

SCHOOL FACILITIES AND QUALITY OF EDUCATION DELIVERY IN PRIVATE SECONDARY SCHOOLS IN LAGOS STATE, NIGERIA

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ABSTRACT

The study examined school facilities and quality of education delivery in private junior secondary schools in Ojo local government area of Lagos State, Nigeria. The objective of this study was aimed at finding out how school facilities have improved the quality of education delivery using instructional materials by the teachers. The descriptive - survey research design was adopted for the study using questionnaires as the instrument which was subjected to face validation with a coefficient of 0.81. The population for this study was 200 teachers in the five selected private junior secondary schools in Ojo local government area of Lagos State. A total of 100 sample was determined using the simple random and purposive techniques. The outcome of the study concluded that school facilities remained an essential factor in the realization of the goals of education in Nigeria. This is because of its great role on teaching and learning process which cuts across the provision of essential services such as instructional facilities, infrastructural facilities, and a conducive school physical environment which play important roles in the promotion of quality teaching and learning. Chi square results of the hypotheses tested showed that school facilities had significantly impacted on the quality of education delivery. The national policy on education recognised the importance of these school facilities in its blueprint for productive teaching and learning process if adequately utilised. Based on these assertions, educational system should ensure the adequate provision of these facilities to achieve their goal of maintaining quality of education delivery.

Keywords: School facilities, Education delivery, Quality, Private Secondary School.

1.0 INTRODUCTION

Education involves teaching and learning process and is considered the most effective means of bringing about total change that would ensure economic growth and national development for any country. The primary purpose of teaching and learning process is to bring about a significant change in behavior through active participation and critical thinking of the learner. This however, cannot happen without the quality implementation of available and proper use of educational facilities. Ogbodo (2021) has said that the quality of education that students receive depends on the availability of an overall school facilities in which teaching and learning can take place. Therefore, quality, relevance and access to education can be attained if these

educational materials are properly available and utilized in the educational institutions. According to the work done by Owoeye and Yara (2011), facilities are the only means through which organizational activities, service and satisfactory ends are attainable for the achievement of organizational objectives, which facilities play significant roles.

School facilities consists of all types of resources that are used for academic and non-academic purposes like equipment, classroom facilities, furniture, instructional materials, audio-visual aids, toilet, ICT, library and laboratory materials which play a pivotal role to the smooth running of teaching and learning process. Sidhu (2019) has posited that school facilities enable the teachers to accomplish their tasks, as well as help the learners to learn effectively. Furthermore, they emphasized that the availability and proper use of school facilities can influence the interest of the teachers to teach effectively and in turn impact positively on the students' academic achievement. Therefore, the school facilities in the school need a proper attention as they have a greater value in the support of teachers and students morale and motivation which play a significant role at improving the quality of education.

The Federal Ministry of Education (2021) has stated that to ensure quality education, students should have and quality textbooks, instructional materials and other school facilities in sufficient quantities and quality. Hedges and Theoreson (2018) have also agreed that the adequacies of school facilities do not guarantee students' academic performance but the proper implementation and utilization of the facilities has a great value. As indicated above, to improve the quality of education, the implementation of available school facilities and the proper management of these facilities should be given a great attention. Improving the quality of education has become the burning issue of the time as the implementation of school facilities are not properly carried out due to mismanagement funds. Quality education depends on a complex combination of factors that come together at the school and classroom levels.

2.0 STATEMENT OF THE PROBLEM

In this present day of technological advancement, students and parents prefer the private schools to public schools because they believe the private schools have the needed facilities that can impact on academic performance including motivated teachers but whether it has improved on their educational outcome or not has become a subject of concern. Although, there is need for the school management to adopt the modern state of the art facilities which would improve the quality of teaching and learning which is assumed to improve the quality of education delivery (Krejcie & Morgan, 2019). They maintained that the qualities of education that learners receive bear direct relevance to the availability or lack of facilities and overall atmosphere in which learning take place. The secondary school education, which according to FRN (2021) is the education students receive after primary education and before the tertiary stage and needs school plants for both academic and non-academic activities. Hence, this study is conducted to investigate the availability of school facilities and its impact on the quality of education delivery in these private secondary schools in Ojo Local Government area of Lagos State.

