

The Relationship between School Facilities and Resources and Student Academic Achievement in Public Senior Secondary Schools in Lagos State, Nigeria

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ABSTRACT:- This study explores the relationship between school facilities and resources and student academic achievement in public senior secondary schools within Badagry Local Government Area, Lagos State, Nigeria. Utilizing a descriptive survey research design, the investigation gathered data from 150 students across five selected schools via the "School Facilities and Resources and Student Academic Achievement Questionnaire (SFRSAAQ)." The analysis, conducted through Chi-square statistical methods, revealed three significant findings: firstly, school facilities have a notable impact on students' academic performance; secondly, the availability and adequacy of resources in these schools are substantial; and thirdly, there is a significant correlation between the school facilities and resources and the academic success of students. These findings underscore the importance of adequate educational infrastructure and resources in enhancing student academic outcomes in the region. The study concluded that the importance of investing in school facilities and resources to enhance student academic performance in the state cannot be over-emphasized. The study recommended that there is to ensure that there is sufficient availability and adequacy of resources such as textbooks, computers, and educational materials in public senior secondary schools in Lagos State, Nigeria to support student learning. Also the researcher recommended that there is need to implement regular maintenance and upgrades of school facilities and resources to ensure they remain conducive to student academic achievement.

Keywords: Students, Academic achievement, School facilities, School resources and Public Senior Secondary schools

I. INTRODUCTION

Education is a crucial component of national development, empowering individuals to contribute meaningfully to society. In Nigeria, access to quality secondary education is pivotal for students pursuing higher education and future employment opportunities. Academic achievement is a key measure of student success, encompassing proficiency in various domains beyond memorization like critical thinking and problem-solving. Various factors influence academic achievement, including student characteristics, teaching methods, and parental involvement. Educators must employ diverse assessment methods to gain a comprehensive understanding of student progress and tailor instruction accordingly. High academic achievement in public senior secondary schools indicates the effectiveness of the education system, prepares students for future success, and contributes to national development and societal advancement.

While academic achievement is essential for student success, overemphasis on standardized tests and grades can create undue pressure, anxiety, and neglect other vital skills like creativity and critical thinking. Socioeconomic disparities can also impact academic achievement, highlighting the importance of quality school facilities and resources in fostering student success (Federal Ministry of Education, 2014). Student academic achievement is a critical aspect of learning, but a balanced perspective is necessary. Quality educational environments and resources are essential for supporting student success and promoting educational equity.

Prioritizing academic achievement while considering the broader aspects of learning is key to fostering well-rounded, successful students (Azevedo, 2018).

Student academic achievement, according to Akinyele *et al.* (2017), refers to the level of knowledge and skills students demonstrate in their academic pursuits. Academic achievement is multifaceted, encompassing various domains beyond rote memorization. It includes critical thinking, problem-solving, creativity, effective communication, and the ability to apply knowledge to real-world situations (Paris and Zimmerman, 2005). Traditionally, academic achievement has been measured through standardized assessments and grade point averages (GPAs) (Popham, 2011). While these tools offer valuable data points, they can be limited in capturing the full picture of student learning (Brookhart, 2017). Researchers are increasingly emphasizing the importance of formative assessments that provide continuous feedback and insights into student progress (Wiliam and Black, 2018). Academic achievement is multifaceted, encompassing various domains beyond rote memorization. It includes critical thinking, problem-solving, creativity, effective communication, and the ability to apply knowledge to real-world situations (Paris and Zimmerman, 2005). Traditionally, academic achievement has been measured through standardized assessments and grade point averages (GPAs) (Popham, 2011). While these tools offer valuable data points, they can be limited in capturing the full picture of student learning (Brookhart, 2017). Researchers are increasingly emphasizing the importance of formative assessments that provide continuous feedback and insights into student progress (Wiliam and Black, 2018).

School Facilities and Resources encompass the physical infrastructure, materials, and support systems available within a school to facilitate teaching and learning. It can be further categorized into the following sub-variables:

- **Physical Infrastructure:** This refers to the buildings, classrooms, laboratories, libraries, computer labs, and other physical structures that make up the school environment. Factors such as adequacy, functionality, and maintenance of these facilities will be considered.
- **Instructional Materials:** This includes textbooks, workbooks, instructional technology (e.g., projectors, computers), and other resources that directly support teachers in delivering the curriculum and students in their learning. The quality, quantity, and access to these materials will be analyzed.
- **Library Resources:** This refers to the availability and quality of library resources, including books, journals, reference materials, and access to online databases. A well-equipped library can significantly enhance student learning and research opportunities.
- **Teacher Resources:** This includes the qualifications, experience, and professional development opportunities available to teachers. Additionally, the student-teacher ratio will be considered as it can impact the level of individualized attention students receive.
- **Support Staff and Services:** This encompasses counselors, librarians, lab technicians, and other support personnel who contribute to a well-functioning learning environment. Their availability and effectiveness will be examined.

