INFLUENCE OF EDUCATIONAL FACILITIES, SCHOOL LEADERSHIP AND MANAGEMENT ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN LAGOS STATE EDUCATION DISTRICT V LAGOS

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Abstract

This study examined the influence of educational facilities and quality assurance practices on students' academic performance in public secondary school District V Lagos. The population of the study comprised of all public secondary school teachers in Lagos State Education District V Lagos.. The sample for this study consisted of 300 teachers selected in public secondary schools in Lagos State Education District V Lagos. The simple random sampling was used to select the sample. Data was collected with the use of self-developed "Educational Facilities, School Leadership and Management on Students' Academic Performance Questionnaire (EFSLMSAPQ). This questionnaire comprised of two sections. Section A was on demographic information of respondents, section B focused on variable of Educational facilities, school leadership and Management on students' academic performance, In order to establish the reliability of "Educational Facilities, School Leadership and Management on Students' Academic Performance Questionnaire (EFSLMSAPQ ten respondents from secondary school in Lagos State Education District I that were not part of the study was used for reliability test. The data generated from the pilot study was subjected to Pearson Product Moment Correlation Coefficient (PPMCC), which was 0.87 after computation, and r-value of 0.70 was used as basis for adoption of the instruments for data collection in the study. Data collected was analysed with the use of descriptive statistics of frequency and percentage for demographic data of respondents while the inferential statistics of linear regression was used to test the three formulated hypotheses at 0.05 level of significance. Findings from the study revealed that educational facilities, school leadership and management had influence on students' academic performance. It was recommended that Lagos State Education District V should provide adequate educational facilities for all secondary in the district to enhance teaching and learning, school leadership in secondary schools in Lagos State Education District should perform their roles and responsibilities as required.

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Introduction

Education can be seen as the bedrock of every society and tool for nation building. It is also a means of preserving societal and cultural settings, plus the acquisition of skills that make members of the society useful to themselves and the society. The process of educating is to develop the cognitive, affective and psychomotor domain of individuals and groups in order to equip them with knowledge and skills necessary to survive and make the society progress. Education is the development of knowledge, skill, attitude, ability or character with the purpose of making life worth living (Ani, 2010). This means that holistic development of individual and society can be achieved through the process of education. Education can acquired through teaching, imitation or training. Education is the process of inculcating norms and values of a society from the teacher to the learner with the aim of making them functional members of the society.

According to Rufai, et al (2018) education is a means of transmitting society's culture, establishing the present and improving or changing the future from one generation to another. It is the process of bringing about a change in human behaviour. As the oldest industry, it is the main instrument used by society to preserve, maintain and upgrade its social equilibrium. A society's future probably depends largely on the quality of its citizen's education, because education is a major determinant of the development of nations, since the sum of individual educational experiences has significant implications for aggregate macro conditions in the nation.

This importance attached to education led the Federal Government in Nigeria to adopt education as an instrument par excellence for effective national development (Federal Republic of Nigeria, 2013). Quality education is an instrument that is highly indispensable in the transformation of individual values, beliefs and behaviour. It is also used to preserve societal cultural values and acquisition of skills that make members of the society useful to themselves and their society. Therefore, providing quality work force, favourable learning environment, provision of relevant teaching and learning materials, welfare of teachers and students among other resources becomes imperative.

Though education is important, the type of education provided for citizens is more important, quality education is of more importance for meaningful development to occur in any nation. Quality education provision basically involves compliance with government's policies, with regards to such aspects of school's operations as staffing, curriculum delivery, infrastructure, management, corporate life, laboratory facilities and library services being implemented. All these are required to ensure a complete well-rounded education and production of quality students from the school system as contained in the National Policy on Education (FRN, 2013), which aptly states that the broad aims of secondary education in Nigeria are to prepare students to be useful living within the society, and also to prepare the students for higher education.

The current National Policy on Education advocated nine years of Universal Basic Education (UBE) consisting of six years of primary education, and the first three years of secondary education, referred to as the junior secondary. The rest three years is senior secondary. This policy further positioned secondary education sensitively in the education system. The position occupied by secondary education is not only crucial but strategic to the realization of the national goals. It stands to prepare the recipients for technical and

vocational competence or preparation for tertiary education. Furthermore, secondary education plays a major role in identifying and preparing them for future roles. This point is unequivocally articulated in a World Bank document (2009) cited in Okotoni (2012) on secondary education.

Quality of education has become one of the central issues accorded priority in the recent educational reforms going on worldwide. It became one of the mechanisms used in achieving it. The declining of standard of secondary education in Nigeria poses serious challenge to principals, teachers, and students who constitute the primary focus in quality assurance system. The notion of quality varies from that of providing a distinctive, special or even exclusive product or service, to meeting or conforming to predetermined specifications or standard (Okaforcha, et al 2021).

