



# MEASURING QUALITY EDUCATION FOR SUSTAINABLE DEVELOPMENT THROUGH EDUCATIONAL FACILITIES UTILISATION IN PUBLIC SENIOR SECONDARY SCHOOLS, LAGOS STATE EDUCATION DISTRICT V, NIGERIA

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## Abstract

This study examined the influence of educational facilities utilisation on quality education for sustainable development proxy by students' academic performance in public senior secondary schools in Education District V of Lagos State with one hypothesis formulated to guide the study. Descriptive research design was employed, and the study's population comprised all the students in the 71 public senior secondary schools of the chosen education district. A sample of 250 students were drawn from the sampled 25 schools using purposive and simple random sampling techniques. The instruments used to generate data for the study were a self-constructed questionnaire on educational facilities utilisation which contains a-20 item, and record observation containing the internal results of Senior Secondary School (SSS) 3 students. The validity and reliability of these instruments were ensured and determined at 0.79 reliability coefficient. Data collected were analysed using inferential statistics of regression analysis at 0.05 level of significance. The results study showed that there is no significant relative influence of consumable facilities utilisation, non-consumable facilities utilisation and physical type facilities utilisation on students' academic performance in Lagos State Education District V ( $F_{(3,21)} = .896$ ,  $R^2 = .113$ ,  $p > .05$ ). The study thereafter concluded that educational facilities utilisation is apparently not a major determinant of students' academic performance in public senior secondary schools in Education District V. However, part of the study's recommendations is that to ensure quality education for sustainable development, non-educational facilities utilisation should be given the required urgent attention.

**Keywords:** Quality Education, Sustainable Development, Educational Facilities Utilisation

**Word Count:** 243

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## Introduction

Education plays a pivotal role in the sustainable development of societies. Education is the process of developing the knowledge, skills, attitudes and values that enable people to contribute to and benefit from an inclusive and sustainable future (Organisation for Economic Co-operation and Development (OECD), 2018). However, ensuring quality education requires more than just providing access to schools and classrooms. The effective utilisation of educational facilities is equally crucial in measuring the success of educational systems in promoting sustainable development. Quality education goes beyond the mere provision of schooling. It is about equipping students with the knowledge, skills, values, and attitudes necessary for personal fulfillment, active citizenship, and sustainable development. Quality education enables individuals to lead productive lives and contribute to their communities and the world at large (United Nations, 2022).

Educational resources, such as textbooks, technology, facilities, and well-trained teachers, are essential for delivering quality education. However, the mere presence of these resources does not guarantee their effective utilisation. It is crucial to measure how these resources are being used and their impact on student learning outcomes for sustainable development. Meanwhile, teaching is a challenging job that requires specific skills, knowledge, and resources to improve educational outcomes. The availability and use of resources in schools play a crucial role in achieving their goals. United Nations Scientific and Cultural Organization (UNESCO) (2007) emphasizes that investing in educational resources is essential for creating schools where students can collaborate, learn from each other, and thrive in a supportive environment. By maximizing student learning, schools can help every student reach their full potential. Thus, increasing investments in educational facilities would lead to reaping all potential benefits, particularly those related to learning, and ensuring sustainable development (Barrett, Treves, Shmis, Ambasz, & Ustinova, 2019).

Educational facilities are integral parts of educational resources which encompass various physical facilities within educational institutions, such as classrooms, libraries, laboratories, recreational areas, and other facilities. According to Gbesoevi, Gbenu, Adeleke, & Oyelami, (2022), “educational facilities entail school plants that aid quality teaching and learning”. Educational facilities in the context of school system consist of all types of facilities for academic and non-academic activities such as marker, chalk, exercise book, items in first aid box, toiletries, water, textbook, fan, white board projector, notice board, dustbin, public address system, library, classroom, staffroom, sickbay, toilet, laboratories, halls and so forth. These facilities serve as the foundation for delivering quality education and shaping the learning experiences of students. In the context of this study, educational facilities are the consumable, non-consumable and physical type resources used in the teaching-learning process. Hence, maximizing the utilisation of these educational resources or facilities is vital for several reasons according to (DFID 2007); and (Meghir, 2002):

- i. **Enhancing Learning Experiences:** Well-utilized educational facilities provide an environment conducive to effective teaching and learning. Adequate classroom space, well-equipped laboratories, and access to educational resources contribute to a positive learning experience for students.
- ii. **Promoting Inclusivity:** Optimal utilisation of educational facilities ensures that all students, regardless of their backgrounds or abilities, have equal access to quality education. It helps eliminate disparities in educational opportunities and fosters inclusivity within the education system.



