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PROVISION AND UTILISATION OF FACILITIES AND PUBLIC SENIOR SECONDARY SCHOOL STUDENTS' ACADEMIC ACHIEVEMENT IN LAGOS STATE EDUCATION DISTRICT V

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ABSTRACT
Plethora of studies have investigated the impact of facilities in the schools on academic performance of the students but there seemed to be dearth of studies on provision and utilisation of facilities in relation to academic achievement in Lagos state secondary schools. This study has it purpose to examine the relationship between provision and utilisation of facilities and students' academic achievement in public senior secondary schools in Lagos state Education District V. Two hypotheses were formulated and tested at 0.05 level of significance and the descriptive research design was used to investigate the study in which a multistage sampling procedure was adopted to sample 400 participants from the sampled schools within the Education District. Three instruments namely checklist, records observation format and questionnaire were used to collect data on provision and utilisation, students' academic achievement as well as attitude of students towards the use of school facilities provided. After establishing their validity, reliability of these instruments were obtained which stood at 0.89 and 0.91 respectively except for the records observation format. Collected data were analysed using Pearson's correlation and t-test to test the stated hypotheses. The study found that no significant relationship existed between provision and utilisation of facilities and students' academic achievement; and no significant difference existed between male and female students' attitude towards the use of provided facilities in public senior secondary schools in Lagos state Education District V. It was recommended that government, through officials from the Ministry of Education and school principals, must ensure that schools are inspected and supervised on a regular basis in order to ensure that the available facilities are used effectively in the teaching and learning process.

Keywords: *Provision and utilisation of facilities, Students' academic achievement, Public senior secondary schools*

Introduction

The extent to which the students, teachers and schools measure and show that their educational goals have been achieved refers to academic achievement. Academic achievement is the idea and the knowledge obtained as measured by teachers' grade and/or educational objectives set by schools to be achieved over a specific period of time by students and teachers which could be measured through tests or examination outcomes. Academic achievement, according to Yusuf, Onifade and Bello (2016), is a measurable and observable behaviour of a student within a specific period as it consists of scores obtained by a student in a class work, test, examination and so forth. As noted by Martha (2009) cited in Abaidoo (2018), academic success of students is defined by a student's performance in an examination, test, and in a work exercise. School facilities form one of the notable factors that are anticipated to contribute to students' academic achievement in the school system. A weighty academic achievement of students is sometimes attributed to provision and utilisation of educational facilities.

Meanwhile, it is impossible to overestimate the necessity of providing adequate educational facilities for teaching and learning. The axiom that "teaching is inseparable from learning, but learning is not separable from teaching" refers to the notion that instructors educate in order for student to learn, yet students may learn without teachers (Owoeye & Yara, 2011). When there are adequate instructional facilities, such as textbooks, practice books, teaching aids, and classrooms, learning is reinforced, and academic performance exemplifies the proper use of these materials (Mutai, 2006). Learning can take place as a result of one's interactions with their surroundings. Books, audio-visual, educational technology software and hardware, chalkboards, and shelves on which instruments for practical are organized (Sigilai, 2013) are examples of facilities that are offered to aid students' learning outcomes.

The way a person thinks is influenced by their surroundings. If a student works and learns in an atmosphere with competent teacher, kind classmates, state-of-the-art facilities, and is free of negative influences and peer pressure, he or she is expected to do well in school and get high grades, as signs of a first-class school environment. Student views of any educational system, its programmes, the programme's component elements, and the overall learning environment are all important factors to consider when trying to enhance quality (Bay & Subido, 2014).

To uphold the quality education delivery, educational facilities such as buildings, equipment, transportation, furniture, books, and utilities are used. It's also worth noting that the supply, adequacy, use, and administration of these educational facilities have a big role in determining the quality and standard of a learning institution. Despite its supply, according to Akinsolu (2004), quoted in Akinyemi (2020), educational curriculum cannot be sound and properly run with inadequate and poorly maintained school infrastructure. As a result, school facilities have been identified as a significant component in education,

determining to a considerable extent how well any organization or system, particularly the educational system, functions. Facilities in schools are physical resources that facilitate efficient teaching and learning, since their availability, adequacy, and relevance affect efficiency and high production, from all indications.