2.1 Objectives

- i. To find out if school buildings has enhanced quality of education delivery in private secondary schools in Ojo Local Government of Lagos State.

- ii. To assess the impact of instructional materials on education delivery in private secondary schools in Ojo Local Government of Lagos State.

2.2 Questions

- i. How does a school building enhanced quality of education delivery in private secondary schools in Ojo Local Government of Lagos State?
- ii. What is the impact of instructional materials on quality of education delivery in private secondary schools in Ojo Local Government of Lagos State?

2.3 Hypotheses

- i. There is no significant relationship between school buildings and quality of education delivery in private secondary schools in Ojo Local Government of Lagos State.
- ii. There is no significant relationship between instructional materials and quality of education delivery in private secondary schools in Ojo Local Government of Lagos State.

3.0 LITERATURE REVIEW

3.1 Conceptual Framework

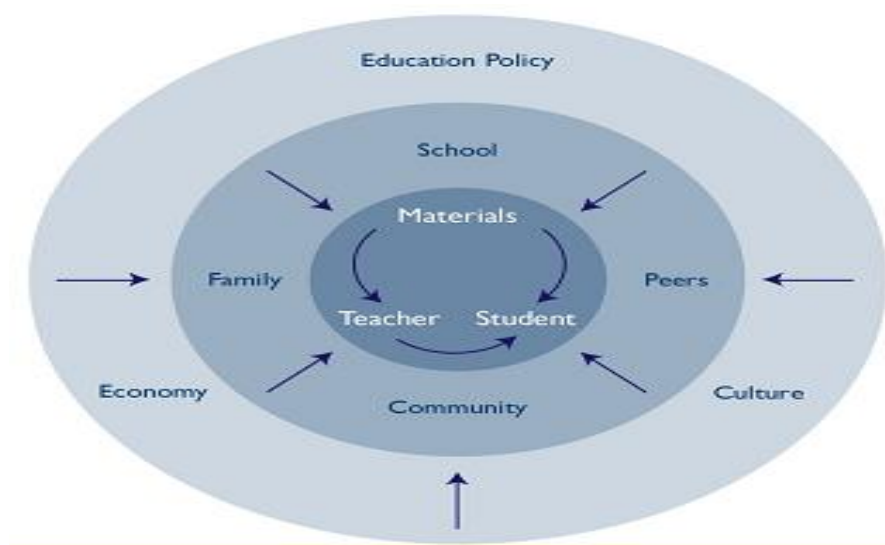


Figure 1: Factors influencing Student learning according to Mattew and Grovers (2012)

3.2 The concept of School Facilities

The concept of school facilities refer to school buildings (classrooms, assembly halls, laboratories and workshops, libraries), teaching aids and devices such as modern educational hardware and their software in the form of magnetic tapes, films and transparencies, which are materials that facilitate teaching and learning processes in the school (Ogbodo, 2021). Castaldi (2017) is of the opinion that, school facilities are those things which enable a skillful teacher to achieve a level of instructional effectiveness that by far exceeds what is possible when they

are not provided. These facilities are therefore related directly to school curriculum. A well designed functional school building with a wide array of teaching aids to provide effective delivery of the schools' curriculum and is positively related to academic performance (Bloom, 2018).

According to the work done by Jekayinfa (2020), school facilities are the treasurable assets of the school through which effective teaching and learning can take place and be promoted. Emphasizing on the importance of curriculum drawn to the school facilities, it helps to determine to a large extent, the nature of school facilities needed. School facilities according to the work of Dada (2016) should be properly planned, developed and maintained in order to ensure its relevance to the school curriculum and its effective teaching and learning in any educational institutions. Educational facilities are indispensable as far as the industry is concerned for the well-being and comfort of teachers' and the students' in the teaching and learning process.