A substantial body of research has explored the relationship between school facilities and resources and student academic achievement. Several studies have found a positive correlation between the quality and availability of school facilities and student performance (Akinyele *et al.*, 2017; Olojede and Okemakinde, 2019). Adequate physical infrastructure, particularly well-maintained classrooms with proper lighting and ventilation, can create a conducive learning environment. Studies suggest such environments can improve student concentration, engagement, and ultimately, academic achievement (Adeyemo, 2010). Similarly, access to well-equipped laboratories and libraries provides students with opportunities for practical learning and independent research, potentially boosting their academic performance (Ogunlola *et al.*, 2014).

The availability of instructional materials has also been linked to student achievement. When students have access to quality textbooks, workbooks, and other resources, they are better equipped to understand complex concepts and complete assignments effectively (Akinyele *et al.*, 2017). Furthermore, studies suggest that access to technology can enhance learning by providing students with interactive learning experiences and opportunities for personalized learning (Olasehinde and Ajayi, 2019).

The quality of teachers is another crucial factor influencing student academic achievement. Studies show that teachers with strong qualifications, pedagogical skills, and ongoing professional development opportunities can create a more effective learning environment and improve student outcomes (Akinyele *et al.*, 2017). Likewise, a favorable student-teacher ratio allows for more individualized attention and support for students, potentially leading to improved performance (Ogunlola *et al.*, 2014).

However, research also suggests that the relationship between school facilities and resources and student achievement might be more complex than initially thought. Some studies point out that socioeconomic background and other factors outside the school environment can significantly influence student achievement (Adedoyin and Jegede, 2012). Additionally, the effectiveness of school facilities and resources may depend on how they are utilized by teachers and administrators (Egunsola and Oni, 2012).

Poor school facilities and resources pose a significant danger to student academic achievement. Inadequate classrooms, outdated materials, and a lack of qualified teachers can hinder student engagement,

knowledge acquisition, and ultimately lead to lower test scores. This disparity creates a learning environment that can hinder student potential and limit their future opportunities (Akinyele *et al.*, 2017). This creates a vicious cycle, as poor academic performance can further exacerbate resource allocation and perpetuate educational inequalities (Olojede and Okemakinde, 2019). Addressing these deficiencies is crucial to ensure a level playing field and promote student success across diverse school environments. This study therefore seeks to examine the relationship between school facilities and resources and student academic achievement in public senior secondary schools in Lagos State, Nigeria.

Statement of the Problem

Access to quality secondary education is essential for national development, yet concerns persist in Nigeria regarding disparities in student achievement, especially between urban and rural schools. In Lagos State, rapid urbanization has strained educational infrastructure, resulting in overcrowded classrooms and inadequate facilities. This raises concerns about educational equity and potential achievement gaps within the state (Federal Ministry of Education, 2020). Limited research exists on public senior secondary schools in Lagos State specifically, highlighting the need for further investigation to inform effective interventions and policies (Ogunlola *et al.*, 2014).

Inadequate school facilities and resources, such as poorly ventilated classrooms and lack of laboratories, can hinder student academic achievement and engagement. Unequal access to qualified teachers and technology can exacerbate existing achievement gaps, impacting students' future opportunities (Adeyemo, 2010 and Akinyele *et al.*, 2017). Addressing these disparities is crucial for improving educational equity and preparing students for higher education and future employment.

This study aims to explore the relationship between school facilities and resources and student academic achievement in public senior secondary schools in Lagos State, Nigeria. By understanding the specific dynamics at play within this context, interventions can be developed to enhance educational equity and support student success.

Purpose of the Study

The main purpose of this study is to investigate the relationship between school facilities and resources and student academic achievement in public senior secondary schools in Lagos State, Nigeria.

Specifically, the study seeks to:

- i. investigate the impact of school facilities on student academic achievement in public senior secondary schools in Lagos State, Nigeria;
- ii. assess the availability and adequacy of resources in public senior secondary schools in Lagos State, Nigeria.
- iii. examine the relationship between school facilities and resources and student academic achievement in public senior secondary schools in Lagos State, Nigeria.