Quality input give rise to quality output. Quality input according to Ehindero (2004) is the systematic and continuous actions of an organization that lead to efficiency and better output. The author further stressed that organizational development is determined by the number of successful output produced to compete in the society. Eya (2011) defined quality input as the totality of the resources put into a system to bring out effective and efficient result. In the schools settings, the students, the fees and other resources are combined to yield maximum output

For quality education to be achieved in a nation, the principal actors of learning who are the teachers, learners and the environment must be cooperatively organized to achieve the aims of the society. The societal expectations of quality inputs from the training institutions makes the students central in any instructional program. The quality of staff in the school system presupposes the quality of the school output, which are the resources that will be available for the school to progress (Ochuba, 2009).

According to Ayeni et al (2012), quality assurance is the efficient management, monitoring, evaluation and reviews of the resource inputs and transformation process (teaching and learning) to produce quality outputs (students) that meet standards and expectations of the society. In the view of the concept, Idialu (2013), defined quality assurance as ways of managing the educational sector and ensure that services provided are kept at high standard that will positively affect its products (students). Orji, (2019); Adegbesan (2013) identified quality assurance strategies to include: monitoring, evaluation, supervision, inspection and quality control (staff professional development). In educational institutions, school facilities constitute essential inputs which could guarantee favourable learning environment and enhance the achievement of educational objectives. According to Asiyai (2012); Bandele, 2003), school facilities include the entire school plant which school administrators, teachers and students harness, allocate, and utilize for the smooth and efficient management of any educational institution.

In the school, educational facilities serve as pillars of support for effective teaching and learning thereby making the process meaningful and purposeful (Adeogu, 2008). Educational facilities include permanent and semi-permanent structures, such as machinery, laboratory equipment, the blackboard, teachers' tools and other equipment as well as consumables. Educational facilities also refer to non-human and non-financial resources which include all movable and immovable materials which are used for teaching, learning and other school activities (Momoh, et, al 2020; Olayemi, et, al (2020),

According to Osuji (2016) effective educational facility is responsive to the changing programmes of educational delivery, and at a minimum should provide a physical environment that is comfortable, safe, secure, accessible, well illuminated, well ventilated, and aesthetically pleasing. However, he further educational facility consists of not only the physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security, and fire suppression systems (Osuji, 2016). Educational facilities had a major impact on academic performance. For instance schools with inadequate building, no science labs, inadequate ventilation and faulty heating systems affect students' performance (Stricherz, 2000, Lewis, 2001).

Students' academic performance is considered as a product of his learning and for information on individual learning rate one should refer to his visible behaviour or to be more precise see his performance. Academic performance according to Bell, cited by Isah (2015) is a measurement of success or how well as student meets standards set out by the institution itself. Academic performance is how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers, it is also the ability to study and remember facts and being able to communicate your knowledge verbally or down on paper (Isah 2015). Seif, (2009) believed that students' academic performance is highly affected by motivation and emotion, environmental condition, tiredness and illness. So, these factors may yield a fairly accurate indicator of how much he is learning, unless he can show it well.

Arop, Owan, and Ibor (2019) revealed that, there is significant relationship between quality of school facilities (r = .478, p< .05), quality of leadership (r = .928, p< .05) quality of supervision (r = .881, p< .05) respectively with secondary school teachers' job performance; quality of school facilities, leadership, and supervision have significant composite influence (F=4800.58, p<.05) on secondary school teachers' job performance. Odigwe (2007), also revealed that the level of infrastructural facilities and quality of school supervision, significantly influenced school effectiveness, while school leadership behaviour does not significantly influence school effectiveness with regards to students' academic achievement in English language and Mathematics.

Leadership and management are indispensable in any organisation especially in the school system because of its far reaching effects on the accomplishment of organisational goals. School leadership according to Oboebgulem et, al (2011) is the process through which school heads influence their followers to act for certain goals that represent the values, needs, aspirations and expectations of both leaders and followers. .Those occupying leadership positions especially in schools such as principals should be aware that their personality influences their leadership effectiveness. Ikediugwu (2001), defines school leadership as a process in which intention influenced is exerted by the school heads over other people (the teachers and students) to structure and facilitates the activities and relationship in the group or organization. In a school system, the principal is expected to possess the necessary leadership skills which will enable him or her perform comfortably.