- iii. **Optimizing Resource Allocation:** Efficient utilisation of educational facilities allows educational institutions to make the most of their available resources. By identifying underutilized or overutilized spaces, institutions can allocate their budgets effectively, ensuring that resources are distributed where they are most needed.

To measure the effective utilisation of educational resources, various indicators can be considered as posited by Iheonunekwu and Ndidi (2014); and Delfino (2019) are:

- i. **Access and Availability:** This indicator assesses the extent to which educational resources are accessible and available in secondary schools. It considers factors such as the number of textbooks per student, the availability of technology, and the adequacy of facilities.
- ii. **Teacher Training and Professional Development:** The quality of teaching is a critical factor in educational resource utilisation. Measuring the extent of teacher training and professional development programs helps determine the effectiveness of resource utilisation. Well-trained teachers are better equipped to make the most of available resources and engage students in meaningful learning experiences.
- iii. **Student Engagement and Participation:** The active involvement of students in the learning process is a key indicator of effective educational resource utilisation. Assessing student engagement and participation helps measure the extent to which resources are being used to promote interactive and student-centred learning.
- iv. **Learning Outcomes:** Ultimately, the impact of educational resource utilisation can be seen in student learning outcomes. Assessing academic achievements, critical thinking skills, problem-solving abilities, and values development provides insights into the effectiveness of resources in promoting quality education for sustainable development.

Utilisation which has been conceptualised by many scholars refers to the actual usage of school facilities, equipment, and supplies by teachers in teaching (Ugwuanyi, 2013), and a process of making use of available resources at an individual's disposal (Umeozor, 2019). When resources are adequately available in schools, teachers can effectively utilize them in the classroom, leading to better performance and satisfaction. Educational resources are essential for teachers to enhance their potential, competence, and overall satisfaction (Ocham & Okoth, 2015).

According to Lyons (2012), learning is a complex process that involves the interplay of various factors, including students' motivation, physical facilities, teaching resources, and teaching and curriculum demands. The availability and utilisation of educational facilities is crucial in ensuring the delivery of quality education in schools, as they serve as the fundamental resources that contribute to students' academic performance. To facilitate effective teaching and learning, it is essential to use the necessary resources, including materials, human resources such as teachers and support staff, and physical facilities like laboratories, libraries, and classrooms. Department for International Development (2007) indicates the importance of school facilities in relation to quality education. Difference in school facilities would be seen to account for difference in achievement. The school facilities include classrooms, lecture theatres, auditoriums, administrative block, libraries, laboratories, workshops, play grounds, assembly halls, and special rooms like clinics, staff quarters, students' hostels, kitchen, cafeteria, and toilet amongst others (Okongo, Ngao, Rop, & Nyongesa, 2015).



However, the degree of provision and utilisation educational facilities may seriously influence the task performance and educational performance. Adequacy and utilisation of resources in an organization is as important as the achievement of goals and objectives. Students' learning outcome is not likely to be known or observed without using the appropriate resources effectively and appropriately (Ibukun, Akinfolarin, & Alimi, 2011). Many studies conducted have shown that a significant relationship existed between school resources utilisation and students' academic performance. Iheonunekwu (2012) have also shown that the condition of school facilities had a strong effect on academic performance of pupils. Amos, Rissim and Aji (2022) revealed low positive relationship between resource utilisation and academic performance of students. Ekundayo (2012) emphasizes that the availability, relevance, adequacy and utilisation of educational facilities do not contribute to students' academic performance.

Several countries have implemented strategies to measure and improve the utilisation of educational facilities, leading to enhanced quality education and sustainable development. For example, Finland has a comprehensive system for measuring educational facilities utilisation. They monitor classroom occupancy rates, resource availability, and student-to-teacher ratios to ensure optimal utilisation. This approach has contributed to Finland's reputation for delivering high-quality education. In India, the Annual Status of Education Report (ASER) is a citizen-led survey that assesses learning outcomes and educational resource utilisation in rural areas. The report measures aspects such as the availability of textbooks, classroom infrastructure, and teacher attendance. This data helps identify gaps and areas for improvement in resource utilisation (UNESCO 2014). Also, the UNESCO Institute for Statistics (UIS) (2021) developed the Global Education Monitoring (GEM) report, which includes indicators related to resource allocation and utilisation. This report provides valuable data for policymakers and stakeholders to inform decision-making and improve resource utilisation for better educational outcomes.