According to the work done by Kochler (2018), there are no two opinions on the idea that a school building must be spaciously planned, functional and with pleasing architectural features. It was further stated that buildings are to education, as the body is to the mind. This is to say that a fine building makes a fine school and poor buildings, a poor school. From the above opinion, it can be agreed that a school should be housed in beautiful buildings which are not only stimulating centers of education for students but also vital for community life. This can only be achieved through excellent planning of school facilities. School facilities therefore, embrace both the temporary and permanent structures of school sites. These consist of basic systems and structures which a viable school needs in order to function effectively and to fulfill its purpose of establishment.

Sometimes, students and teachers find themselves in a physical environment that adversely affects their morale and in some cases, their health. For example, if the science laboratory is dilapidated, it will create poor condition for both students' and teachers' to conduct their practical lessons. Again, if the toilet is bad, the odour will convey sickness to both students and teachers. When a school building is in disrepair, students' achievement suffers, for example, a swinging door classroom with broken glass windows is a source of danger to students' movement within the classroom environment.

3.3 Components of school facilities

ii. School physical environment

iii. Instructional facilities

i. School physical environment include buildings such as administrative block, (which comprises the principals' office, vice principal and staff rooms, classrooms) laboratory, stores, sick-bay, records office, school shop, library, music room, cafeteria, technology laboratories, security post, staff quarters' and school farm as well as storage house, electricity, water supply, sport field and so on.

ii. Instructional facilities are teaching materials and equipment, that comprises laboratory equipment, technological equipment, wall clock, puzzles, television, audio-visual aids, piano,

flute, chalkboard, cardboards, duster, apparatus for science practical, models, picture charts. Government policy on school facilities may vary, while in some schools, parents buy the textbooks needed for studies and in some schools, government buys or provides the textbooks and gives them freely to students, and library books are bought from public funds (taxes). Whatever the government policies maybe, it is the responsibility of the school head (principal or headmaster as the case may be) to put the furniture, equipment, buildings and playing grounds in good condition. School physical environment include building and play ground, sport field, fire extinguisher, school bus, car park and sand bath. Also, school facilities include mechanical materials like technological machines, generator, photocopier machines, computer machines, and plumbing machine like water taps, bore hole - electrical telecommunication like speakers, radios, network system, security and fire suppression systems. Learning by students occurs primarily through interaction with people (teachers, peers, resource persons and parents) and instructional materials (textbooks, workbooks, internet, homework, projects, quizzes, and tests). Students learn by engaging in cognitive, affective and psychomotor processes (domains of learning) that are determined by relationship with people and instructional materials. Instructional materials help to improve students' knowledge, abilities, skills and assimilation.

3.4 Education delivery

Review of relevant literatures on the relationship between instructional materials and educational facilities on the academic performance of learners show conflicting views from researchers. Coleman (1996) as cited in Aksit (2017) claimed then that only a small portion of variance in student achievement can be accounted for by variation in schools compared with other factors such as family background. Rutter (1979) as cited in Aksit (2017:129) concluded in their study that schools make a small but highly significant difference. One possible explanation for finding a weak relationship between classroom and school resourcing levels and pupils attainment as identified by Steele (2017) is that schools are inefficient and therefore do not use the resources more efficiently.

However, Owolabi (2012) attributes poor or low performance in science in schools in Nigeria, for instance, to inadequate good instructional materials, equipment, facilities; lack of qualified teachers and laboratories. It is important to note that these materials and resources do not work in isolation of a qualified operator. Lewin (2010) reports a positive connection between the qualification and experience of science teachers, and high levels of achievement in science. Oladejo (2011) argued that teaching physics without appropriate instructional materials may certainly result in poor academic achievement.

Studies have also established positive association between library and student's academic performance (Jaiyeoba & Atanda, 2011). Ola (2011) as cited in Owoeye and Yara (2019) underscores the importance of a well-equipped library arguing that it constitutes a major facility and enhances good learning achievement of high educational standards. Popola (1989) as cited in Owoeye and Yara also report 'that library correlates well with academic achievement and those with well-equipped ones normally maintain high academic performance'. However, Farombi (1998) as cited in Owoeye and Yara (2011) warns that school library may not be effective if the books are not adequate and up-to-date. Farombi (1998) as cited in Owoeye and Yara (2011) also adds that the library's impact is dependent on how often and length of time it is accessible to students. Positive links between resources and students' academic achievement

have been reported by Siddhu (2011). Engin-Demir (2019) states that merely equipping schools with such facilities is not enough to raise student achievement rather what matters most is whether this facilities are utilized properly.

