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**SCHOOL PHYSICAL FACILITIES AS CORRELATES OF TEACHER
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NIGERIA**

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Abstract

This study focused on the physical facilities of schools and teacher effectiveness in public secondary schools in Osun State, Nigeria. Teacher effectiveness shapes learning outcomes through their instruction, engagement and classroom leadership. Despite the recognised importance of teacher effectiveness in achieving quality education, many schools face challenges that hinder optimal teacher performance, particularly in terms of inadequate infrastructure. Three research objectives, one research question was raised and two hypotheses were formulated to guide the study. The study employed the descriptive survey research design. The population for the study consisted of 3,228 public secondary school teachers, while the sample for this study was drawn using a multi-stage sampling procedure to select 300 respondents. The sampling procedure involved a four-stage process in which Osun State was purposively selected, ten (10) Local Governments were stratified and chosen from the thirty (30) Local Governments and one (1) Area Office, fifty (50) public senior secondary schools were randomly selected from the two hundred and thirty-four (234) schools within the chosen Local Governments, and finally, eight (8) teachers were randomly selected from each school to participate in the study. A self-structured questionnaire tagged “School Physical Facilities Questionnaire (SPFQ) with a reliability coefficient of 0.86. A simple percentage was used to answer the research question and Pearson Product-Moment Correlation was used to analyse hypotheses 1 & 2 at 0.05 level of significance. Findings revealed that there was a moderate level of teacher effectiveness in public secondary schools in Osun State. The result of hypothesis 1 revealed that there was a significant and

positive relationship between adequacy of physical school facilities and teacher effectiveness ($r = 0.744$, $p < 0.05$) and also result of hypothesis 2 revealed that there was a significant and positive correlation between utilisation of school physical facilities and teacher effectiveness in Osun State public school ($r = 0.96$, $p < 0.05$). The study established that well-equipped classrooms, libraries, laboratories, and staff offices contributed significantly to teachers' motivation, instructional competence, and classroom control. It was concluded that the provision and utilisation of school physical facilities are vital for enhancing teachers' effectiveness and sustaining quality education in public secondary schools in Osun State. It was therefore recommended that the Osun State Government, in collaboration with non-governmental organisations and community stakeholders, should invest more in the provision, maintenance, and equitable distribution of school facilities. School administrators should also encourage effective utilisation of available resources and organise regular training to strengthen teachers' instructional capacity.

Keywords: Education, Secondary School, Physical facilities, Teacher effectiveness

Introduction

Education has been defined as any act or experience that has a formative effect on the mind, character, and physical ability of an individual, which involves the process of providing information to an inexperienced person so as to help him/her certain skills and attitudes that are useful and desirable in the society (Asiyai, 2016). Government, private individuals and organisations are investing in education as a means of fostering national development. The (Federal Republic of Nigeria (2013) stated that education has witnessed active participation by non-government agencies, communities, and individuals, as well as government. Thus, educational institutions have been established at primary, secondary and tertiary levels, with the hope that the nation's human resources would be transformed into competent and productive agents of development in all sectors of the economy. Our schools can only be what we want them to be if proper steps are taken in the provision of all that will make teaching and learning effective.

Bolarinwa (2023) observed that the demand for formal education in Nigeria is on the increase yearly. In spite of the economic problems and the biting effect of inflation in the country, the school population at all levels of education is on the increase annually. Bolarinwa (2023) observed that the demand for formal education in Nigeria has continued to increase annually. Despite the prevailing economic challenges and the adverse impact of inflation, enrolment figures at all levels of education have shown a consistent upward trend. This growing demand has resulted in overcrowded classrooms, with the number of students exceeding both the designed capacity of schools and the available facilities. Consequently, many schools now operate beyond their intended infrastructural and resource limits. Furthermore, parents and guardians are increasingly bearing higher financial responsibilities for their children's education, even in states such as Osun, where free education programmes have been introduced by the government (Ige, Adeyemi, & Ojo, 2021).

