

EXAMINING THE INFLUENCE OF EDUCATIONAL FACILITIES ON PUPILS' ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN OYO CENTRAL SENATORIAL DISTRICT, OYO STATE, NIGERIA

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Abstract

This study examined the influence of Educational Facilities on Pupils' Academic Performance in Public Primary Schools in Oyo Central Senatorial District, Oyo State, Nigeria. Three research questions and four null hypotheses guided this study with the adoption of descriptive and correlational design. The population of the study includes all public primary schools in Oyo Central Senatorial District of Oyo state. There are 11 local governments in the senatorial zone which accommodate 2449 public primary schools and 7803 teachers and 69046 pupils in primary six. Convenient sampling techniques were used in selecting 11 public primary schools, 110 teachers, and 440 national common entrance results from the schools. Data were collected through a checklist for educational facilities, (EFC), and a self-structured (SPF) proforma for national common entrance results for the year 2022. Data collected were analysed using descriptive statistics of percentages, tables, charts, mean, and figures, and inferential using, t-test, Simple Linear Regression, and multiple regression analysis. The hypotheses formulated were tested at a 0.05 level of significance. The study concludes that both educational facilities and teachers' quality are integral components in shaping the academic performance of pupils in public primary schools within Oyo Central Senatorial District. The correlation observed between well-equipped facilities and competent teaching staff with higher academic performance underscores the importance of addressing these factors for an effective education system.

Keywords: Academic Performance, Availability, Adequacy and Utilization of Educational Facilities, Public Primary Schools

Introduction

An educational facility is a system that supports the operation of a school; it is also referred to as the entire environment in the school that includes physical and material resources available to students and teachers to facilitate adequate teaching-learning processes. Physical resources include school plants, which are school buildings, laboratories, toilet facilities, and every other immovable resource while material resources involve furniture, equipment, books, and teaching materials which largely determine the quality of education to be provided to pupils, it is renewable and immediate items.

Educational facilities are extremely valuable since they are useful to teachers and pupils. These educational facilities must be adequately supplied, as well as appropriately and successfully managed, controlled, and supervised. There are several facilities available to help teachers and school administrators achieve their educational goals and objectives.

According to (Olayemi and Ige 2020), adequate, thorough, and quality educational facilities are a basic ingredient for quality education, and to achieve the intended goal of the school program emphasis should be strengthened on educational facilities. More so, learning is a complex activity that requires pupils' and teachers' adequate physical facilities such as standard buildings and classrooms with their facilities, instructional materials, and equipment for a child's development.

Atanda (2019) maintained that the quality teaching that students receive bears direct relevance to the availability or state of physical facilities and the overall atmosphere in which learning takes place,

Further, Malach (2019), posits that educational facilities include all fixed, movable structures and materials in the school, such as the classroom building, furniture, blackboard, and audio, and visual equipment. Given that primary school education is a key contributor to all other stages of education, the modern school environment must emphasize approved educational facilities, which must address issues such as adequate and spacious classrooms, instructional materials, textbooks, furniture, and recreational facilities in an educational system.

An effective educational facility, according to (Osuji 2016), is flexible to changing educational delivery programmes and, at a minimum, provides a physical setting that is comfortable, safe, secure, accessible, well-illuminated, well-ventilated, and aesthetically beautiful. The additional educational facility, aside from the minimum, includes not only the physical structure but also several building systems such as mechanical, plumbing, electrical and power, telecommunications, security, and fire suppression systems. Yet, the facility comprises furnishings, materials and supplies, equipment, and information technology, as well as different components of the building grounds, such as athletic fields, playgrounds, outdoor learning places, and vehicular access and parking (Osuji 2016). In educational institutions, educational facilities constitute essential inputs that could guarantee a favourable learning environment and enhance the achievement of educational objectives. Educational facilities include permanent and semi-permanent structures, such as machinery, laboratory equipment, the blackboard, teachers' tools, and other equipment as well as consumables. Wakil (2015) asserted that school facilities when provided will aid teaching and learning programmes and consequently improve the academic performance of pupils.