However, in the context of this study, facilities refers to instructional spaces and audio-visual aids, as well as other materials resources utilised in educational institutions for the aim of attaining successful teaching and learning. Buildings, property, and significant infrastructure, which comprise physical and material assets, are all examples of facilities (Institute of Educational Science, 2006). "Facilities in educational institutions refers to those things of education which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided," (Castaldi in Olaniyonu and Gbenu, 2010). Furthermore, Asiabaka (2008) defines facilities as materials created for a certain function.

The importance of facilities in teaching, according to Balogun in Owoeye and yara (2011), is that no efficient academic programme can exist without teaching equipment. This is because through facilities students acquire problem-solving skill and scientific mindsets. In Owoeye and yara (2011), Ajayi and Ogunyemi reiterate that "when facilities are provided to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher, but individual students will also learn at their own pace and the overall academic achievement of the entire students will increase".

Still, there are several amenities at educational institutions that enhance teaching and learning. These facilities are used to illustrate concepts, provide firsthand experience, for experimentation and demonstration, for scientific investigation and discovery, to provide diversity of thought, for observation and inquiry, for the development of scientific attitudes and skills, and to protect and comfort the individual (Akinyemi, 2020).

Individuals' physical and mental requirements are met by indirect or teaching support facilities such as offices, cafeterias, acoustics, bathrooms, laundry, mowers, residential halls, common areas, cleaning supplies, ground, and similar goods. These teaching support facilities are used to improve instructional effectiveness, facility cleanliness, orderliness, and safety, lower operational and life cycle costs, extend the useful life of a building, increase staff and student efficiency and effectiveness, improve building appearance, and improve data collection and analysis for decision making (Asiabaka, 2008).

School facilities and moral guidance, as suggested by Fabunmi (1997), will aid teaching learning programmes and, as a result, improve students' academic achievement, while the models guiding their provision to schools could take any form, including rational bureaucratic and/or political models. According to Fabunmi, regardless of the model used, differentiating the allocation of facilities to schools is always a consistent element. Ojoawo (1990) also of the opinion that certain schools are

given preferential treatment when it comes to facility allotment.

Nonetheless, Wilcockson (1994); and Ajayi-Dopemu (2008) have recognized the importance of facilities in the teaching and learning process in different ways. Students' academic success can be influenced by the lack or inadequate (and/or decreasing) quality of educational facilities. Gamoran (1992), on the other hand, believes that after students' background factors were taken into account, instructors' salaries, books in the library, and the availability of a scientific laboratory had minimal influence on variation in students' academic success. This phrase implies that before a student may do well in secondary school, he or she must have been groomed or cushioned by resources available in primary school, which the student now uses as a springboard.

In terms of availability, relevance and value, difficulty and self-efficacy, and overall impression, student attitude toward the use of provided facilities is a measure of students' positive and negative feelings about educational resources.Achieng (2012) defines attitudes as one's thoughts and feelings about an action in relation to goals and ideals. Achieng also describes attitude as a person's positive or negative feelings about items, people, or concepts. Thus, classroom atmosphere has an impact on students' attitudes. Unattractive school structures and overcrowded classrooms, among other factors, lead to poor academic achievement, according to Hallak (1990). The students' attitude about using the available facilities was included as a variable to be investigated in this study.

In the opinion of Reyes (2013), the goal of education is to establish a teaching and learning environment that will result in desirable changes in learners, such as increased knowledge, skill, or good attitudes and values. The outcomes of their tests, particularly their weighted average, which is regarded one of the elements of academic performance, are one means of determining students' development. However, there are several identifiers that may influence and decide kids' academic success. The researchers in this study underlined the relevance of students' attitudes regarding using offered facilities in connection to their academic success. It is critical that school stakeholders in education ensure that facilities are constantly available, adequate, used, and in excellent working order to better promote learning between instructors and students, ensuring that the aim of providing quality education to graduates is always met (Valdez, 2012).

