celestial pack of highly intelligent personalities. The problem is that where there are classrooms, they are overcrowded to the extent that rooms originally meant for between 30 and 40 students, take between 60 and 80 students with a good number of them sitting on windows. In this situation, Okechukwu and Oboshi (2021) stated that neither the teacher nor the learners can move freely as expected in our classrooms. This is why many teachers do not give assignments to such large number of students regularly as expected, which drastically affects students' academic performance.

On science laboratories, Olarewaju (2014) and Nnoli (2018) claimed that only few schools have science laboratories which are well equipped to carry out scientific experiments in courses such as Biology, Physics and Chemistry. A good number of schools teach Biology and Chemistry without laboratory as if they are not science subjects. Some other schools teach the three branches of science without laboratories in the hope that they would use other schools' laboratories during their examinations or compel students to contribute money for purchase of science equipment through the Parent-Teachers Association (PTA). It should be noted that the greatest failure rate is in the sciences because many schools lack the essential science materials but rather, resort to the theoretical science without the use of laboratory. The contention is that the nation has been unfair not only to students in our secondary schools but also to her. This is because no nation can develop technologically through theoretical teaching of science subjects because under poor educational facilities, no meaningful teaching and learning can take place as a result of lack of school facilities.

School facilities form an integral part of the educational system and are observed as a potent factor to qualitative and quantitative education. According to Ikegbusi (2019), learning can occur through one's interaction with the environment. Environment here refers to facilities that are available to facilitate students' learning outcomes. Such environment includes the library, laboratory, Information and Communication Technology (ICT) centre etc. adequately equipped and properly utilized for efficient and effective learning (Ikegbusi, Egwu & Iheanacho, 2021). According to Ikegbusi (2012) facilities constitute a strategic factor in organizational functioning. This is so because they determined to a very large extent the smooth functioning of any social organization or system including schools. She further stated that their availability, adequacy and relevance influence efficiency and high productivity. In his words, Farombi (2018) opined that the wealth of a nation or society could determine the quality of education in that land, emphasizing that a society that is wealthy would establish good schools with quality teachers, learning infrastructures, which such students may learn with ease thus bringing about good academic achievement. Writing on the role of facilities in teaching and learning, Balos (2021) submitted that no effective science education programme can exist without the availability of necessary equipment. This is because facilities enable the teachers and learners to develop problem-solving skills and scientific attitudes. Ajayi (2020) reiterated that when facilities are provided to meet relative needs of a school system, students would not only have access to the reference materials mentioned by the teacher, but individual students would also learn at their own paces. The net effect of this is increased overall academic performance of the entire students.

Ikegbusi, Eziamaka and Iheanacho (2021) asserted that school facilities are needed to develop cognitive areas of knowledge, abilities and skills that are necessary for academic achievement. Moreover, the development of the affective and psychomotor domain is also facilitated by the presence of necessary and relevant school facilities (Hilary, 2017). From the foregoing one can see that school facilities play a crucial role in academic achievement of students. This

problem of poor performance is more pronounced in ill-equipped schools (Ikegbusi, Onwuasoanya & Chigbo-Okeke, 2016)

Mgbodile (2014) and Ikegbusi (2018) pointed out that for effective teaching and learning situation, school facilities and educational goals, should be viewed as being interwoven. School facilities such as buildings are very essential to the academic development of the students. Apart from protecting the pupils from the sun, rain, heat and cold, school building represent learning environment which has great impact on the comfort, safety and performance of the children (Okechukwu & Oboshi, 2021). According to Limon (2016), facilities form one of the potent factors that contribute to academic achievement in the school system. However, many schools today in Eti Osa Local Government Area of Lagos state are carrying academic activities with little or poor availability of school facilities. This goes a long way to show the poor recognition of the influence of school facilities on students' academic achievement by the management and administrators of the schools. Therefore, this paper is designed specifically to study the conception of how school facilities affect the academic achievement of public secondary school students in Eti Osa Local Government Area of Lagos State.

### **Statement of the problem**

At every level of education, the students are expected to be provided with the factors that would encourage them in their studies. This is because any little discouragement would contribute to the students' lack of interest in their academic pursuit. Many university dropouts today were as a result of poor preparation during the primary and secondary levels, likewise quack doctors and nurses, incompetent engineers, etc. The major contributor to these problems has been lack of school facilities and poor background.