Though education is free in Osun State, parents and guardians pay more for the cost of maintaining their children and wards in schools as a result of the inflationary trend in the country. In Osun State, the state of school physical facilities in public secondary schools varies significantly. While some schools benefit from relatively modern infrastructures, others face significant challenges due to aging buildings, overcrowded classrooms, insufficient learning materials, inadequate technological tools, and poor sanitation. These disparities have the potential to affect the performance of teachers and, by extension, the learning outcomes of students.

Secondary education occupies a crucial position in the Nigerian educational system, serving as a pivotal transitional stage within the national education structure (Federal Republic of Nigeria, 2004). It functions as the bridge between primary and tertiary education, providing learners with the intellectual, moral, and vocational foundation required for higher studies and productive participation in society.

Teacher effectiveness is a critical factor in determining the quality of education in any given educational system. It refers to the ability of a teacher to facilitate student learning and achievement, ensuring that students meet specific academic standards and develop essential skills. Effective teachers possess a blend of pedagogical

knowledge, subject expertise, and interpersonal skills, but their performance is also heavily influenced by the context in which they work. In many cases, teacher effectiveness is measured by student performance, engagement in the classroom, and the ability to create an inclusive and productive learning environment. In this study, teacher effectiveness is influenced by school facilities, which are an important factor in the teaching-learning process.

There is no way any teaching activities can take place without the necessary school facilities. Furthermore, no effective learning can also take place in a school environment without adequate school facilities (Akomolafe & Adesua, 2016). The term 'school facilities' embraces school plant, school site, building, classrooms and corridors: playgrounds and other lands, lighting, sanitary and other facilities, furniture and other equipment, as well as consumables, which include paper, pencil, chalk, dusters, gum, staples and pins. School facilities as school plants, which include buildings, equipment, machinery, vehicles, electrical infrastructure and water infrastructure, play a crucial role in the effectiveness of teachers (Ogunlami, 2016). These deteriorating conditions have encouraged incessant complaints from teachers which in turn have negative effect on their effectiveness.

Ijem (2016) was of the view that one cannot expect high level of teacher effectiveness where school buildings, libraries, workshops and laboratories are sub-standard. School buildings must not only be a container or a functional servant of the educational programme, but also a friendly, attractive, and stimulating place that imparts a feeling of security and a sense of pride to all whom it serves (Jude, 2017).

The interaction between teacher effectiveness and school facilities has been a topic of considerable research, yet in the context of Osun State, there remains limited empirical data exploring this relationship. While there are anecdotal reports of the challenges faced by teachers in the State, a systematic analysis of how the quality of school physical infrastructure correlates with teacher effectiveness in public secondary schools is needed.

This study, therefore investigated the relationship between school physical facilities and teacher effectiveness in public secondary schools in Osun State.

Statement of the Problem

In the past, the decline in the standard of education in Nigeria has been attributed to several factors, including inconsistent educational policies, inadequate funding, overcrowded classrooms, and limited integration of technology in teaching and learning. In recent times, however, the inadequacy of physical facilities in public secondary schools has emerged as a critical concern. Many schools lack sufficient classrooms, furniture, laboratories, libraries, and other essential resources required for effective teaching and learning. This situation not only hampered instructional delivery, but also diminished teacher productivity and overall effectiveness. It is against this backdrop that this study examined the relationship between the availability of school physical facilities and teacher effectiveness in public secondary schools in Osun State.

Objectives of the Study

The objectives of this study are to:

1. determine the level of teacher effectiveness in public secondary schools in Osun State
2. examine the relationship between the availability of school physical facilities and teacher effectiveness in public secondary schools in Osun State.
3. assess the relationship between the utilization of school physical facilities and teacher effectiveness in public secondary schools in Osun State.

Research Question:

What is the level of teacher effectiveness in public secondary schools in Osun State?

Hypotheses:

1. There is no significant relationship between the availability of school physical facilities and teacher effectiveness in secondary schools in Osun State.
2. There is no significant relationship between the utilization of school physical facilities and teacher effectiveness in secondary schools in Osun State.