According to Flores, Masangcay, Mendoza, Gracia, Aguado, and Laguador (2015), a person's attitude is a crucial building block in achieving one's goals, especially for students, who may feel hopeless and depressed. Having the correct attitude about anything will lead to a fantastic outcome, and vice versa. Everyone is active in molding the kids' ideals in order to develop the character and wisdom of a champion (Bulaklak & Pilobello, 2014). Students with a good mental attitude in their early years of school will have more opportunities as they progress to higher year levels of study to extend their scope of responsibility and maturity, allowing them to become more confident and independent (Laguador, 2013).

In another development, Aliyu (1993), as reported by Owoeye and Yara (2011), discovered that students in secondary

schools with and without appropriate instructional facilities did not vary significantly. According to the author, students' academic performance in some subjects was dependent on the availability of instructional resources, but students could perform well without them. Aliyu believes that instructional facilities have a greater impact on students' academic success in the pure and social sciences.

Farombi (1998) discovered "that the classroom learning environment in certain schools was inadequate in a research on resource concentration, utilisation, and management as predictors of students learning outcomes in Oyo State". Farombi gives instances of schools that lack a blackboard, a ceiling, some roofing sheets that are missing, and windows and doors that have been removed, among other things, all of which the researcher considers dangerous to the learners' health. This suggests that the problem of applicants failing in large numbers in West African Tests Council-organized examinations will persist unless the country's public school facilities improve.

Poor and inadequate physical facilities, outmoded teaching approaches, overcrowded classrooms, and other issues, according to Adesina (1981) quoted in Oyerinde (2014), are all factors that contribute to students' poor academic success. Ajewole and Okebukola (2000) claim that a variety of variables led to the students' low academic performance in school. Poor study habits and a lack of available resource materials, poor attitude toward facilities and school climate, indiscipline, inadequate facilities, teachers' ineffectiveness, teaching method, and type of learning environment available for both students and teachers are just some of the factors that may contribute to students' poor academic achievement. According to the authors, students' low academic performance may be a reflection of the sort of learning environment they are in.

It is one thing to offer facilities in schools; it is quite another to ensure that the amenities are in excellent working order and that they are used for the intended purpose. Many studies, like Bello (2012), agree that even if school facilities are in good shape, they cannot increase students' academic performance if they are not appropriately utilized. Massive failure, as seen by the researcher among senior secondary school pupils in Lagos State, appears to be a result of instructors' inability to use existing school facilities for the teaching of their courses. According to Bello (2012)'s research, low academic performance of children would continue if instructors are not encouraged to make good use of the available school amenities. Based on these observations, the researchers look at the provision and use of facilities, as well as the academic achievement of public senior secondary school students in Lagos State Education District V.

Hypotheses

The following formulated null hypotheses were tested in the study.

Ho_1: There is no significant relationship between the provision and utilisation of school facilities and students' academic achievement in public senior secondary schools in Lagos State Education District V.

Ho_2: There is no significant difference between male and female students in their attitude towards the use of

provided school facilities in public senior secondary schools in Lagos State Education District V.