3.5 School facilities and Education delivery

A serene and comfortable environment is viewed to enhance students' learning. A well organized, ventilated, clean, and spacious classroom will help student to settle and concentrate both physically and mentally when instruction is been passed by the teacher. This will in turn positively influence students' academic performance. Schneider (2012) has said that clean, quiet, safe, comfortable and healthy environment constitute an important component of successful teaching and learning process. Evidences show that student achievement lags in shabby school buildings, those without science laboratories, inadequate ventilation and faulty heating system (Schneider, 2012). Siegel (1999) as cited in Victoria Institute of Teaching observes that: The arrangement of space has immediate and far reaching consequences for teachers' ability to effectively and efficiently accomplish day activities, the formation of social and professional relationship and the sharing of information and knowledge.

The condition of learning facilities in the school is important during learning, for example, noisy equipment will distract learners to pay attention. Also, faulty equipment will not give optimum result when used to carry out experiments or demonstrations. It can also predispose the health of both students and teachers to hazardous conditions. Bad condition of classroom, laboratory and library furniture will inconvenient the learners and the desired objective will not be achieved afterwards. Phelps (2018) observes that safe and good conditions of buildings have been linked to student success. According to Earthman and Lemasters (2016) research, indicate the existence of a relationship between student performance (both achievement and behaviours) and the conditions of the built environment. Important factors influential to learning include control of the environment, proper illumination, adequate space and availability of equipment and furnishings more especially in science education. Lyons (2011) reports that students who were in better buildings have test scores varying from 5 to 17 percentile points higher than students in substandard facilities. The Department of Education (USA) (2010) warns that: Decaying environmental conditions such as peeling paint, crumbling plaster, non-functional toilets, poor lighting, inadequate ventilation, inoperative heating and cooling system can affect the learning as well as the health and morale of staff and students.

Instructional spaces like classrooms, libraries, laboratories and technical workshops are very vital in teaching and learning process. The extent to which these spaces could enhance effective teaching and learning depends on their location within the school premises, their structure and instructional facilities. It is not unlikely that well planned instructional spaces in terms of location, structure and facilities will facilitate effective teaching and learning process as well as enhance good academic performance of the pupils. Consequently, emphasizing on the importance of instructional spaces to students' academic performance, Momoh (2020) maintained that one cannot expect high level of students' academic performance where school buildings such as classrooms, libraries, textbooks, technical workshops, and laboratories are substandard. It is emphasized that clean, quiet, safe, and comfortable and health environment are important component of successful teaching and learning. Similarly, Ajayi (2016) has maintained that the high level of students' academic performance may not be granted where

instructional facilities such as textbooks, classrooms, libraries, technical workshops, where necessary and laboratories are structurally defective, not properly ventilated and not spacious enough for use. It was further emphasized that structural effectiveness, proper ventilation space and well located instructional space may lead to the successful teaching and learning process in the school.

In the review of educational literatures, it is frequently argued that the quality of education is dependent on a variety of factors some of which are the availability of classrooms, furniture, equipment, textbooks, libraries, laboratories and technical workshops are crucial in teaching-learning process. Heinemanns (2020), research in developed and developing countries has led to the conclusion that students in developing countries perform much below than those of developed countries, because of inadequate and poor school facilities- It was pointed out comparatively the achievement of Malawi standard eight students in mathematics and science is below that of Thailand, Iran, Chile, and developed countries such as Sweden, U.S.A. and U.K. Thus, in the context of this important aspect (school instructional facilities) there must be adequate and required number of school facilities so as to have better and qualitative education in all parts of the country. Heyneman also maintained that at the minimum a school is acceptable if it can provide a place for students to work without the danger of a roof collapsing; if neither wind nor rain sends students in to the corner for protection, if there is a place for each to sit down, a place to write, material to write with and a certain minimal number of maps, charts, and reference books from which to derive information.