A school's leadership team is the best place to draw together the evidence and to make judgments about the key strengths, weaknesses and priorities for the whole school (Kocheny, 2012). For example, subject and

departmental heads should be evaluating the progress made by learners, identifying priorities that need to be fed into the School Development Plan and putting in place action that leads to improvement (Nigeria Federal Education Quality Assurance Service, n.d). Ravhudzulo (2012) argues that there is low learners' performance due to lack of management, skills and capacities, non–upgrading of teachers based on qualifications and skills as well as a lack of teacher commitment. Education International Survey Report (2007) also established that in East African countries, teachers had low morale due to lack of salaries, heavy teaching loads and poor conditions of service which is also applicable in Nigeria.

Management is organising or managing activities in an organisation in the achievement of an objective (Echols et al 2005). Management can also be interpreted as a process consisting of planning, organising, and supervision conducted in achieving the objectives of the Organisation by utilizing human resources and others. According to Ibrahim Badafal (2004), management of education facilities and infrastructure is part of school administration. Infrastructure management is a cooperation mechanism that is related to all equipment and the use of all educational equipment, making it more effective and efficient.

Hajeng et al (2014), in his research showed that the administrative personnel who have the expertise are very helpful to succeed in managing the facilities and infrastructure in the school. Furthermore, in supporting the success of the facilities management and school infrastructure also provide training to teachers, complete supporting facilities that can increase the learning interest of students such as a good and interesting library. All school residents participated in the maintenance of existing facilities and infrastructures. Based on the results of the research Ulpha et al (2016) shows that the learning facilities influence the quality of education. Poor learning facilities or lack of teachers ' skills in utilizing existing facilities such as the use of technology and information can be a constraint when the procurement of facilities. This causes the quality of education in schools to be optimally achieved.

Supervision is a tool of ensuring quality teaching and learning in schools. It is an internal mechanism adopted by principals for school self-evaluation, geared towards helping teachers and students to improve on their teaching and learning activities for the purposes of achieving educational objectives. The principals ensure effective supervision by interacting academically and socially at a regular basis with teachers and students within and outside the classrooms. (Ayeni, 2012).

Ajayi et, al (2013) report that the performance of students in English Language and Mathematics in the May/June West African Senior School Certificate Examinations (WASSCE) showed an unpredictable trend of mass failure for some years. It was reported in Ondo State that only 21 per cent of students in the state had five credits including English and Mathematics in WAEC/NECO, but has now risen to 35 per cent, noting that the intention of the government is to have 70 per cent before the end of tenure of the administration. Adeyemi, (2011), findings indicate that the performance of students in the Junior Secondary Certificate (JSC) and the Senior Secondary Certificate (SSC) examinations was low, especially in the hard science subjects. Against this backdrop, this study intends to evaluate the influence of educational facilities, school leadership and management on students' academic performance in public secondary school in Lagos State Education District V Lagos.

Research Hypotheses

The following null hypotheses were formulated to guide the study and were tested at 0.05 level of significance

1. Educational facilities will have no influence on students' academic performance in public secondary school in in Lagos State Education District V Lagos?
2. School leadership and management will have no significant influence on students' academic performance in public secondary school in in Lagos State Education District V Lagos
3. School management will not have significance influence on students' academic performance in public secondary school in Lagos State Education District V Lagos.

Methodology

The population of the study comprised of all public secondary school teachers in Lagos State Education District V Lagos. The sample for this study consisted of 400 teachers selected in public secondary schools in Lagos State Education District V Lagos. The simple random sampling was used to select the sample. Data was collected with the use of self-developed "Educational Facilities, School Leadership and Management on Students' Academic Performance Questionnaire (EFSLMSAPQ). This questionnaire comprised of two sections. Section A was on demographic information of respondents, section B focused on variables selected for this study. In order to establish the reliability of the instrument, ten respondents from secondary school in Lagos State Education District I that were not part of the study was used for reliability test. The data generated from the pilot study was subjected to Pearson Product Moment Correlation Coefficient (PPMCC), which was 0.87 after computation, and r-value of 0.70 was used as basis for adoption of the instruments for data collection in the study. Data collected was analysed with the use of descriptive statistics of frequency and percentage for demographic data of respondents while the inferential statistics of linear regression was used to test the three formulated hypotheses at 0.05 level of significance.

Results and Discussion

The results are presented in tables below:

Hypothesis 1: Educational facilities will have no influence on students' academic performance in public secondary school in in Lagos State Education District V Lagos

Table 1: Regression analysis on educational facilities and students' academic performance