Research Method

This study adopted the descriptive research design for the purpose of making description about the relationship between the provision and utilisation of senior facilities and students' academic achievement in public senior secondary schools in Lagos State Education District V. The study's independent variable is provision and utilisation, the dependent variable is students' academic achievement, and the study's intervening variable is students' attitude towards school facilities. The study's target population included all students from the 66 public senior secondary schools in Lagos State Education District V's four zones. There were 13 schools in Badagry Zone, 13 schools in Ojo Zone, 18 schools in Amuwo-Odofin Zone, and 22 schools in Ajeromi-Ifelodun Zone (Lagos State Education District V, 2018). The sample for this study was made up of 20 students from the school, who were chosen using the purposive sampling technique after being stratified into zones. Five public senior secondary schools in Lagos State's Education District V were chosen using a disproportionate sampling technique in each zone. A simple random sample procedure was utilized to pick 20 students from each school to participate in this study from S. S. I, II, and III. As a result, the study's sample consisted of 400 participants in total. The instruments used for this study were checklist, Records Observation format and self-constructed questionnaire titled "Attitude towards Utilisation of School Facilities Questionnaire" and tagged ATUSFQ for students to solicit information from the respondents on their attitude towards the use of provided facilities in public senior secondary schools in Lagos State Education District Education V. The checklist was used to collect information on facilities provision and utilisation. Records Observation Format was used to collect Students' internal results of 2016 to 2019 for English, Mathematics, Biology and Economics. However, the ATUSFQ consisted of sections A and B. Section A contained items on respondents' personal data while section B contained ten items related to attitude of students towards the use of provided facilities. The responses were rated using a four-point Likert Scale response mode: Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points, and Strongly Disagree (SD) 1 point. The instruments were created by the researchers and then presented to educational management specialists, who provided modifications and suggestions before distributing them to the participants. This ensured the instruments' face validity. The reliability of the check and questionnaire were determined through test-retest exercise which involved two-time administration of the instruments within a two-week interval. With the use of Pearson's Product-Moment Correlation analysis, the reliability coefficients obtained stood at 0.89 and 0.91 respectively. Other instrument is already and existing data, therefore the reliability of it has been established. The questionnaire was administered personally by the researchers to the sampled students in each of the selected schools of the study. The researchers made explanations to the respondents where necessary for more clarification on the instruments but never influenced their opinions. As for the Records Observation format and the checklist, the researchers collected the

information from the sampled school principals. In analysing the data collected, the researchers adopted Pearson's Product-Moment Correlation and Independent t-test of descriptive statistics were used to test stated hypotheses. Hypothesis 1 was tested using Pearson's Product-Moment Correlation coefficient while t-test was used to test hypotheses 2 at 0.05 level of significance.

Result Presentation

Hypothesis One

There is no significant relationship between the provision and utilisation of facilities and students' academic achievement in public senior secondary schools in Lagos State Education District V.

Table 1: Correlations analysis between provision and utilisation of facilities and students' academic achievement

		Provision and utilisation of facilities	Students' academic achievement
Provision and utilisation of facilities	Pearson Correlation	1	0.030
	Sig. (2-tailed)		0.587
	N	400	400
Students' academic achievement	Pearson Correlation	0.030	1
	Sig. (2-tailed)	0.587	
	N	400	400

From Table 1, the data analysed shows that a positive but a weak relationship existed between the provision and utilisation of facilities and students' academic achievement in public senior secondary schools in Lagos State Education District V. This is because the result r = 0.030; N=400; p > 0.05 indicated a significant relationship between the two variables.

Hence, the hypothesis which states that there is no significant relationship between the provision and utilisation of facilities and students' academic achievement in public senior secondary schools in Lagos State Education District V is not rejected.

Hypothesis Two

There is no significant between male and female students in their attitude towards the use of provided school facilities in public senior secondary schools in Lagos State Education District V.

Table 2: Descriptive Statistics of the difference between male and female students in their attitude towards the use of provided facilities in public senior secondary schools

Attitude	N	Mean	Std. Deviation	Std. Error Mean

Use of provided facilities	Male students	207	1.6842	0.4776	0.1096
	Female students	169	1.6316	0.4956	0.1137
t = 0.333	**p = 0.741> 0.05**				

From Table 2, the data analysed shows that no difference existed in the attitude of male and female students towards the use of provided facilities in public senior secondary schools in Lagos State Education District V. This is because, the result t = 0.741; df = 398; p = 0.741 which is greater than education statistical significance level, that is, p > 0.05, indicated no significant difference between male and female students in their attitude toward the use of provided facilities in public senior secondary schools in Lagos State Education District V.