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. The provision of educational facilities brings about a conducive teaching and learning environment for teachers, students, and other staff members to perform their duties effectively, a good school environment fosters desirable behaviour, creativity, harmonious relationships, and problem-solving skills among students.

In the same vein, Mohammed and Gbenu (2007) posit that the modern school environment must emphasize improved educational facilities which must address the issues of facilities such as adequate and spacious classrooms, workshops/laboratories, computers, good water source/supply, toilet facilities, functional libraries, transportation, and communication system among others. All these facilities are required in appropriate quantity and quality the standard of educational output depends on the extent to which school facilities are provided and managed

According to (Ossai, Nwalado, and Ajudeonu 2017), educational 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. Educational facilities include permanent and semi-permanent structures, such as machinery, laboratory equipment, the blackboard, whiteboard, teachers' tools, and other equipment as well as consumables. It likewise refers to non-movable materials which are used for teaching, learning, and other school activities.

Ajani and Akinyele (2014) observed that infrastructural facilities such as classrooms, laboratories, libraries, furniture and fittings, textbooks, and instructional materials were still insufficient in Nigerian primary schools, and where they were available, they were inadequate or in very poor condition (Hassan & Alharthy, 2016). The question, therefore, becomes: what facilities are required for the successful implementation of the Universal Basic Education programme in Oyo State public primary schools? Scholars such as (Maphoso and Mahlo 2014) have previously addressed the impact of instructional facility utilisation on instructors' attitudes and learning. They claim that we learn and recall 10% of what we hear, 40% of what we debate with others, and up to 80% of what we experience or practice, because of the relevance and difficulty of particular subjects, appropriate instructional materials must be employed to teach them to learners. Nwadiani, (2012) believes that infrastructural facilities in public schools in Nigeria are inadequate leading to poor utilisation.

Studies on physical facilities in public schools have revealed that what is on the ground in most public schools, both at the higher and lower levels is a far cry from the recommended benchmark for the provision of infrastructural facilities in these schools

Dare (2010) defined school facilities as all the available assets of a school that can be used to foster and facilitate effective teaching and learning as well as to protect the physical well-being of the occupants. Therefore, the availability of educational facilities refers to the provision made in this regard to the schools for effective teaching and learning. The provision of educational facilities should be among the very first preparations necessary for operating a school. proprietors operating schools should be aware of existing regulations on the provision of educational facilities.

The school plants are the physical expression of the school curriculum. That is, the school curriculum determines to a large extent the nature of the school plant to be erected and the purpose it will serve. School facilities are expected to be adequately and carefully planned, developed, and maintained to ensure their relevance to the school curriculum and towards effective teaching and learning in educational institutions. Well-designed and functional school buildings with a wide array of teaching aids, therefore, provide effective delivery of the school curriculum and are positively related to students' academic performance.

It is evident that enthusiasm and demand for quality education is high in the state and country at large but, the supply of facilities in schools is grossly inadequate. Adequacy of educational facilities is a state of being sufficient or satisfying a requirement.

Bakwai (2012), defined school facilities as those things that enable the teacher to do his/her work very well and help the learners to learn effectively. These school facilities include chalkboards, classrooms, assembly halls, laboratories, workshops, and libraries. It also includes instructional materials such as aids, chairs, tables, and devices such as modern educational hardware and software in the form of magnetic tapes, films, and transparent stripes.

Education in schools presently is likely underfunded, neglected, and characterized by infrastructural decay, shortage of classrooms and toilet facilities, inadequate space, lack of instructional materials, absence of ICT-aided facilities, and most importantly, inadequate teachers and teaching capacity. This might lower the performance of both students and teachers, as motivation is absent. Educational facilities are expected to be adequately provided to create a favourable environment for schools which will, in turn, enhance learning.