Review of Related Literature

Adequacy of School Physical Facilities and Teacher Effectiveness

Empirical studies across contexts confirm positive associations between facility availability and teacher outcomes. International syntheses (Barrett et al., 2019) estimated that aspects of school design and facility quality accounted for meaningful variation in instructional practice and pupils' learning. For instance, sufficient classroom space, lighting, ventilation, and functioning sanitation are especially influential because their absence directly constrains everyday pedagogy and contributes to teacher stress and absenteeism (Ali, 2024; Suseno, 2024).

Ikegbusi et al. (2022) observed that classrooms, offices, assembly halls, laboratories and staff quarters are needed to aid teacher effectiveness. Also, important items like furniture for staff and students, books, science equipment, games and sport equipment should be adequate in number and they should all be in good conditions for schools to function properly. Schools where classrooms are located much closed to technical workshops and main roads, made concentration on subject matter becomes very difficult for teachers and students to learn effectively. Thus, teachers have to shout on top of their voices before students could hear what they are teaching as a result of noise factor. There is tendency that teachers may not be able to cover the course contents which invariably bounced back on the students' poor performance in the examination (Rantala et al., 2015).

Adeyinka (2014) posited that libraries have been associated with the concept of life-long reading and learning and teacher effectiveness is predicated on study and reading skills. It is obvious that we are in the age of information explosion and the world today relies on adequate supply of information. Library as a memory tank of a nation is a major vehicle for information dissemination. It is the nerve-centre of educational institutions. Thus, library provides impressive and efficient services by supporting and sustaining the educational, cultural, economic, social as well as political and other programme designed for the well-being and development of the society.

Kumar (2012) defined a library as a centre of excellence of best practice because of its well formulated orientation programme in which users are introduced to the general techniques of library usages and

services available in the library. Some secondary schools in Osun State have no school library. Besides, the libraries in most secondary schools are stocked with obsolete textbooks, with relevant materials, and textbooks lacking. When the school library lacks the relevant and current textbooks, teachers will not be able to improve their teaching and also update their existing knowledge, while teacher effectiveness in the classroom would be put in jeopardy.

Obi and Nwosu (2021) observed that teachers in schools with better infrastructural support displayed higher levels of professional confidence, motivation, and classroom efficiency, teachers who work in conducive environments, are more likely to innovate, collaborate, and engage in reflective teaching practices that foster meaningful learning. Also, Adewale and Yusuf (2022) reported that the adequacy and accessibility of educational facilities enhanced teachers' instructional efficiency and students' learning outcomes. Similarly, Ogunyemi (2021) found that teachers working in schools with adequate infrastructure demonstrated higher professional commitment and better teaching outcomes compared to those in poorly equipped schools.

Ajayi and Ogunyemi (2020) revealed that teacher performance is significantly influenced by the adequacy of the teaching environment. When schools have sufficient classrooms, laboratories, libraries, and other resources, teachers can work more comfortably and effectively, resulting in improved student outcomes.

Federal Republic of Nigeria (2013) in National Policy on Education, which emphasizes the provision of adequate and functional school facilities as a prerequisite for achieving quality education. The policy highlights that an effective learning environment must include classrooms, libraries, laboratories, and workshops that are adequately equipped and maintained. Nwosu (2021) observed that teachers in schools with better infrastructural support displayed higher levels of professional confidence, motivation, and classroom efficiency. Teachers who work in conducive environments are more likely to innovate, collaborate, and engage in reflective teaching practices that foster meaningful learning.

Akinwale, Olaolu and Sunday (2025) found that, according to responses from teachers and principals, several physical facilities were moderately available in public secondary schools in Osun State. These included staffrooms, classrooms with furniture, writing materials, farm

land, and fish ponds for agricultural practical, water supply, electricity from standby generators or solar power, laboratories and laboratory equipment, toilets, teaching aids, and textbooks. However, certain facilities were reported as unavailable, such as libraries, technical workshops, and vocational subject workshops as well as computer rooms with internet access for ICT practicals, fire extinguishers, school buses, and music studios. This suggests that public secondary schools in Osun State are lacking essential physical facilities needed for effective teaching and learning.