The concept of academic performance is defined as the outcome of students' assessments through comprehensive, systematic, cumulative, diagnostic, formative, and summative evaluation of what they have gone through in a school setting (Ayo, 2000). Academic performance of students is defined as the desirable changes or outcomes in students' performance after a period of teaching and learning activities as related to educational objectives, which provide information to students, teachers, school administrators, and parents on the level at which educational objectives have been achieved (Ogunsaju, 2004). The academic performance of students, proxied by quality education in the study, is measured by the internal examination results in public senior secondary schools in the study area. However, according to Ehinola (2009), academic performance refers to achieving a score on a test that is higher than the average score of the class while also considering the level of difficulty of the test.

According to Aboula (2013), there are four main areas that contribute to poor academic performance: factors related to the child, factors related to the family, factors related to the school, and factors related to society. Factors related to the child include basic cognitive skills, physical health, psycho-emotional factors, and lack of interest in the school programme. Factors related to the family include cognitive stimulation and basic nutrition during the first two years, the type of discipline at home, the absence of role models, and financial constraints. Factors related to the school include the location of the school, the physical building itself, and the interpersonal relationships among the school personnel. Lastly, factors related to society include the instability of educational policies, underfunding



of the educational sector, leadership issues, and job opportunities. By considering and addressing these factors, the academic performance of students can be improved.

Meanwhile, government, educational institutions, and concerned citizens seem to be deeply concerned about the educational system's failure to utilise the available educational facilities to improve students' academic performance. The belief is that if schools have access to sufficient academic resources and utilize them effectively in the teaching and learning process, students' academic performance will greatly improve. Therefore, this study aims to examine the impact of educational facilities utilisation on students' academic performance in public senior secondary schools in Lagos State.

However, it is important to note that this study has its limitations. The findings may be limited to the specific context of public senior secondary schools in Education District V of Lagos State and may not be generalizable to other education districts of the study area. Additionally, other factors, such as teaching quality and students' personal characteristics, may also influence academic performance and should be considered in future studies.

This study aims to explore the correlation between consumable resources utilisation, non-consumable resources utilisation, physical type resources utilisation and students' academic performance in public senior secondary schools in Lagos State. By examining the use of these resources, the study seeks to provide valuable insights into their impact on students' learning outcomes. The study findings will contribute to the existing body of knowledge on educational resource allocation and inform future educational policies and practices.

The study aims to achieve the following objectives to:

- i. establish the influence of the utilisation of consumable resources on students' academic performance in Public Senior Secondary Schools in Lagos State.
- ii. examine the influence of non-consumable resources on students' academic performance in public senior secondary schools in Lagos State.
- iii. investigate the impact of physical type resources utilisation on students' academic performance in public senior secondary schools in Lagos State.
- iv. determine the extent to which the identified consumable, non-consumable and physical type resources utilisation have the greatest influence on student's academic performance in public Senior Secondary Schools in Lagos State.

The research hypotheses are as follows:

**H<sub>01</sub>:** There is no significant relationship between consumable resource utilisation and students' academic performance in public senior secondary schools in Lagos State.

**H<sub>02</sub>:** There is no significant relationship between non-consumable resources utilisation and students' academic performance in public senior secondary schools in Lagos State.

**H<sub>03</sub>:** There is no significant relationship between physical type resources utilisation and students' academic performance in public senior secondary schools in Lagos State.

**H<sub>04</sub>:** There is no significant relative contribution of consumable resources utilisation, non-consumable resources utilisation and physical type resources utilisation to students' academic performance in Public Senior Secondary Schools in Lagos State.





## Methodology

The study employed a descriptive research design to provide a detailed description of the current situation in public senior secondary schools in Education District V, Lagos State. This design was chosen because it involved observing and describing information about the influence of educational resources utilisation on students' academic performance in public senior secondary schools. The study included all students from 72 public senior secondary schools in Education District V, Lagos State. Twenty-five senior secondary schools were selected randomly from the population of schools. From each of the sampled schools, a purposive sampling technique was used to select 10 students from SSS 3. This selection was based on their familiarity with the utilisation of educational facilities in schools. Therefore, a total of 250 students constituted the sample size for the study.