Nwadiani (2018) is also of the opinion that infrastructural facilities in public schools in Nigeria are inadequate leading to poor utilization. Studies on physical facilities in public schools have revealed that what is on the ground in most public schools, both at the higher and lower levels is a far cry from the recommended benchmark. For the provision of infrastructural facilities in these schools.

Educational facilities are vital to schools and each one needs to have it. To enhance advancements in education, educational institutions must consider the availability of its facilities. This implies that since school facilities are an element of facilitating student learning, schools have a responsibility to make it available. As a result, every piece of school facility needs to be adequate and utilised, this is done through the head of the school who takes direct charge of maintaining the infrastructure and amenities of the institution. Educational facilities like classrooms, administrative and service facilities, teachers' work rooms, libraries, computer laboratories, science facilities, auditoriums, health services, and vocational should be available, adequate, and properly used to achieve the main purpose of education.

However, with the increasing demand on students' accountability; students' performance is considered an accurate measure and a basis for a value-added teacher assessment system (Adaramola & Obomamu, 2011). Therefore, improving teacher quality has been regarded as a successful way to improve student's performance.

Hence, teachers' quality, commitment, contentment, and motivation are decisive variables in students' ability to profit from the educational system. Teachers serve as role models because they are the pillars of society, assisting students not only to grow but also to be prospective leaders of the future generation, shouldering the responsibility of moving their country forward.

One of the determinants of a nation's quality of education is the caliber of its engaged teachers. In giving credence Abe and Ada (2013) were of the view that improving students' academic performance in schools is by employing seasoned qualified teachers in all schools.

Instructors are essential to guaranteeing the provision of high-quality education. Their primary responsibility is to educate the pupils under their supervision. The most common job that teachers do in the classroom is to follow the curriculum and impart relevant knowledge to the students. Teachers impart knowledge to pupils through a variety of techniques, including lectures, small-group exercises, and practical learning experiences. They perform numerous other tasks in the classroom in addition to that. Instructors establish the tone of their lectures, create a welcoming environment, guide and support students, act as role models, listen to concerns raised by students, and more (Fraser & Walberg, 2005). As a result, they are in charge of upholding the school's mission and culture through organised prayer in the classroom and involvement in liturgical life.

In recent times, there has been an observable upsurge of research works on teachers' quality and how it predicts students' academic performance in schools.

Osuji (2016) asserts that there is a statistically significant relationship between students' academic performance and teachers' professional performance. A competent teacher possesses unique attributes such as a passion for the subject and the capacity to convey quality information to the learner, as well as the social and economic prosperity of a nation. According to (Takwate 2018), there has been an increase in research work on teachers' qualities and how they predict children's academic performance in schools, and boosting teachers' qualities has been viewed as a successful strategy to improve pupils' performance. Usman (2012) defines a qualified teacher as someone who is well-qualified in their field of specialisation, has a teaching certificate and/or a state license, and has at least a bachelor's degree from a four-year college. Furthermore, Usman cites Pakistan Ministry of Education officials who defined a qualified teacher as knowing the following areas: subject matter; ethical values; human growth and development; instructional planning and strategies; assessment; learning environment; communication and advocacy; collaboration and partnerships; ongoing professional development; code of conduct; and deft use of technological information and communication.

According to a study done by (Comfort, Usen, and Ekpenyong, 2018), instructors' capacity building, classroom management, technique, personality, and discipline had a substantial impact on pupils' academic performance. Additionally, teacher qualification, subject specialisation, and time management have been reportedly linked to significant and positive impacts on students' academic performance (Ajani & Akinyele, 2014).

Obomanu (2011) in Nigeria found that a lack of qualified teachers led to consistently poor performance of pupils in certain core subjects.

In light of this, (Adeyemi 2018) asserts that the current emphasis among educational practitioners worldwide is on learner-friendly instructional delivery technologies. As a result, teachers, as the intermediary between the learner and the education, must be given adequate attention and a suitable environment. Similarly, teachers, as one of the most important school base qualities in determining pupils' future academic success and life outcomes, should be scrutinized for optimum quality (Comfort 2018). According to these authors, teachers' roles include not only teaching but also contributing to the broad intellectual, emotional, economic, and cultural growth of learners, especially as teaching entails captivating, articulating, and designing the mind and learner's preparedness for social and economic progress.