According to the work done by Saiyidain in Sidhu (2019), the importance of school facilities was quoted thus: "A school or a college is a vital and life-giving environment to the extent that it brings into the life of its students' an abiding love and appreciation for all that I best and most significant in national and human life". School Facilities are so important in the life of any educational institutions because the children cannot get desired benefit from the school, if they are not housed properly, if they have no playgrounds, if they are taught in unhealthy surroundings or if the entire equipment provided them are uncomfortable (Sidhu, 2019). Taking into considerations that, schools cannot just be set up everywhere and environments that educate and the character of school buildings and grounds remain an important elements in the child's education. Adams (2018) also asserts that as school heads and their academic staff plan and think together about the present and future needs of school facilities as vital factor that can contribute to the enrolment of students in the school. It was further observed that through adequate planning of school facilities, they can determine the type of instructional materials teachers' would need for effective instructions and whether the available classroom are adequate for the anticipated number of students'.

Momoh (2021) is of the view that facilities can limit educational programmes, but when properly planned, it can only enhance the day-to-day learning process, at the same time, pave way for launching new educational programmes in any school, Therefore, it promotes effective school climate and management. It enhances quality teaching and learning and boosts teachers' and pupils' morale. Adesina (2019) reports that planning of school facilities helps the government and the individual school to avoid wasteful imbalance that arises out of projection based on unreliable data. In addition, a situation may arise where there are pupils' but no teachers' or pupils' without books, desk and classrooms. This, perhaps, was the case in the few first years following the launching of Universal Primary Education in 1976 and the repackaged

U.B.E which is presently on. It influenced school community relationship through the use of facilities as cultural, civic, recreational and youth centers. This also promotes child friendliness and effective schooling and comfort.

3.6 Factors Affecting Education delivery

The academic performance of students is affected by numerous independent factors that can be within the school or outside the school system. These include socio-economic status of students' family, school leadership, students' learning skills and study habit, instructional materials, school facilities and student-teacher ratio. However, Shimada (2010) warns that no single variable has a strong impact on academic achievement, arguing that the educational process is complex and several factors create combination effect. Chang (2012) and Engin-Demir (2019) reported in their studies that socioeconomic status of students' family is closely related to student performance. Chang further states that socioeconomic status is one of the most powerful predictors of student academic achievement across all racial and large groups. Leadership in schools has also been identified as important in relationship to students' achievement (Louis, 2010). Great deal of research has also focused on class size, student-teacher ratio, learning environment, cultural resource and learning or material resources among others in relation to academic achievement (Atanda & Jayeoba, 2011; Zwick, 2012; Wei, 2011; Houtveen, 2012) and the outcome is a mixed. Mark (2010) argues that 'other things being equal, students at better resourced schools would be expected to perform at higher level than students attending poorly resourced schools'. Jebson and Moses (2012) also observed that learning resources play a paramount role in the teaching and learning of science subjects and thereby contributing to students' academic achievement.

4.0 THEORETICAL FRAMEWORK

This study was based on the different theories concerning the learning and performance of students. In Sociological Theory by Spady which proposed a widely recognize theory on student retention in 1970. The basic assumption of this theory is that the student dropout can be best explained by a process involving interaction between the individual student and the university environment. The outcome of this will determine whether the student will be assimilated in the academic and social system of the university. There are variables linked to this process which are family background, academic potential, normative congruence, grade performance, intellectual development and peer support. Bean in 1980 Psychological Theory work, states that the intentions of students to persist are influenced by their attitudes and behavior. These attitudes and behaviors might affect the degree to which is the student is satisfied with the institution. Cavington states in the motivational theory models that the quality as well as the will to continue learning depend closely on an interaction between the kinds of social and academic goals students bring the classroom, the motivating properties of the goals and prevailing classroom reward structured. (Cavington, 2010). With the use of technology in the teaching and learning environments, research has highlighted the benefits of web-based learning for students. Research studies indicate that the use of educational technology afford the learners greater anonymity and opportunities to practice a range of generic skills (for instance, management of self, others, task, information) (Oliver & McLoughlin, 2011).