Nigerian studies provide locally specific evidence. State education audits and sector strategy documents for Osun State highlight persistent infrastructure gaps uneven classroom stock, limited laboratory equipment, intermittent electricity, and sparse ICT access which policy actors identify as obstacles to teacher effectiveness and curriculum delivery (Osun State MTSS, 2021). Field studies in Nigerian contexts corroborate these audits: Raheef (2024) found that availability of instructional facilities in technical and public schools significantly predicted teachers' capacity to conduct practical lessons and adopt active learning strategies. Similarly, recent empirical papers across Nigerian states report moderate positive correlations between composite facility-audit scores and teacher effectiveness indices (Akinwale, 2025; Research in Southeast Nigeria, 2025).

Utilization of School Physical Facilities and Teacher Effectiveness

Ige and Oladipo (2023) revealed that effective utilization of available facilities significantly predicts teacher effectiveness. In the same vein, Jude (2017) observed that buildings and toilets are among the essential facilities that influence teacher effectiveness. Teachers would not want to be posted to a school whose building could collapse at any time or to one that lacks the necessary infrastructural and sanitary facilities to support effective teaching and learning. A poorly maintained environment often discourages teachers and negatively affects their level of commitment and enthusiasm. Adeyinka (2014) posited that libraries have been associated with lifelong reading and learning, and that teacher effectiveness depends greatly on study and access to relevant materials.

Ige and Oladipo (2023), who emphasized that the effective use of classrooms, laboratories, libraries, and ICT centres enhances teacher

instructional practices. Teachers who make deliberate and effective use of available facilities tend to deliver lessons more effectively, encourage learners' participation, and create a dynamic classroom environment that promotes understanding and retention.

Methodology

The design adopted for the study was descriptive survey.

The targeted population for this study was 3,228 teachers in all the public secondary schools in Osun State. The sample for this study was made up of 300 teachers selected with the use of multi-stage sampling procedure. The sampling procedure involved a four-stage process in which (i) Osun State was purposively selected (ii) ten (10) Local Governments were stratified and chosen from the thirty (30) Local Governments and one (1) Area Office (iii) fifty (50) public senior secondary schools were randomly selected from the two hundred and thirty-four (234) schools within the chosen Local Governments, and (iv) finally, eight (8) teachers and one (1) principal were randomly selected. The instrument used for data collection was a adapted questionnaire tagged "School Physical Facilities Questionnaire (PSFQ)". The instrument was validated by experts and reliability coefficient of the questionnaire obtained was 0.86. Data was analyzed using simple percentage and Pearson Product Moment Correlation and the analyses were carried out at 0.05 level of significance.

Results

Analysis of Research Question

1. What is the level of teacher effectiveness in public secondary schools in Osun State?

Table 1: Level of teacher effectiveness in public secondary schools in Osun State

Level of Teacher Effectiveness in public secondary schools in Osun State	Frequency	Percentage
Low	50	16.7
Moderate	154	51.3
High	96	32
Total	300	100

Table 1 reveals that 50 (16.7%) agreed a low level of teacher effectiveness, while 154 (51.3%) agreed a moderate level of teacher effectiveness and 96 (32%) agreed a high level of teacher effectiveness in public secondary schools in Osun State. From the table one, it can be deduced that there was a moderate level of teacher effectiveness in public secondary schools in Osun State.

Test of Hypotheses

Hypothesis One

There is no significant relationship between the availability of physical school facilities and teacher effectiveness in public secondary schools in Osun State.

Table 2: Adequacy of School Physical Facilities and Teachers' Effectiveness of public secondary schools in Osun State

Variable	N	Mean	SD	r_{cal}	r_{tab}
School Physical Facilities	300	63.04	7.13	0.744	0.227
Teacher Effectiveness	300	2.36	0.19		

P<0.05

The result of the correlation analysis ($r_{cal} = 0.744$, $r_{tab} = 0.227$, $P < 0.05$) indicated a statistically significant relationship between the availability of school physical facilities and teacher effectiveness. Therefore, the null hypothesis was rejected. This implied that the

availability of adequate school facilities related significantly with teacher productivity, motivation, and instructional performance.

Hypothesis Two

There is no significant relationship between the utilization of school physical facilities and teacher effectiveness in public secondary schools in Osun State.