Along the same line of thinking, (Ememe, Onwuchekwa, and Onuigbo 2012) observe that the instructor fosters the acquisition of desirable information and skills, as well as instilling societally acceptable attitudes in learners for present and future development.

In this wise, the National education policy (FRN 2004) stated unequivocally that, because no education system can rise above the quality of its instructors, teachers' quality must continue to be accorded top priority and attention in all educational planning and growth. According to Asiyai and Ajudeonu (2010), the academic performance of pupils depends on the effectiveness of instruction provided by the teacher. Performance varies depending on external factors, including organic and environmental conditions that impact knowledge and expertise.

However, despite decades of research, there is no agreement on what elements improve, or even signal, teacher quality. Meanwhile, there is a need to stress the availability of educational facilities, as well as teacher quality, which would act as a bridge between learners and the standard education proposed by the Federal Republic of Nigeria, FRN (2004). It is consequently expected that appropriate educational facilities will be made

available, as well as quality teachers in public elementary schools, to attain the desired pupils' academic performance. Nwadiani (2018) is also of the opinion that infrastructural facilities in public schools in Nigeria are inadequate leading to poor utilization. Studies on physical facilities in public schools have revealed that what is on the ground in most public schools, both at the higher and lower levels is a far cry from the recommended benchmark for the provision of infrastructural facilities in these schools. Akinkugbe revealed that everywhere you look, primary, secondary, special, technical, and tertiary institutions, there is abundant evidence of crippling inertia, criminal neglect, and a pervasive decay in value and standard.

Statement of the Problem

Schools are to provide resource variables that influence learners' academic performance. Such resource variables are regarded as good indicators of school quality and can be classified into, material resources and human resources. The material resources include the physical size of a school, physical facilities, instructional materials, and recreational activities. Human resources include staff's strength, quality, and effectiveness. Studies in the past have focused a great deal on pupils' factors in predicting pupils' academic performance with little to no attention on Rural/Urban dichotomy factors. To fill this gap, this study is set to investigate the state of performance of pupils in Rural schools with their counterparts in Urban schools based on teachers' quality, availability, adequacy, and utilisation of educational facilities. This prompted the study's investigation into how availability, adequacy, and utilisation of educational facilities can affect the academic performance of pupils in public primary schools in both rural and urban settlements in Oyo central senatorial District.

Purpose of the Study

This study aimed to examine the impact of educational facilities on pupils' academic performance in public primary schools in Oyo Central Senatorial District, Oyo State, Nigeria. In line with this, other specific purposes of this study were to:

- i. Determine the level of availability, adequacy, and utilisation of educational facilities in public primary schools in the rural-urban area of Oyo Central Senatorial District, Oyo State, Nigeria.
- ii. Determine the impact of educational facilities on pupil's academic performance in public primary schools of Oyo Central Senatorial District, Oyo state, Nigeria
- iii. Ascertain if there exists a dichotomy in the equity distribution of educational facilities in public primary schools of Oyo Central Senatorial District, Oyo State, Nigeria based on rural/urban area
- iv. Determine the difference in the mean academic performance of pupils in public primary schools in Oyo Central Senatorial District, Nigeria based on rural/urban dichotomy.

Research Questions

The following research questions served as a guide to this study:

1. What is the level of availability, adequacy, and utilisation of educational facilities in public primary schools in rural and urban areas of Oyo Central Senatorial District Oyo state Nigeria?

2. Is there consideration for equality in the distribution of educational facilities in the public primary schools in Oyo Central Senatorial District, of Oyo State, Nigeria considering rural-urban dichotomy?
3. What is the difference in the mean academic performance of pupils in public primary schools in Oyo Central Senatorial District, based on rural/urban dichotomy?