Two instruments were used to collect data for the study: a questionnaire and students' academic proforma. The questionnaire, titled "Educational Resources Utilisation Questionnaire (ERUQ)," was a structured tool designed to collect responses and test the study's hypotheses. It consisted of two sections: Section A, which gathered personal data from the respondents, and Section B, which included 20 items related to the study's variables. The response options for the ERUQ were: Very Poor (1), Poor (2), Average (3), Good (4), and Excellent (5). On the other hand, the students' academic proforma was utilized to collect internal examination results of SSS3 students from 25 selected schools in the study area. The instruments used in this study were reviewed by experts in the field of educational management to ensure their content and face validity. Additionally, the reliability of the instruments was assessed using the Cronbach alpha and inter-rater reliability tests, which yielded coefficients of 0.87 and 0.75, respectively.

Data collected from the administered questionnaire and students' academic proforma were analyzed using inferential statistics, specifically Pearson's correlation and multiple regression. The analysis was conducted at a 0.05 probability level using the Statistical Package for Social Sciences (SPSS) version 23.0.

## Results and Discussion

The section presents the results of the study under the following sub-headings.

**Table 1: Demographic Data of the Respondents**

| Variables |                    | Number | Percentage (%) |
|-----------|--------------------|--------|----------------|
| Gender    | Male               | 119    | 47.6%          |
|           | Female             | 131    | 52.4%          |
| Age       | 12 - 14 years      | 13     | 5.2%           |
|           | 15 - 17 years      | 131    | 52.4%          |
|           | 18 - 21 years      | 88     | 35.2%          |
|           | 22 years and above | 18     | 7.2%           |

Table 1 presents the data from the study, indicating that 119 (47.6%) of the respondents were male, while the remaining 131 (52.4%) were female. It is evident from the data that the majority of the respondents were female. In terms of age distribution, 13 (5.2%) of the respondents were between 12 and 14 years old, 131 (52.4%) fell within the age range of 15 to 17 years, 88 (35.2%) were between 18 and 21 years old, and 18 (7.2%) belonged to the age



bracket of 22 years and above. A significant observation is that the majority of the respondents were in the age range of 15 to 17 years.

**H<sub>01</sub>:** There is no significant relationship between consumable resource utilisation and students' academic performance in public senior secondary schools in Lagos State.

**Table 2: Correlation between consumable resources utilisation and students' academic performance in public senior secondary schools in Lagos State**

|                                  |                 | Consumable resources utilisation | Students' academic performance |
|----------------------------------|-----------------|----------------------------------|--------------------------------|
| Consumable resources utilisation | Pearson         | 1                                | -.094                          |
|                                  | Correlation     |                                  |                                |
|                                  | Sig. (2-tailed) |                                  | .654                           |
|                                  | N               | 250                              | 25                             |
| Students' academic performance   | Pearson         | -.094                            | 1                              |
|                                  | Correlation     |                                  |                                |
|                                  | Sig. (2-tailed) | .654                             |                                |
|                                  | N               | 25                               | 25                             |

Table 2 presents the correlation results between the utilisation of consumable resources and students' academic performance in public senior secondary schools. The findings indicate a negative, weak, and non-significant relationship between the two variables ( $r = -.094$ ,  $N = 250$ ,  $p > 0.05$ ). In other words, the utilisation of consumable resources does not significantly impact students' academic performance in public senior secondary schools in Lagos State, Nigeria. Consequently, the hypothesis that there is no significant relationship between the utilisation of consumable resources in public senior secondary schools in Lagos State cannot be rejected. The study has found that there is no significant correlation between the use of consumable resources and the academic performance of students in public senior secondary schools. The research aimed to understand if the resources provided to students, such as textbooks and stationery, had an impact on their academic success. However, the results showed that there was no clear relationship between the two variables. This suggests that other factors, such as teaching quality or student motivation, may play a more significant role in determining students' academic performance. The statement emphasizes that students' academic performance is not solely determined by the use of educational resources. Other factors, particularly those related to teachers, also play a significant role. Hanushek (2006) supports this view, stating that there is a widespread agreement in the literature that educational resources do not have a statistically significant impact. However, the connection between the utilisation of educational resources and students' academic performance remains relevant and worthy of further exploration.



**H<sub>02</sub>:** There is no significant relationship between non-consumable resources utilisation and students' academic performance in public senior secondary schools in Lagos State.