Research has shown that academic environments contribute to gains in student abilities, interests, and attitudes (Feldman, Ethington, & Smart, 2011). Holland in 1997, noted that environments foster the development of competencies, motivate people to engage in different activities, and reward people for their display of values and attitudes. Environment therefore influences personal and professional self-perceptions, competencies, attitudes, interests, and values. further indicated that a college student's experiences include, but are not limited to: (a) a student's search for academic environments that match their patterns of abilities, interests, and personality pro les; (b) effects of academic environments on student's social behavior in an effort to acquire the desired abilities, interests and values; and (c) a student achievement to include a function of personality type and the academic environment.

Tinto's integration theory According to literature studies done by authors such as Swail (2016), Draper (2014) and McCubbin (2013) Tinto's theory of social and academic integration is the most referred to in the area of student retention. Tinto in 1975. drew upon the work of Spady in 1970 work was the first to apply Durkheim's theory of suicide to student retention. This theory is based on the assertion that the likelihood that an individual will commit suicide is predicted by the level of their integration into society. Tinto asserts that dropout occurs because students are insufficiently integrated into different aspects of the university. Tinto further contends that dropout could occur through lack of integration in either the academic or the social systems of the university. Social integration in turn, includes factors such as the student's self-esteem and the quality of his/her relationship with fellow students and lecturers. A further elucidation of Tinto's model by (Berge & Huang, 2014, McCubbin, 2013) and Seidman in 1996 work also shows that students' pre-entry college attributes such as family background, academic ability, race, sex and prior schooling will determine their academic and social integration into the teaching environment, and subsequently their academic performance.

Haertel, Walberg, and Weinstein in their 1983 studies identified 8 major models of school learning that are either based on psychological learning theory or time-based models of learning. Despite variations in names of constructs, it was found that most of the 8 theories included variables representing ability, motivation, quality of instruction, and quantity of instruction. Constructs less represented in the models were social environment of the classroom, home environment, peer influence, and mass media (Watson & Keith, 2012). Haertel also reviewed theories, multiple quantitative syntheses of classroom research, and secondary data analyses of large- scale national surveys (Reynolds & Walberg, 2017), generally support Walberg's global model of educational productivity.

Walberg's model specifies that: Classroom learning is a multiplicative, diminishing-returns function of four essential factors - student ability and motivation, and quality and quantity of instruction and possibly four supplementary or supportive factors - the social psychological environment of the classroom, education-stimulating conditions in the home and peer group, and exposure to mass media. Each of the essential factors appears to be necessary but insufficient by itself for classroom learning; that is, all four of these factors appear required at least at minimum level. It also appears that the essential factors may substitute, compensate, or tradeoff for one another in diminishing rates of return: for example, immense quantities of time may be required for a moderate amount of learning to occur if motivation, ability, or quality of instruction is minimal.

Caldas and Bankston concluded that the variations in academic performance among schools are connected closely to family situations in those schools. Differences in achievement-test scores between school districts can be almost completely accounted for by variations in the percentages of single-parent families. District resources alone were not enough to counteract the negative influence of single-parent families on academic achievement. Regardless of their own family structure, students tend to do worse in schools that contain a lot of single-parent schoolmates.

Caldas and Bankston speculate that large proportions of students from single-parent families may change the climate of the school. These researchers call for additional study to determine how this factor negatively affects student achievement. (Multi-level Examinations of Students, 1999)