Research Hypotheses

The following null hypotheses were formulated and tested.

- HO1: There is no significant difference in the level of availability, adequacy, and utilisation of educational facilities among the public primary schools in the rural and urban areas of Oyo Central Senatorial Zone
- HO2: There is no significant difference in educational facilities in public primary schools between rural and urban areas of Oyo Central Senatorial District, Oyo State, Nigeria.
- HO3: There is no significant influence of educational facilities on pupil's academic performance in public primary schools in Oyo Central Senatorial Oyo District, State, Nigeria.
- HO4: There is no significant difference in the mean academic performance of pupils in public primary schools in Oyo Central Senatorial District, Oyo State, Nigeria based on rural/urban dichotomy.

Methodology

The study employed both descriptive and correlational research designs to investigate public primary schools in the Oyo Central Senatorial District of Oyo State, Nigeria. The population included 2,449 schools, 7,803 teachers, and 69,046 pupils in primary six. Using simple random sampling, one school from each of the 11 local governments was selected, totalling 11 schools. Convenient sampling was then used to select 10 teachers from each school (220 in total) and to gather 440 National Common Entrance Examination results for 2022 (20 from each school). Data collection utilised three self-designed instruments: a checklist on educational facilities (EFC) and a pro forma for common entrance results. The EFC assessed the availability, adequacy, and utilization of educational facilities while the pro forma was used to collect exam results from headteachers. The researcher personally distributed the EFC and TQQ, ensuring compliance with federal benchmarks. Responses were analysed using descriptive statistics (frequency counts, percentages) and inferential statistics (T-tests for hypotheses utilizing SPSS software at a significance level of 0.05).

Results

Descriptive Statistics for respondents' Bio-Data

Table 1:

Distribution of respondents based on selected Schools from different local governments and number of Respondents for the study in Oyo Central Senatorial District, Nigeria

SN	L.G.A	SCHOOL	TEACHER	PUPILS
1	Afijio	St. Patrick's R.C.M. I, Fiditi	10	20
2	Akinyele	Community Primary School I, Sasa	10	20
3	Atiba	ADS Primary School I, Agunpopo	10	20
4	Egbeda	Oroki Commercial Primary School, Oroki	10	20
5	Lagelu	Anglican Central School, Lalupon	10	20
6	Ogo-Oluwa	Baptist School I, Ajaawa	10	20
7	Oluyole	Crin Staff School I, Idi Ayunre	10	20
8	Ona Ara	St John Primary School, Badeku	10	20
9	Oyo East	Ansar-Ud-Deen Basic Primary School 1 Oke Balogun, Oyo	10	20
10	Oyo West	Baptist Primary School I, Isokun	10	20
11	Surulere	Baptist Basic School, Iware	10	20
Total			110	220

Table: 1 above shows the distribution of respondents based on selected Schools from different local governments and the number of Respondents for the study in Oyo Central Senatorial District, Nigeria. The table shows that eleven (11) schools were selected from each local government; ten (10) teachers and twenty (20) pupils were chosen from each school.

Table 2:
Distribution of respondents based on Teachers' gender

GENDER	RESPONDENTS	FREQUENCY	PERCENTAGE (%)
Teachers	Male	37	33.6
	Female	73	66.4
	Total	110	100.0

Table 2 shows that 41.8% of the respondents were male pupils while 58.2% of them were female. Also, 33.6% of the respondents were male teachers while 66.4 were female. However, the table shows that the female percentage of respondents (pupils and teachers) were more than the males.

Table 3:
Age of Respondents (Teachers)

Age of Respondents	Frequency	Percent
26 - 30	4	3.67%
31 - 35	7	6.42%
36 - 40	20	18.35%
41 - 45	21	19.27%
46 - 50	33	29.36%
51 - 55	23	21.1%
56 - 60	2	1.84%
Total	110	100.0

Table 3 and Figure 1 above show that, 3.67% of the respondents were between 26 and 30 years old, 6.4% were between ages 31 and 35 years, 18.35% were between ages 36 and 40 years, 19.27% were between ages 41 and 45 years, 29.36% were between age 46 and 50 years, 21.1% were between 51 and 55 years while 1.84% were between age 56-60 years of age.