However, it is one thing for facilities to be provided to schools, another thing for them to be in good conditions and the next thing is for them to be utilized to serve the purpose for which they are made available. It is quite pertinent that availability of school facilities cannot bring about improvement in students' academic performance if they are not properly utilized, even though they may be in good conditions.

Teaching and learning in secondary schools require availability of facilities and conducive environment. It is believed that after the secondary education, a student would have been qualified to enter the University for further studies into some the professional courses. In most cases, it has been discovered that most of these students graduate from schools without understanding fully what they were being thought as a result of unavailability of the necessary school facilities. This has led to poor academic performance, poor quality services from the graduate students and consequently caused harm than good in the system. The present study, therefore sought to examine the influence of school facilities on students' academic achievement in public secondary schools in Eti Osa Local Government Area of Lagos State.

### **Purpose of the Study**

The main purpose of this study is to examine the influence of school facilities on academic achievement of secondary school students in Lagos State, using public selected secondary schools in Eti Osa Local Government Area of Lagos State as a case study. Specifically, the study sought to:

1. Identify the influence of school library on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State.
2. Examine the influence of school building on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State.
3. Investigate the influence of school laboratory on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State.

4. Ascertain the influence of Information Communication Technology (ICT) on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State.

### **Research Questions**

The following research questions guided the study:

1. What is the influence of school library on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State?
2. What influence does school building have on students' academic achievement in public secondary schools in Eti Osa Local Government Area of Lagos State?
3. What is the influence of school laboratory on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State?
4. What is the influence of Information Communication Technology (ICT) on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State?

### **Hypotheses**

The following null hypotheses were formulated to guide the study and be tested at .05 level of significance:

- Ho<sub>1</sub>. There is no significant difference between the mean responses of male and female students on the influence of school library on students' academic achievement in public secondary schools in Eti Osa Local Government Area of Lagos State.
- Ho<sub>2</sub>. There is no significant difference between the mean responses of boarding students and non-boarding students on influence of school building on students' academic achievement in public secondary schools in Eti Osa Local Government Area of Lagos State.
- Ho<sub>3</sub>. There is no significant difference between mean responses of male and female students on the influence of school laboratory on students' academic achievement in public secondary schools in Eti Osa Local Government Area of Lagos State.
- Ho<sub>4</sub>. There is no significant difference between the mean responses of boarding students and non-boarding students on the influence of school Information Communication Technology (ICT) on students' academic achievement in public secondary schools in Eti Osa Local Government Area of Lagos State.

### **Methodology**

Descriptive survey research design was used in carrying out this study. According to Nwankwo (2016) a survey research design is a study in which a population is studied by collecting and analysing data from sample considered to be representative of the entire group through the use of questionnaire or interview from the group. This is chosen because it studies people or objects, their attitudes, belief system, opinions and other behavioural manifestations. The population of the study comprised all the 2904 SSII students in selected public secondary schools in Lagos State, particularly all public secondary schools in Eti Osa Local Government Area of Lagos State. This number comprised of both male and female and all the SSII students in the schools. Simple random sampling technique was used to select the sample for the study. This is based on recommendation by Nworgu (2015) who stated that simple random sampling is a subset of individuals chosen from a larger set. Each individual is chosen randomly and entirely by chance, such that each individual has the same probability of being chosen for sample as any other subset. With respect to the foregoing, 250 respondents were selected randomly which represented 10% of the entire population. The primary means of data was

carried out by structured questionnaire items, which were duly validated by two experts in the Department of Educational Foundations and one expert in Measurement and Evaluation, all from Chukwuemeka Odumegwu Ojukwu University, Igbaram.

Reliability measure of a research instrument is determined by computing coefficient of correlation between two sets of data collected independently (with the instrument) from the members of the same group (Nwankwo 2016). In order to determine the reliability of the instrument, the questionnaire was subjected to trial testing by giving it to 10 SSII students of public secondary schools in Eti Osa Local Government Area of Lagos State who were not among the selected schools. After two weeks, the instrument was re-administered to the same respondents. The scores of the two tests were correlated using Pearson Product Moment Correlation Co-Efficient Analysis and the reliability Co-efficient of 0.76 was obtained. This indicated that the instrument was reliable. The questionnaire was administered to the respondents personally by the researcher with the help of two research assistants who were briefed on the processes for administering and retrieving the questionnaire items. They administered the copies of the questionnaire to the respondents through their principal. In this case, the principal was given a number of questionnaires that are equal to the number of the students in the school, after a week, the researcher and the research assistants went and collected back the completed instruments. All the 2904 questionnaires were administered to the respondents. However, during the time of retrieval, it was discovered that 31 were damaged while 9 were missing, leaving the researcher with 250 valid questionnaire items. The sample size therefore was 250. Mean scores was used to answer the research questions while the t-test was used to test the null hypotheses at .05 level of significance.