In a study done by Nkemakolam (2018) on the Nigeria graduating system, it was revealed that the significant factors associated with the falling standard of education in any nation, is the stability in educational system. Ojoawo (2018) work on the "Impact of school facilities on students' academic achievement in Social studies at secondary Schools in Okene of Kogi State, Nigeria". The target population was seventeen (17) secondary schools out of which ten (10) secondary schools were selected as the sample by simple randomization. The instrument used in collecting the data was questionnaire, four (4) null hypotheses were stated which were tested using correlation coefficient test statistics at 1.00 level of significance. All the four (4) null hypotheses were rejected. The results reported that about 70% of the respondents made use of the school facilities effectively which had positive impact on the students' academic achievement in social studies in Okene local government area of Kogi State. Anderson (2015) has considered instructional materials as an integral part of the educational process and as vehicles used by teachers along with instructional techniques to convey the contents of instruction to the students. While, Ezeocha (2015) asserts that at all levels, here is failure in educational innovations due to inadequate planning and management. Kaul and Gupta's (2010) findings on school library facilities and their utilisation in secondary and higher secondary schools, revealed that though libraries were found to exist in all the high and higher secondary schools, they had a very large clientele to cater to in proportion to the meagre collection of books. It was only a small fraction of high schools had separate accommodation for libraries as compared to higher secondary schools in these states and generally found to function in a single room accommodation. The reading-room space did not appear to be sufficient to give room for display of newspaper and magazines and other learning materials.

5.0 METHODOLOGY

The descriptive - survey research design was adopted for this study. The study was conducted in Ojo area of Lagos State, Nigeria. The reason for choosing Lagos State is because of the availability of resource materials to the researcher. The population for this study was 200 teachers in the selected schools and a total of 100 respondent sample were chosen, using simple and purposive sampling techniques, out of which the sample size was determined. The researcher used Taro Yamane's formula to determine the sample size from the population. Data for this study was collected from primary and secondary sources. The primary source of data collected was done using a structured questionnaire which was designed to elicit information on school facilities and quality education delivery in private junior secondary schools in Ojo

local government of Lagos State. The secondary source of data collections were textbooks, journals and scholarly materials from the works done by other researchers. The instrument of this study was subjected to face validation with a coefficient of 0.81. Analysis of data was carried out using frequency table, percentage and means score analysis while the hypotheses were tested using a non - parametric statistical test (the Chi- square) SPSS statistical software package.

6.0 RESULTS

6.1 Analysis of Demographic Data of Respondents

Table 1: Gender of Respondents

	Frequency	Percent	Cumulative Percent
Valid Male	65	65.0	65.0
Female	35	35.0	100.0
Total	100	100.0	

Source: Field Survey, 2024.

Table 1 above shows the gender distribution of the respondents used for this study. Out of the total number of 100 respondents, 65 respondents which represent 65.0 percent of the population were males.

Table 2: Age range of Respondents

	Frequency	Percent	Cumulative Percent
Valid 20-30years	15	15.0	15.0
31-40years	30	30.0	100.0
41-50years	25	25.0	50.0
51-60years	20	20.0	70.0
above 60years	10	10.0	25.0
Total	100	100.0	

Source: Field Survey, 2024.

Table 2 above shows the age grade of the respondents used for this study. Out of the total number of 100 respondents, 30 respondents which represent 30.0 percent of the population were between 31-40 years being the highest.

Table 3: Educational Background of Respondents

	Frequency	Percent	Cumulative Percent
OND/HND/BSC	60	60.0	60.0
MSC/PGD	40	40.0	40.0
Total	100	100.0	100.0

Source: Field Survey, 2024.

Table 3 above shows the educational background of the respondents used for this study. Out of the total number of 100 respondents, 60 which represent 60.0 percent of the population were OND/HND/BSC holders being the highest.

Table 4: Marital Status

	Frequency	Percent	Cumulative Percent
Valid Single	30	30.0	30.0
Married	55	15.0	45.0
Divorced	5	20.0	65.0
Widowed	10	15.0	80.0
Total	100	100.0	

Source: Field Survey, 2024.

Table 4 above shows the marital status of the respondents used for this study. This shows that 55 which represent 55.0 percent of the population were married being the highest.

6.2 Analysis of Research Questions

Table 5: Research Questions One: How does a school building enhanced quality of education delivery in private secondary schools in Ojo Local Government of Lagos State?

	Frequency	Percent	Cumulative Percent
Valid Strongly agree	30	30.0	30.0
Agree	42	42.0	72.0
Undecided	10	10.0	82.0
Disagree	10	10.0	92.0
Strongly disagree	8	8.0	100.0
Total	100	100.0	

Source: Field Survey, 2024.