Hence, the hypothesis which states that there is no significant difference between male and female students in their attitude toward the use of provided facilities in public senior secondary schools in Lagos State Education District V is not rejected.

Discussion of Findings

As a result of the study's computation and analysis of the data, it was discovered that there exists a weak and positive non-significant relationship between the provision and utilisation of facilities and students' academic achievement in public senior secondary schools in Lagos State Education District V. This implies that provision and utilisation of educational facilities positively influence students' academic achievement. From the researchers' observation, most of these instructional facilities that were purported to be available apart from being inadequate to match the students' population were sometimes not utilised during teaching-learning process. The finding is in consonant with Johnson (1998) "who found no significant relationship between school physical facilities and the students' academic achievement in State Secondary Schools and associated it with non-availability and poor condition of such physical facilities as buildings furniture and fittings, sanitation equipment and playgrounds in many secondary Schools". According to Hallack (1990), learning experiences are successful when there is an acceptable amount and quality of physical resources; and that unsightly school buildings, crowded classrooms, a lack of play space, and unappealing surroundings can contribute to low academic performance. The result of this study is in consonant with the findings of Yara and Otieno (2010) "who found out that classroom/laboratories and textbooks/student-ratio could be used to predict academic performance in mathematics in secondary schools in Bondo district of Kenya". It is expected that where teachers are properly adapted to the use of available facilities in teaching the students it would thereby help their job performance. In the opinion of Gogo (2002), the availability of teaching/learning materials and infrastructure is critical for providing high-quality education. The implication of this finding is that providing and utilizing suitable teaching/learning materials can significantly influence quality teaching and learning, making teaching and learning not only meaningful but also exciting for students, resulting in the academic achievement of students.

The second finding revealed that there is no significant difference between male and female students in their attitude towards the use of provided facilities for teaching and learning in Lagos State Education District V. The finding of the study is in line with the finding of Flores, Masangcay, Mendoza, Gracia, Aguado, and Laguador (2015) who found that there is no significant difference in the attitude between high and low performing Marine Engineering students towards school facilities. This finding supports the views of Achieng (2012) who posited that positive or favourable attitude towards availability of learning resources supports skills acquisition in vocational education positively impacts on the learning and performance of students of vocational education. This is because people are often biased in favor of those attitude objects that they rate positively and against those that they rate negatively. According to the researchers, the emergence of unfavorable attitudes among male and female students regarding facility use may be linked to low teacher morale as a result of insufficient facility use. Teachers can make the lesson more interesting by using instructional resources that are visible, sufficient, simple, attractive, appropriate and relevant to the topic, and simple if they must be utilized to affect students' academic achievement. This is in line with Ogundele (2007), who argued that a good teaching aid must be visible, appealing, and engaging in order to keep students' attention.

Conclusion

The study has established that provision and utilisation of school facilities are, apparently, not a notable determinant of academic achievement in public senior secondary schools in Lagos State Education V. Yet, facilities in terms laboratory, library, school buildings, chairs/tables, chalk-board, and audio-visual aids are very crucial to high academic attainment. The study concluded that students' academic achievement is a function of provision and utilisation of facilities in public senior secondary schools. It can be concluded also that students do not make difference in term of their gender in their attitude towards the use of provided facilities in public senior secondary schools.

Recommendations

The following recommendations have been made based on the study's findings.

i. To improve students' academic achievement, the government should supply enough teaching-learning resources to schools and ensure that they are used by both instructors and students.
ii. The government, through officials from the Ministry of Education and school principals, must ensure that schools are inspected and supervised on a regular basis in order to ensure that the available facilities are used effectively in the teaching and learning process.
iii. Teachers should be informed about the current state and progress in the use of facilities in senior secondary schools through regular workshops/seminars on the value of using facilities in teaching.
iv. Parents should not be left out of the effort to provide and encourage their children in senior secondary schools to use school amenities effectively. When parents and guardians realize how important it is for their children and wards to use school facilities, they will not hesitate to provide moral and financial assistance.

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