### **Presentation and Analysis of Data**

**Research Question 1:** What is the influence of school library on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State?

**Table 1: Respondents mean ratings on the influence of school library on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State**

S/N	Item Statements	$\bar{X}$	SD	REMARK
1.	School library helps the students to carryout research	3.00	0.93	Agree
2.	The availability of library motivates students to study	3.34	0.68	Strongly Agree
3.	Students who use library always make good results	3.20	0.68	Strongly Agree
4.	School library helps teachers to prepare for lessons	2.32	0.55	Agree
5.	Students are not better off without library	3.28	0.79	Strongly Agree
6.	The school library is well equipped for student	2.98	0.69	Agree
	<b>Grand mean</b>	<b>2.92</b>		<b>Agree</b>

**N – 250**

Data in table 1 above showed that items 1 to 6 have the mean scores of 3.00, 3.34, 3.20, 2.32, 3.28, and 2.98, respectively with a grand mean of 2.92 which is above the cut off mean. This implied that respondents accepted that there are influences of school library on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State.

**Research Question 2:** What influence does school building have on students' academic achievement in public secondary schools in Eti Osa Local Government Area of Lagos State?

**Table 2: Respondents mean ratings on the influence of school building on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State**

S/N	Item Statements	$\bar{X}$	SD	REMARK
7.	The building gives the students confidence of shelter	2.98	0.69	Agree
8.	School building helps to accommodate teaching materials	2.4	0.56	Disagree
9.	Spacious school building helps students to study without distraction	3.34	0.68	Strongly Agree
10.	Availability of enough building in the school encourage teachers to teach	3.20	0.68	Strongly Agree
11.	Availability of enough building in the school helps to reduce crowd in the class	3.4	0.69	Strongly Agree
12.	Schools with enough buildings always have space for extracurricular activities	2.98	0.69	Agree
13.	School buildings furnished with good facilities encourage teacher-student interaction in the class	3.20	0.68	Strongly Agree
14.	Well-equipped school buildings encourage parents to send their children to the school	3.22	0.59	Strongly Agree
15.	Poorly furnished buildings discourage students' learning	3.34	0.68	Strongly Agree
16.	Students learning in poor quality buildings are likely to have poor academic achievement	3.20	0.68	Strongly Agree
<b>Grand mean</b>		<b>3.09</b>		<b>Agree</b>

**N- 250**

Data in table two above showed that item number 9 has a mean score of 2.4 which is below the cut off mean while items 8 to 16 have mean scores of 2.98, 3.34, 3.20, 3.4, 2.98, 3.20, 3.22, 3.34 and 3.20 respectively which are all above the cut off mean, with the grand mean of 3.09 which implied that the respondents accepted that there were influences of school building on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State?

**Research Question 3:** What is the influence of school laboratory on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State?

**Table 3: Respondents mean ratings on the influences of school laboratory on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State**

S/N	Items Statements	$\bar{X}$	SD	REMARK
17.	Students find it easy to carryout research	3.43	0.68	Strongly Agree
18.	Enables students to make good result in practical	2.32	0.55	Agree
19.	Students develop the courage to try what they are taught	3.28	0.79	Strongly Agree
20.	The teacher finds it easy to explain the theory in practical	2.98	0.69	Agree
21.	Academic achievement of those who usually go to the laboratory is different from those who don't	2.4	0.56	Disagree
22.	Through experiments students increased their learning horizons	2.32	0.55	Agree
23.	Students are able to teach other students	3.28	0.79	Strongly Agree
<b>Grand mean</b>		<b>2.93</b>		<b>Strongly Agree</b>

**N – 250**

Analysis in table 3 above indicated that items 18 and 21 have mean scores of 2.32 and 2.4, while the rest of the items have mean scores of 3.43, 3.28, 2.98, 2.32, and 3.28 respectively, with a grand mean of 2.93. This showed that the respondents accepted that there is an influence of school laboratory on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State.

**Research Question 4:** What is the influence of Information Communication Technology (ICT) on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State?