Table 5 shows the responses of respondents on how school buildings have enhanced quality of education delivery in private secondary schools in Ojo Local Government of Lagos State? This shows that 42 respondents representing 42.0 percent agreed that school buildings have enhanced quality of education delivery being the highest respondents.

Table 6: Research Question Two: What is the impact of instructional materials on the quality of education delivery in private secondary schools in Ojo Local Government of Lagos State?

	Frequency	Percent	Cumulative Percent
Valid Strongly agree	30	30.0	30.0
Agree	44	42.0	78.0
Undecided	10	10.0	82.0
Disagree	8	8.0	100.0
Strongly disagree	8	8.0	100.0
Total	100	100.0	

Source: Field Survey, 2024.

Table 6 shows the responses of respondents that instructional materials had impacted on the quality of education delivery in private secondary schools in Ojo area of Lagos State. This reveals that 44 respondents representing 42.0 percent agreed that there is quality of education delivery using instructional materials.

6.3 Test of Hypotheses

1. There is no significant relationship between school buildings and quality of education delivery in private secondary schools in Ojo Local Government of Lagos State.

Table 7: Test Statistics

Chi-Square	105.520 ^a
Df	2
Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 25.0.

Since the p-value = 0.000 is less than the level of significance (0.05), we reject the null hypothesis and conclude that school buildings had a positive significant relationship on the quality of education delivery in private secondary schools in Ojo Local Government of Lagos State.

2. There is no significant relationship between instructional materials and quality of education delivery in private secondary schools in Ojo Local Government of Lagos State.

Table 8: Test Statistics

Chi-Square	700.347 ^a
Df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 25.0.

Since the p-value = 0.000 is less than the level of significance (0.05), we reject the null hypothesis and conclude that there is a positive significant relationship instructional materials on the quality of education delivery in private secondary schools in Ojo Local Government of Lagos State.

7.0 DISCUSSIONS OF FINDINGS

The study is on the school facilities and quality education delivery in private junior secondary schools in Ojo local government area of Lagos State. This findings show that 55 of the population were married, While, 60 were OND/HND/BSC holders and 30 respondents were between 31-40 years and 65 respondents were males. It was further revealed that 42 respondents agreed that school buildings have enhanced quality of education delivery.44 respondents agreed that there is quality of education delivery using instructional materials. Two hypotheses were established to test whether school facilities has a significant relationship on the quality education delivery of teachers of private junior secondary school in Ojo Local Government of Lagos State, it was found that there is a positive significant relationship of school building and instructional materials use in improving the quality of education delivery,

The study agrees with the work done by Jekayinfa (2020) that school facilities are the treasurable assets of the school through which effective teaching and learning can take place and be promoted. Also supports the finding of Kochler (2018) that there are no two opinions

on the idea that a school building must be spaciouly planned, functional and with pleasing architectural features. The study was anchored on Sociological Theory by Spady which proposed a widely recognize theory on retention. The basic assumption of this theory is that the student dropout is the best explained by a process involving interaction between the individual student and the school environment.

8.0 CONCLUSION

In conclusion, in view of the outcome of the study, it was concluded that school facilities remained one essential factor in the realization of the goals of education in Nigeria. This is because of its great role on teaching and learning process that has cut across the provision of essential services such as instructional facilities, infrastructural facilities, ICT materials and a conducive school physical environment. They play a different role in the promotion of teaching and learning. The national policy on education recognized the impact of these essential services to the successful running of schools in its blueprint. Though, it has not been ascertained if these facilities are adequately provided for in the studied schools, important to note was that they are viable tools for productive teaching and learning process. Based on these assertions, schools and educational system by extension should entrench endeavours to provide all these facilities since they are goal-oriented.

9.0 RECOMMENDATIONS

Based on the findings, policies implementation, provision of adequate data to enable proper and adequate implementation of available facilities should be made stable in respect of any change of government. Government should intensified her effort to increase funding of the system and ensure it is timely done, areas that needed urgent attention and map-out strategies to train and retrain every teacher on the use of these facilities. School heads, teachers' and students should be re-oriented to tap on how these implemented facilities can improve considerably teaching and learning within their vicinity. This study can possibly be used as a foundational study to conduct further researches.

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