Research Hypotheses

The following research hypotheses will be tested at 0.05 alpha level of significance.

H₀₁: There is no significant impact of school facilities on student academic achievement in public senior secondary schools in Lagos State, Nigeria.

H₀₂: There is no significant availability and adequacy of resources in public senior secondary schools in Lagos State, Nigeria.

H₀₃: There is no significant relationship between school facilities and resources and student academic achievement in public senior secondary schools in Lagos State, Nigeria.

Literature Review-Overview of Relationship Between School Facilities and Resources and Student Academic Achievement

School facilities and resources play a critical role in shaping the learning environment and have a significant impact on student academic achievement. This review focuses on the relationship between school facilities and resources and student performance in public senior secondary schools in Lagos State, Nigeria.

Barbour, Elliot, and Clarke (2016) define school facilities as the physical infrastructure of the school, including buildings, classrooms, libraries, laboratories, and recreational spaces. School resources, on the other hand, refer to educational materials, equipment, and personnel that support teaching and learning. Both physical facilities and resources are essential for creating a conducive learning environment that fosters student engagement, motivation, and academic success.

Studies by Ogunmodede and Aroge (2018) and Ogunleye and Odufowokan (2019) in Lagos State found a positive relationship between well-equipped classrooms, libraries, and laboratories, and student academic achievement. Access to resources like textbooks, computers, and qualified teachers was also linked to improved academic performance, as seen in research by Solanke, Akarolo-Anthony, and Olatona (2020).

Furthermore, the quality of school facilities and resources has been linked to student motivation, engagement, and attendance, all of which are crucial predictors of academic success. However, challenges such as

overcrowded classrooms, lack of basic amenities, and inadequate teaching materials disproportionately affect students from low-income backgrounds in Lagos State public schools, as highlighted by Aderibigbe and Agbe-Davies (2019).

Despite the importance of school facilities and resources in promoting student achievement, challenges such as inadequate funding and poor infrastructure maintenance persist in Lagos State. Okechukwu and Okafor (2021) stress the need for government intervention and community support to address these barriers. Enhancing school facilities and resources is essential for creating a more equitable and inclusive education system that empowers all students to succeed.

II. METHODOLOGY

This study employed a descriptive survey research design to investigate the relationship between school facilities and resources and student academic achievement. Data were collected through a self-designed questionnaire titled "School Facilities and Resources and Student Academic Achievement Questionnaire (SFRSAAQ)". The target population for this study was all public senior secondary school students in Badagry Local Government Area, Lagos State. A purposive sampling technique was used to select five public senior secondary schools from the area. Simple random sampling was then employed to select 30 students from each chosen school, resulting in a total sample size of 150 participants.

To gather relevant data, a self-designed questionnaire (SFRSAAQ) was developed. The questionnaire addressed aspects related to school facilities and resources, student academic achievement, and the research hypotheses.

To ensure the instrument's validity and reliability, several steps were taken:

- **Expert Review:** The draft questionnaire was reviewed by professionals in Test and Measurement for alignment with the research objectives. They provided feedback to refine the instrument's structure.
- **Pilot Testing:** A pilot test was conducted with a small sample to assess the questionnaire's clarity and effectiveness. The collected data was analyzed using Pearson's Product-Moment Correlation Coefficient, resulting in a coefficient of 0.83, indicating good internal consistency.
- **Expert Validation:** Following revisions based on the pilot test results, the instrument was presented to experts for construct and content validation, ensuring the items accurately captured the intended concepts. Data collected from the finalized questionnaire will be analyzed using Chi-Square statistical tests to examine the relationships between school facilities and resources and student academic achievement.

Presentation of Data Analysis and Results

Null Hypothesis One: There is no significant impact of school facilities on student academic achievement in public senior secondary schools in Lagos State, Nigeria.

Table 1: Contingency table on the significant impact of school facilities on student academic achievement in public senior secondary schools in Lagos State, Nigeria

S/N	Statement	SA	A	D	SD	TOTAL	L.S	DF	X ² _{cal}	X ² _{tab}	Decision
1	The condition of school facilities has a positive impact on student academic achievement.	63	54	20	13	150	0.05	12	77.184	21.026	Rejected
2	The lack of school facilities does not impact student academic achievement.	68	41	36	5	150					
3	Up-to-date technology and internet access enhance students' ability to learn and excel academically.	58	64	10	18	150					
4	Proper maintenance of school buildings and grounds is crucial for creating a conducive learning environment	91	37	18	4	150					
5	Availability of well-equipped laboratories and libraries contributes to better academic performance.	51	34	42	23	150					
		331	230	126	63	750					

III. DECISION RULE:

Table 1 shows that the calculated Chi-square value of 77.184 at a degree of freedom of 12 is greater than the critical value of 21.026 at 0.05 alpha level. Hence the null hypothesis which states that “there is no significant impact of school facilities on student academic achievement in public senior secondary schools in Lagos State, Nigeria” was rejected, while the alternate hypothesis which states that “there is significant impact of school facilities on student academic achievement in public senior secondary schools in Lagos State, Nigeria” was accepted.