**Table 4: Respondents mean ratings on the influence of Information Communication Technology (ICT) on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State**

S/N	Items Statements	$\bar{X}$	SD	REMARK
24.	ICT helps the students to read and discover more on their studies	3.02	0.68	Agree
25.	Through ICT students are able to see what other students are studying and practicing in other schools	2.42	0.54	Agree
26.	Through ICT students get information about a course before it is being taught	3.34	0.68	Strongly Agree
27.	ICT gives teacher and students chance to have clear understanding of a subject	3.18	0.82	Agree
28.	It makes teaching and learning easier	3.28	0.88	Strongly Agree
29.	It helps to curb exam malpractice	3.43	0.68	Strongly Agree
30.	It provides easy access to information resources	3.28	0.79	Strongly Agree
31.	Students find it easy to attend ICT-based exams	3.34	0.68	Agree
	<b>Grand mean</b>	<b>3.14</b>		<b>Strongly Agree</b>

**N- 250**

Data in the table 4 above showed that item 25 has a mean score of 2.42 which is below the cut off mean, while items the rest have the mean scores of 3.02, 3.34, 3.18, 3.28, 3.43, 3.28 and 3.34, respectively, with a grand mean of 3.14. This was evidently proved by respondents' responses that there are influences of Information Communication Technology (ICT) on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State.

### **Test of Hypotheses**

Four null hypotheses were formulated and tested with inferential statistics at .05 probability level.

**Hypothesis 1:** There is no significant difference between the mean responses of male and female students on the influence of school library on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State.

**Table 5: Independent t-test of mean responses of male and female students on the influence of school library on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State.**

Variation	N	Mean	SD	t-cal	df	p-value	Remark
Male students	110	41.67	8.61	.259	250	.796	Do not reject $H_0$
Female students	140	43.99	8.18				

As can be seen in table 5, independent t-test of mean responses of male and female students' responses on influence of library on academic achievement of students indicated t-calculated of .259 at 250 degree of freedom and p-value of .796. The p-value of .796 was greater than .05 probability level; hence the null hypothesis was not rejected. Based on the result, there is no significant difference between the mean responses of male and female students' responses on the influence of library on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State.



**Hypothesis 2:** There is no significant difference between the mean responses of boarding students and non-boarding students on influence of school building on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State.

**Table 6: Independent t-test of mean responses on influence of school building on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State.**

Variation	N	Mean	SD	t-cal	Df	p-value	Remark
Boarding Students	132	41.67	8.51	.280	250	.780	Do not reject H <sub>0</sub>
Non-boarding Students	118	41.62	8.07				

In table 6, t-calculated was .280 at 250 degree of freedom and p-value of .780. Since p-value of .780 was greater than .05 level of significance, it implied that the null hypothesis was accepted. Therefore, there is no significant difference between the mean responses on influence of school building on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State.

**Hypothesis 3:** There is no significant difference between mean responses of male and female students on the influence of school laboratory on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State.

**Table 7: Independent t-test of mean responses of male and female students on the influence of school laboratory on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State.**

Variation	N	Mean	SD	t-cal	Df	p-value	Remark
Male	142	43.67	9.34	.242	250	.809	Do not reject H <sub>0</sub>
Female	108	43.34	8.98				

The calculated t-value of .242 at 250 degrees of freedom and .05 alpha levels was not significant at a p-value of .809 which was greater than .05 alpha levels. Based on the result, the null hypothesis of no significant difference between the mean responses of male and female students on the influence of school laboratory on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State.

**Hypothesis 4:** There is no significant difference between the mean responses of boarding students and non-boarding students on the influence of school Information Communication Technology (ICT) on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State.

**Table 8: Independent t-test of mean responses of the influence of school Information Communication Technology (ICT) on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State.**

Variation	N	Mean	SD	t-cal	Df	p-value	Remark
Boarding Students	47	40.87	8.57	.426	250	.671	Do not reject H <sub>0</sub>
Non-boarding Students	58	41.41	8.27				

Findings from table 8 indicated that the t-calculated of mean responses of the influence of school Information Communication Technology (ICT) on students' academic achievement was .426 at 250 degree of freedom and p-value of .671. The p-value of .671 was greater than .05 level of significance; the null hypothesis was not rejected. Therefore, there is no significant

difference between the mean responses of boarding students and non-boarding students on the influence of school Information Communication Technology (ICT) on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State.