**Table 3: Correlation between non-consumable resources utilisation and students' academic performance in public senior secondary schools in Lagos State**

|   |                     | Non-consumable<br>resources<br>utilisation | Students'<br>academic<br>performance |
|---|---------------------|--|--------------------------------------|
| Non-consumable resources<br>utilisation | Pearson Correlation | 1  | -.197                                |
|   | Sig. (2-tailed)     |  | .345                                 |
|   | N                   | 250  | 25                                   |
| Students' academic<br>performance       | Pearson Correlation | -.197                                      | 1                                    |
|   | Sig. (2-tailed)     | .345                                       |                                      |
|   | N                   | 25   | 25                                   |

The result in Table 3 shows that there is a negative, weak and non-significant relationship between non-consumable resources utilisation and students' academic performance in public senior secondary schools in Lagos State ( $r = -.197$ ,  $N = 250$ ,  $p > 0.05$ ). This implies that the higher the non-consumable resources utilisation, the lower the students' academic performance in public senior secondary schools in Lagos State. The result suggests that non-consumable resources utilisation do not significantly influence students' academic performance in public senior secondary schools in Lagos State. Therefore, the hypothesis which states that there is no significant relationship between non-consumable resources utilisation and students' academic performance in public senior secondary schools in Lagos State is hereby not rejected. This gives the impression that the utilisation of provided consumable resources such as chalk, marker, exercise books, workbooks and so forth may not be major determinant of teachers' productivity which in turn brings the improvement in students' academic performance.

**H<sub>03</sub>:** There is no significant relationship between physical type resources utilisation and students' academic performance in public senior secondary schools in Lagos State.

**Table 4: Correlation between physical type resources utilisation and students' academic performance in public senior secondary schools in Lagos State**

|  |                     | Physical type<br>resources<br>utilisation | Students'<br>academic<br>performance |
|--|---------------------|---|--------------------------------------|
| Physical type resources<br>utilisation | Pearson Correlation | 1   | -.075                                |
|  | Sig. (2-tailed)     |   | .722                                 |
|  | N                   | 250                                       | 25                                   |
| Students' academic<br>performance      | Pearson Correlation | -.075                                     | 1                                    |
|  | Sig. (2-tailed)     | .722                                      |                                      |
|  | N                   | 25  | 25                                   |

Table 4 presents correlation between physical type resources utilisation and students' academic performance in public senior secondary schools and the results show that there is a negative, weak and non-significant relationship between physical type resources utilisation and students' academic performance in public senior secondary schools in Lagos State, Nigeria ( $r = -.075$ ,  $N = 250$ ,  $p > 0.05$ ). This implies that physical type resources utilisation do not significantly influence students' academic performance in public senior secondary





schools in Lagos State, Nigeria. Therefore, the hypothesis which states that there is no significant relationship between physical type utilisation in public senior secondary schools in Lagos State is hereby not rejected. The result is supported by Iheonunekwu and Ndidi (2014) who found out that there is no significant relationship between the utilisation of science laboratories and students' academic performance. The result points at an inverse relationship between utilisation of laboratories and students' academic performance. However, the finding shows that apart from physical type resources utilisation, there are other factors responsible for the prediction of students' academic performance in schools. This, among others, could include provision of adequate qualified teachers who would teach the increasing number of students to ensure quality service delivery and other learning materials in the school. The study also confirmed by Olutola (1981) who found that physical resource utilisation was not responsible for the decline or improved performance of schools in WASSC.

**H<sub>04</sub>:** There is no significant joint and relative contribution of consumable resources utilisation, non-consumable resources utilisation and physical type resources utilisation to students' academic performance in Public Senior Secondary Schools in Lagos State.

**Table 5: Multiple regression analysis showing joint and relative contribution of consumable resources utilisation, non-consumable resources utilisation and physical type resources utilisation to students' academic performance in public Senior Secondary Schools in Lagos State**

| Model Summary |                   |          |                   |                            |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model         | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1             | .337 <sup>a</sup> | .113     | -.013             | 24.97767                   |

a. Predictors: (Constant), Physical type resources utilisation, non-consumable resources utilisation, consumable resources utilisation