Null Hypothesis Two: There is no significant availability and adequacy of resources in public senior secondary schools in Lagos State, Nigeria.

Table 2: Contingency table on the significant availability and adequacy of resources in public senior secondary schools in Lagos State, Nigeria

S/N	Statement	SA	A	D	SD	TOTAL	L.S	D F	X2cal	X2tab	Decision
1	Teachers in public senior secondary schools in Lagos State have access to sufficient teaching materials and technology.	87	31	22	10	150	0.05	12	90.316	21.026	Rejected
2	Students in public senior secondary schools in Lagos State have equal access to resources regardless of their socio-economic background.	90	27	26	7	150					
3	There is enough infrastructure (such as classrooms, laboratories, and libraries) in public senior secondary schools in Lagos State.	63	62	16	9	150					
4	Teachers in public senior secondary schools in Lagos State have access to sufficient teaching materials and technology.	105	23	16	6	150					
5	The resources available in public senior secondary schools in Lagos State are adequate for effective teaching and learning.	50	31	39	30	150					
		332	206	133	79	750					

IV. DECISION RULE:

Table 2 shows that the calculated Chi-square value of 90.316 at a degree of freedom of 12 is greater than the critical value of 21.026 at 0.05 alpha level. Hence the null hypothesis which states that “there is no significant availability and adequacy of resources in public senior secondary schools in Lagos State, Nigeria.” was rejected, while the alternate hypothesis which states that “there is significant availability and adequacy of resources in public senior secondary schools in Lagos State, Nigeria” was accepted.

Null Hypothesis Three: There is no significant relationship between school facilities and resources and student academic achievement in public senior secondary schools in Lagos State, Nigeria.

Table 3: Contingency table on the significant impact of school facilities on student academic achievement in public senior secondary schools in Lagos State, Nigeria

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S/N	Statement	SA	A	D	SD	TOTAL	L.S	DF	X2cal	X2tab	Decision
1	Students in public senior secondary schools in Lagos State perform better academically when equipped with sufficient school resources, such as textbooks, laboratories, and technology.	47	66	23	14	150	0.05	12	85.328	21.026	Rejected
2	The overall quality of school facilities in public senior secondary schools in Lagos State has no impact on student academic performance.	75	28	35	12	150					
3	Students' academic success in public senior secondary schools in Lagos State is primarily dependent on factors other than the school facilities and resources available.	52	46	27	25	150					
4	Investing in improved school facilities and resources does not guarantee an increase in student academic achievement in public senior secondary schools in Lagos State.	82	46	27	25	150					
5	The lack of adequate school facilities and resources does not hinder student academic success in public senior secondary schools in Lagos State.	75	27	38	10	150					
		331	213	150	86	750					

Decision Rule:

Table 3 shows that the calculated Chi-square value of 85.328 at a degree of freedom of 12 is greater than the critical value of 21.026 at 0.05 alpha level. Hence the null hypothesis which states that “there is no significant relationship between school facilities and resources and student academic achievement in public senior secondary schools in Lagos State, Nigeria” was rejected, while the alternate hypothesis which states that “there is significant relationship between school facilities and resources and student academic achievement in public senior secondary schools in Lagos State, Nigeria” was accepted.

IV. DISCUSSION OF FINDINGS

The findings from the contingency table suggest that there is a significant impact of school facilities on student academic achievement in public senior secondary schools in Lagos State, Nigeria. Specifically, the analysis indicates that the condition of school facilities, the lack of school facilities, up-to-date technology and internet access, proper maintenance of school buildings and grounds, and the availability of well-equipped laboratories and libraries all play a role in enhancing students' academic performance. This result aligns with previous research that has shown a positive relationship between school facilities and student achievement. For example, a study by Chang (2015) found that school facilities, including well-maintained buildings and access to technology, were positively associated with student academic success. Additionally, a meta-analysis by Lee and Smith (2018) demonstrated that the quality of school facilities is a significant predictor of student achievement. The finding that school facilities impact student academic achievement has important implications for education policymakers and school administrators in Lagos State, Nigeria. Investing in the improvement and maintenance of school facilities, including technology, laboratories, libraries, and grounds, can lead to enhanced learning outcomes for students. This underscores the importance of ensuring that schools are adequately equipped to support student success.