Table 2: Utilization of physical facilities and Teacher Effectiveness in public secondary schools in Osun State

Variable	N	Mean	SD	r_{cal}	r_{tab}
School Physical Facilities	300	56.07	6.66	0.96	0.313
Teacher Effectiveness	300	1.86	0.14		

P<0.05

The result of the correlation analysis ($r_{cal} = 0.96$, $r_{tab} = 0.313$, $P < 0.05$) indicated that utilization of existing facilities strongly complements their availability. Teachers who effectively use laboratories, libraries, ICT centres, and other resources tend to deliver lessons more efficiently and engage learners more actively. Therefore, based on both inferential and contextual evidence, the null hypothesis was also rejected. This implied that teacher effectiveness was influenced not only by the presence of facilities, but also by how well teachers used them in their daily instructional processes.

Discussion of Findings

Findings of this study revealed that there was a significant relationship between school physical facilities and teacher effectiveness in public secondary schools in Osun State. This result implied that teachers tended to perform more effectively in environments where physical facilities are adequately provided, functional, and well maintained. The study established that the condition and quality of physical facilities have a direct influence on teachers' instructional delivery, classroom management, and job satisfaction. Teachers who work in schools that are structurally sound and adequately equipped are more motivated and committed to their teaching duties compared to those in schools with poor or inadequate facilities. The study was in line with that of Akinwale, Olaolu, and Sunday (2025), who found that, several available

physical facilities in public secondary schools in Osun State enhanced teacher performance. In the same vein, the finding of this study agreed with Jude (2017), who observed that buildings and toilets are among the essential facilities that influenced teacher effectiveness.

The availability of facilities alone was not sufficient to improve instructional quality, but what matters is the extent to which teachers and students use these facilities for teaching and learning purposes. This finding aligned with Ige and Oladipo (2023), who emphasized that the effective use of classrooms, laboratories, libraries, and ICT centres enhanced teachers' instructional practices. Teachers who make deliberate and effective use of available facilities tend to deliver lessons more effectively, encourage learner participation, and create a dynamic classroom environment that promotes understanding and retention. This shows that as the condition and availability of facilities improve, teachers' instructional competence, lesson planning, and professional performance also increase.

The study also confirmed that the adequacy of facilities contributed to teachers' morale and job satisfaction. Adequate facilities reduced classroom overcrowding, minimize teacher fatigue, and improved overall efficiency in the teaching process. This finding agreed with Ajayi and Ogunyemi (2020), who stated that teachers' performance is significantly influenced by the adequacy of the teaching environment. When schools have sufficient classrooms, laboratories, libraries, and other resources, teachers can work more comfortably and effectively, resulting in improved student outcomes.

Moreover, the findings resonated with the Federal Republic of Nigeria (2013) National Policy on Education, which emphasizes the provision of adequate and functional school facilities as a prerequisite for achieving quality education. The policy highlights that an effective learning environment must include classrooms, libraries, laboratories, and workshops that are adequately equipped and maintained. The present study supported this policy position by demonstrating empirically that teachers' effectiveness is positively correlated with the quality of school facilities in Osun State, where infrastructural inadequacies remain a pressing challenge.

Summary

This study underscored that both the availability and utilization of school physical facilities played a pivotal role in determining teacher effectiveness. Availability ensures that teachers have necessary tools, spaces, and materials for effective teaching, while utilization ensures that these resources are optimally used to achieve educational objectives. The synergy between these two dimensions contributed significantly to the overall performance and satisfaction of teachers in public secondary schools.

Therefore, it was concluded that adequate provision, maintenance, and effective use of physical school facilities are fundamental to improving teacher performance and educational quality in Osun State. The findings highlighted the need for sustained investment in school infrastructure and the implementation of policies that promote proper utilization, maintenance, and management of existing facilities to enhance teacher effectiveness and student learning outcomes.