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	355.174	1	355.174	638.125	.000[b]
	Residual	221.523	398	.557		
	Total	576.697	399			

a. Dependent Variable: Students' academic performance

b. Predictors: (Constant), Educational facilities

The table indicates that the regression model predicts the dependent variable of students' academic performance significantly well. This table indicates that educational facilities predict students' academic performance and also contributes statistically to the model as p = .000. The table shows that the independent variable of educational facilities statistically significantly predict the dependent variable of students' academic performance, $F_{(1, 398)}$ = 638.125, $p < .0005$, R^2 =.703. Therefore the hypothesis which stated that educational facilities will have no influence on students' academic performance in public secondary school in in Lagos State Education District V Lagos is hereby rejected. This implies that Educational facilities had influence on students' academic performance in public secondary school in in Lagos State Education District V Lagos. This finding corroborates that of Ajayi (2020) reiterated that when facilities are provided to meet relative needs of a school system, students would not only have access to the reference materials mentioned by the teacher, but individual students would also learn at their own paces. Arop, Owan, and Ibor (2019), revealed that, there is significant relationship between quality of school facilities (r = .478, p< .05), quality of leadership (r = .928, p< .05) quality of supervision (r = .881, p< .05) respectively with secondary school teachers' job performance; quality of school facilities, leadership, and supervision have significant composite influence (F=4800.58, p<.05) on secondary school teachers' job performance. Otchere et al (2019) asserted that there is a strong and positive relationship between quality of school facilities and students' achievement in schools.

Hypothesis 2: School leadership will have no significant influence on students' academic performance in public secondary school in in Lagos State Education District V Lagos

Table 2: Regression analysis on school leadership and students' academic performance

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	133.749	1	133.749	373.483	.000[b]
	Residual	142.529	398	.358		
	Total	276.277	399			

a. Dependent Variable: Students' academic performance
b. Predictors: (Constant), School leadership

The table indicates that the regression model predicts the dependent variable of students' academic performance significantly well. This indicates the statistical significance of the regression model. This table indicates that school leadership predict students' academic performance and also contributes statistically to the model as p = .000. The table shows that the independent variable of school leadership statistically significantly predict the dependent variable of students' academic performance, $F_{(1, 398)}$ = 373.483, $p < .0005$, R^2 =.484. Therefore the hypothesis which stated that school leadership will have no significant influence on students' academic performance in public secondary school in Lagos State Education District V Lagos is hereby rejected, indicating that school leadership had influence on students' academic performance in public secondary school in in Lagos State Education District V Lagos. This finding agreed with Arop,

Owan, and Ibor (2019) revealed that, there is significant relationship between quality of school facilities (r = .478, p< .05), quality of leadership (r = .928, p< .05) quality of supervision (r = .881, p< .05) respectively with secondary school teachers' job performance; quality of school facilities, leadership, and supervision have significant composite influence (F=4800.58, p<.05) on secondary school teachers' job performance. Odigwe (2007) also revealed that the level of infrastructural facilities and quality of school supervision, significantly influenced school effectiveness

Hypothesis 3: School management will not have significance influence on students' academic performance in public secondary school in Lagos State Education District V Lagos.

Table 3: Regression analysis on school management and students' academic performance
ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	383.293	1	383.293	940.408	.000[b]
	Residual	162.217	398	.408		
	Total	545.510	399			

a. Dependent Variable: Students' academic performance
b. Predictors: (Constant), School management

The table indicates that the regression model predicts the dependent variable of students' academic performance significantly well. This indicates the statistical significance of the regression model. This table indicates that school management predict students' academic performance and also contributes statistically to the model as p = .000. The tables shows that the independent variable of school management statistically significantly predict the dependent variable of students' academic performance, $F (1, 398) = 940.408$, $p < .0005$, $R^2 = .703$. Therefore the hypothesis which stated that school management will not have significance influence on students' academic performance in public secondary school in Lagos State Education District V Lagos is hereby rejected, indicating that school management had influence on students' academic performance in public secondary school in Lagos State Education District V Lagos. This finding is in support of Ravhudzulo (2012) who reported that there is low learners' performance due to lack of management, skills and capacities, non–upgrading of teachers based on qualifications and skills as well as a lack of teacher commitment. Ayeni et, al (2012) described quality assurance as the systematic management, monitoring and evaluation of performance of school administrators, teachers and students towards attaining educational goals.

Conclusion

Based on the findings from the study, it could be concluded that availability and use of standard classrooms, laboratory, library, playing grounds, sports facilities, and workshop can enhance learning and students' academic performance, the school leadership roles can positively enhance students' academic performance

while effective management of human and materials resources in the school can significantly improve students' academic performance

Recommendations

Based on the conclusion, the following recommendations were made:

1. Lagos State Education District V should provide adequate educational facilities for all secondary in the district to enhance teaching and learning and thus students' academic performance

2. School leadership in secondary schools in Lagos State education district should perform their roles and responsibilities to promote all teaching and learning activities and students' academic performance

3. The school management should adopt appropriate management strategies that can positively improve teaching, learning and students' academic performance

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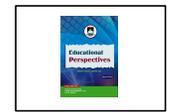
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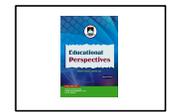
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