| ANOVA <sup>a</sup> |            |                |    |             |                   |
|--------------------|------------|----------------|----|-------------|-------------------|
| Model              |            | Sum of Squares | Df | Mean Square | Sig.              |
| 1                  | Regression | 1676.673       | 3  | 558.891     | .896              |
|                    | Residual   | 13101.567      | 21 | 623.884     | .460 <sup>b</sup> |
|                    | Total      | 14778.240      | 24 |             |                   |

a. Dependent Variable: Students' academic performance

b. Predictors: (Constant), Physical type resources utilisation, non-consumable resources utilisation, consumable resources utilisation

| Coefficients <sup>a</sup> |                                      |                             |            |                           |        |
|---------------------------|--------------------------------------|-----------------------------|------------|---------------------------|--------|
| Model                     |                                      | Unstandardized Coefficients |            | Standardized Coefficients | T      |
|                           |                                      | B                           | Std. Error | Beta                      | Sig.   |
| 1                         | (Constant)                           | 96.217                      | 43.649     |                           | 2.204  |
|                           | consumable resources utilisation     | -2.167                      | 7.433      | -.179                     | -.292  |
|                           | Non-consumable resources utilisation | -7.131                      | 4.568      | -.806                     | -1.561 |
|                           | Physical type resources utilisation  | 6.358                       | 5.821      | .833                      | 1.092  |

a. Dependent Variable: Students' academic performance



Table 5 shows the results of multiple regression analysis that were conducted to predict the relative contribution of consumable resources utilisation, non-consumable resources utilisation and physical type resources utilisation to students' academic performance in public senior secondary schools in Lagos State. An insignificant regression coefficient was found ( $F_{\text{ratio}} = .337$ ,  $R^2 = .113$ ,  $\rho = .460 > 0.05$ ). The coefficient of determination ( $R^2 = .113$ ) which indicates that all the predictor variables (consumable resources utilisation, non-consumable resources utilisation and physical type resources utilisation) accounted for 11.3% ( $R^2 \times 100$ ) of the total variance in students' academic performance. This connotes that the predictor variables had 11.3% contribution to students' academic performance in public senior secondary schools in Lagos State. The remaining 88.7% unexplained variation is due to other variables that can account for students' academic performance in the public senior secondary schools.

However, the beta weight value .833 under the standardized coefficients shows that physical type resources utilisation is the highest contributor to change in the dependent variable (students' academic performance) in public senior secondary schools in Lagos State with ( $\beta_3 = 6.358$ ,  $t = 1.092$ ,  $\rho = .287 > 0.05$ ) which is not statistically significant, followed by non-consumable resources utilisation ( $\beta_2 = -7.131$ ,  $t = -1.561$ ,  $\rho = .134 > 0.05$ ) which is not statistically significant and consumable resources utilisation contributes ( $\beta_1 = -2.167$ ,  $t = -.292$ ,  $\rho = .773 > 0.05$ ) which is not statistically significant. These results did not reject the null hypothesis which states that there is no significant relative contribution of consumable resources utilisation, non-consumable resources utilisation and physical type resources utilisation to students' academic performance in public senior secondary schools in Lagos State. With these results, one can conclude that physical type educational resources utilisation serves as the best predictor of students' academic performance than consumable, and non-consumable educational resources utilisation in public senior secondary schools in Lagos State. Ekundayo (2012) emphasizes that the availability, relevance, adequacy and utilisation of educational facilities do not contribute to students' academic performance.

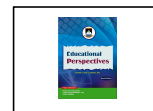
## 1. Conclusion and Recommendations

The study has established that educational facilities utilisation are apparently not a notable determinant of students' academic performance in public senior secondary schools in Lagos State. Yet, facilities in terms of school building, library, laboratory, chairs/tables and audio-visual are very crucial to high academic attainment. The study concluded that student's academic performance is not a function of educational resources utilisation in public senior secondary schools in Lagos State. Hence, the study recommended among others that:

1. The study recommended that to ensure quality education for sustainable development, non-educational facilities utilisation should be given the required urgent attention.
2. 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 available facilities are used effectively in the teaching and learning process.
3. Teachers should be informed about the current state and progress in the use of facilities in public senior secondary schools through regular workshops/seminar on the value of using facilities in teaching.
4. The government should continue with the welfare package for teachers and constant incentives in term of promotion and allowances in order to boost teachers morale to teach.



5. Parent should not be left out of the effort to provide and encourage their children in public senior secondary schools to use school amenities effectively. When parents and guardians realize how important it is for the children and wards to use school facilities, they will not hesitate to provide moral and financial assistance.



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