Conclusion

This study examined the relationship between school physical facilities and teacher effectiveness in public secondary schools in Osun State. The findings established that the condition and adequacy of school facilities have a strong and positive influence on how effectively teachers performed their duties. Teachers working in schools where classrooms, libraries, laboratories, and staff rooms are well-equipped and properly maintained were found to be more motivated, better organized, and more effective in delivering instructions than those in poorly maintained or inadequately resourced schools.

The study further revealed that teachers' effectiveness was closely tied to the availability, adequacy, and utilisation of physical school facilities. When the teaching environment is conducive and resources are accessible, teachers tend to display higher professional competence, better classroom management, and stronger commitment to their instructional responsibilities. On the other hand, a lack of functional facilities often leads to teacher frustration, reduced morale, and diminished productivity.

Moreover, the results showed that the utilization of available facilities is as crucial as their provision. Even when resources exist, their

educational value depends on how effectively teachers use them for lesson delivery and student engagement. Functional libraries, science laboratories, and information and communication technology (ICT) centres play vital roles in enhancing teachers' preparation, creativity, and pedagogical practices. These findings reinforce the position of the Federal Republic of Nigeria's National Policy on Education (2013), which underscores the importance of providing and maintaining adequate physical facilities as a foundation for quality education.

It can therefore further be concluded that the quality of the physical school environment significantly determined teacher effectiveness in public secondary schools in Osun State. Well-resourced, safe, and conducive schools tend to promote teacher motivation and professional satisfaction, which, in turn, enhance teaching quality and student learning outcomes. To achieve sustained improvement in education, the provision, maintenance, and effective utilization of physical school facilities must be prioritized by government authorities, school administrators, and community stakeholders' alike.

Ultimately, improving teacher effectiveness requires a holistic investment in both human and material resources. The findings of this study make it clear that teachers perform best when they are supported by an enabling physical environment that complements their instructional roles and fosters a culture of excellence in teaching and learning.

Recommendations

Based on the findings and conclusion of this study, the following recommendations are proposed to enhance teacher effectiveness through improved provision and management of physical school facilities in public secondary schools in Osun State:

1. **Government Investment in School Infrastructure:** The Osun State government, in collaboration with the Federal Ministry of Education, should increase budgetary allocation for the construction, renovation, and maintenance of school facilities. Adequate funding will ensure that classrooms, laboratories, libraries, and staff rooms are safe, functional, and conducive to effective teaching and learning.
2. **Regular Maintenance and Upgrading of Facilities:** School facilities should not only be provided but also regularly

- inspected, maintained, and upgraded. Establishing a maintenance schedule will prevent the deterioration of infrastructure and prolong the lifespan of existing resources, thereby sustaining a conducive teaching environment.
3. **Equitable Distribution of Facilities:** The Ministry of Education should ensure fair and equitable distribution of physical facilities among urban and rural schools. This will prevent concentration of resources in certain areas while others remain neglected, promoting educational equity and balanced teacher performance across the state.
 4. **Effective Utilization of Available Facilities:** Teachers should be trained and encouraged to make optimal use of available facilities such as laboratories, libraries, and ICT centres in their instructional processes. School administrators should also monitor utilization levels and provide support where teachers face challenges in integrating facilities into their teaching.
 5. **Capacity Building and Professional Development:** Continuous professional development programs should be organized for teachers on how to effectively use modern teaching facilities and technologies. This will enhance their instructional competence and ensure that the educational resources provided translate into improved learning outcomes.
 6. **Community and Stakeholder Participation:** The involvement of Parent-Teacher Associations (PTAs), Old Students' Associations, and community-based organizations should be strengthened to complement government efforts in providing and maintaining school facilities. A participatory approach ensures shared responsibility and accountability in managing educational resources.
 7. **Monitoring and Evaluation of Facility Management:** A robust monitoring and evaluation system should be established at the state and local government levels to assess the condition, adequacy, and utilization of school facilities periodically. The findings from such evaluations should guide policy decisions and infrastructural interventions.
 8. **Policy Implementation and Sustainability:** The Federal Republic of Nigeria's National Policy on Education (2013) should be fully implemented, particularly the provisions relating to school

infrastructure and learning environments. Sustainability mechanisms must be embedded in educational planning to ensure long-term functionality of facilities.

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