### **Discussion of Findings**

The study found that there are influences of school library on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State. These include that it helps the students to carryout research, motivates students to study, helps students to make good results, etc. This is in line with the view of Olisametu (2015) on the relevance of school library in schools who noted that the school library is one of the essential facilities that must be present in schools to help facilitate students' study and improve their academic achievement. The study is also in line with the findings of Ikegbusi, Eziamaka and Iheanacho (2021) on the influence of school physical structure on pupils' learning interest in preschools, that a good school with library and recreational equipment affect learning and have an influence on pupils' academic achievement.

Also, the study showed that there are influences of school building on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State. These influences include that spacious school building helps students to study without distraction, availability of enough buildings in the school encourage teachers to teach, schools with enough buildings always have space for extracurricular activities, school buildings furnished with good facilities encourage teacher-student interaction in the class, etc. This agreed with Ikegbusi (2018) view on the effects of instructional materials on teaching and learning among senior secondary school students. In her view, she explained that school facilities such as building and spacious classrooms are among the factors that encourage or discourage students in their academic achievements. They help students to achieve their aims in schools. Ikegbusi, Eziamaka and Iheanacho (2021) in support of the study, explained that a good school building structure, location, safety, accommodation, classrooms and furniture affect learning and have influence on pupils' academic achievement. This result had also been established by Duruji (2014) and Madiba (2016) whose studies revealed that physical structure in a learning environment influence pupils' and students' academic achievement in such school. The study is in agreement with the earlier findings of Okechukwu and Oboshi (2021) who explained that overcrowded classrooms have negative impact on pupils' academic achievement and negatively affects the delivery of instruction as teachers find it difficult to measure pupils' level of achievement in overcrowded classrooms.

Again, the study revealed that there are influences of school laboratory on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State. These influences include that students find it easy to carryout research, students develop the courage to try what they are taught, the teacher finds it easy to explain the theory in practical, academic achievement of those who usually go to the laboratory is different from those who do not, students are able to teach other students, etc. The study is in agreement with Ikegbusi, Eziamaka and Iheanacho (2021) who stated that availability of equipped laboratory not only helps the teacher to carry out his jobs, it also helps the students to prepare for their study effectively. Nnoli (2018) and Okechukwu and Oboshi (2021) in their submission was in agreement with the present study as they maintained that availability of school laboratory have positive impact on pupils' academic achievement.

Furthermore, the study revealed that there are influences of Information Communication Technology (ICT) on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State. These influences include that ICT helps the students to read and discover more on their studies, Through ICT students are able to see what other students are studying and practicing in other schools, ICT gives teachers and students chance to have clear understanding of a subject, it makes teaching and learning easier, etc. This idea was supported by Ikegbusi (2016) in her research on the role of information communication technologies in education with emphasis to the use of computer and internet. She identified that in the modern times, ICT has been a great help for students to carryout research and prepare for their examinations effectively. Moreover, Ikegbusi, Egwu and Iheanacho agreed with the study on Students' perception of utilization of ICT in teaching and learning in post covid-19 era in Nigeria. They revealed in their study that utilization of ICTs in teaching and learning in post covid-19 era in senior secondary schools is very relevant. They further buttressed that the impact could be seen in the fact that it creates easy access for student-teacher communication, bridges the distance barrier between teacher and students, past lessons could be replayed for students' easy comprehension, enables the students to understand how to use ICTs in learning and helps to ensure that students graduated at the right time.

### **Conclusion**

This study was basically centred on the influence of school facilities on public secondary school students' academic achievement in Eti Osa Local Government Area of Lagos State. Based on the data collected, it was found that school facilities are very essential for the achievement of students' quality academic achievement in any school. It is further concluded that those who have failed to provide quality facilities in their schools have always have poor academic achievement of the students and to achieve this, there is need for supervision of the task. The influence of this supervision enables the teachers to come out with their best in carrying out this task.

### **Recommendations**

Based on the findings of the study, the following recommendations were made:

1. There should be consistent routine supervision of quality of facilities in schools done by the government to ensure that schools are operating with good facilities that would help them.
2. Facilities such as library, school building, laboratories, etc. should be among the major factors that will determine the approval and registration of schools.
3. Government should use poor school facilities as a measure to checkmate poor academic achievement of students in the schools.
4. Schools with poor quality of facilities should be sanctioned and made to upgrade to the standard.

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