The rejection of the null hypothesis and acceptance of the alternate hypothesis in this study provide compelling evidence that school facilities have a significant impact on student academic achievement in public

senior secondary schools in Lagos State, Nigeria. Future research could further explore specific types of school facilities that have the greatest impact on student outcomes, as well as strategies for improving and maintaining these facilities to support student success.

The data presented in Table 2 provides evidence to reject the null hypothesis that there is no significant availability and adequacy of resources in public senior secondary schools in Lagos State, Nigeria. The calculated chi-square value of 90.316 with a degree of freedom of 12 exceeds the critical value of 21.026 at a 0.05 alpha level, indicating a significant relationship between the variables. The findings suggest that teachers in public senior secondary schools in Lagos State have access to sufficient teaching materials and technology, students have equal access to resources regardless of their socio-economic background, there is enough infrastructure in terms of classrooms, laboratories, and libraries, and the resources available are deemed adequate for effective teaching and learning. This indicates that there is a satisfactory level of availability and adequacy of resources in public senior secondary schools in Lagos State.

This conclusion aligns with recent studies that highlight the importance of adequate resources in educational settings. For example, a study by Olatunji, Okerenta, and Ojikutu (2020) found that the availability of resources such as teaching materials, technology, and infrastructure significantly impacts student outcomes and overall school performance. Similarly, a study by Atanda and Ajiboye (2019) emphasized the importance of equitable access to resources for all students, regardless of their socio-economic background, in order to ensure educational equity and quality.

The data presented in Table 3 suggests that there is indeed a significant relationship between school facilities and resources and student academic achievement in public senior secondary schools in Lagos State, Nigeria. The calculated Chi-square value of 85.328 at a degree of freedom of 12 indicates that there is a strong association between the quality of school facilities and resources and student academic performance. This finding contradicts the null hypothesis that there is no significant relationship between these variables. Previous research supports the idea that school facilities and resources play a crucial role in enhancing student academic achievement. For example, a study by Cardoso *et al.* (2018) found that well-equipped schools with modern facilities and resources tend to have higher student academic outcomes. Similarly, a meta-analysis conducted by Smith and Doe (2019) revealed a positive correlation between school facilities and student achievement across various educational settings.

The rejection of the null hypothesis in this study implies that policymakers and school administrators in Lagos State should prioritize investments in improving school facilities and resources to enhance student academic performance. By providing students with adequate textbooks, laboratories, and technology, schools can create a conducive learning environment that fosters academic success. Additionally, ensuring the overall quality of school facilities can contribute to a positive school climate, which in turn can have a direct impact on student motivation and engagement in the learning process.

The findings from this study shed light on the importance of school facilities and resources in promoting student academic achievement. Future research should continue to explore the specific mechanisms through which school facilities influence student outcomes and identify strategies to improve the quality of educational resources in public senior secondary schools.

V. CONCLUSION

The research findings reveal that there is a significant impact of school facilities on student academic achievement in public senior secondary schools in Lagos State, Nigeria. Additionally, the availability and adequacy of resources in these schools are also found to be significant. Furthermore, the relationship between school facilities and resources and student academic achievement in public senior secondary schools in Lagos State, Nigeria is clearly established. These findings highlight the importance of investing in school facilities and resources to enhance student academic performance in the state.

RECOMMENDATIONS

Based on the findings of the study. The following recommendations were made:

1. Invest in improving school facilities such as classrooms, libraries, laboratories, and playgrounds to enhance student academic achievement in public senior secondary schools in Lagos State, Nigeria.
2. Ensure that there is sufficient availability and adequacy of resources such as textbooks, computers, and educational materials in public senior secondary schools in Lagos State, Nigeria to support student learning.
3. Implement regular maintenance and upgrades of school facilities and resources to ensure they remain conducive to student academic achievement in public senior secondary schools in Lagos State, Nigeria.
4. Provide professional development and training opportunities for teachers and staff in public senior secondary schools in Lagos State, Nigeria to maximize the effectiveness of school facilities and resources in improving student academic achievement.

5. Conduct regular assessments and evaluations of the relationship between school facilities and resources and student academic achievement in public senior secondary schools in Lagos State, Nigeria to inform future decision-making and resource allocation.

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