Table 4:
Qualification of Respondents (Teachers)

Qualification of Respondents	Frequency	Percent
N.C.E	26.61	26.4%
BA(Ed) / B.Sc. (Ed) / B.Ed.	69.72	70.0%
M.A / M.Ed. / M.Sc.	3.67	3.6%
Total	110	100%

Table 4 and Figure 2 above show that, 26.61% had NCE as their highest qualification, 69.72% had either BA (E.D.) / B.Sc. (E.D.) / B.Ed., while the remaining 3.67% had either M. A / M.Ed. / M.Sc. degrees.

Table 5:
Teaching Experience (Teachers)

Teaching Experience	Frequency	Percent
1 – 10	18	16.4%
11 – 20	52	47.3%
21 – 30	35	31.8%
31 and above	5	4.5%
Total	110	100%

Table 5 and Figure 3 above show that 16.51% of the respondents have 1-10 years of teaching experience, 46.79% have 11-20 years of teaching experience, and 32.11% have 21-30 years of teaching experience while 4.587% have 31 and above years of teaching experience. Furthermore, the table shows that those who have a range of teaching experience between 11 years and 20 years were more than others.

Answering of Research Questions

Answer to Research Question One:

What is the level of availability, adequacy, and utilisation of educational facilities in public primary schools in the rural and urban areas of Oyo Central Senatorial district?

Table 6:

The level of availability, adequacy, and utilisation of educational facilities in public primary schools in the rural and urban areas of Oyo Central Senatorial district.

Descriptive Statistics				
Location of the school area		No. of Items	Mean	Std. Deviation
Rural area	Availability of Educational Facilities	57	1.92	.490
	Adequacy of Educational Facility	57	1.88	.588
	Utilization of Educational Facility	57	2.02	.402
	Average mean		2.50	
Urban area	Availability of Educational Facilities	57	2.72	.454
	Adequacy of Educational Facility	57	2.70	.472
	Utilization of Educational Facility	57	2.70	.358
	Average mean		2.50	

Table 6 provides information for the answer to research question one. The table shows that the mean for the levels of availability, adequacy, and utilisation of educational facilities in a rural area is (1.92, 1.88, and 2.02) with standard deviations (0.49, 0.59, and 0.40) respectively, and the Average mean of 2.50. Therefore, the study found that the mean of each variable in rural areas is below their average mean. It can therefore be concluded that there are low levels of availability, adequacy, and utilisation of educational facilities in public primary schools in rural areas of Oyo Central Senatorial District, Oyo State, Nigeria.

In the urban area, the mean for the levels of availability, adequacy, and utilisation of educational facilities are (2.72, 2.70, and 2.70) with standard deviations of (0.45, 0.47, and 0.36) respectively, and an average mean of 2.50. Therefore, the study found that the mean of each variable is above the average mean. However, it can therefore be concluded that there are high levels of availability, adequacy, and utilisation of educational facilities in public primary schools in the urban area of Oyo Central Senatorial District, Oyo State, Nigeria.

Answer to research question two:

Is there consideration for equality in the distribution of facilities in the public primary schools considering rural and urban dichotomy?

Table 7:

Consideration for equality in the distribution of facilities in the public primary schools considering rural and urban dichotomy

Descriptive Statistics				
Location of the school area		No. of Items	Mean	Std. Deviation
Rural area	Grossly Unavailable	57	3	1.63
	Unavailable	57	8	4.69
	Available	57	2.67	0.47
	Grossly Available	57	2.71	0.48
	Average mean		2.50	
Urban area	Grossly Unavailable	57	5.29	2.49
	Unavailable	57	5.33	2.36
	Available	57	2.62	0.46
	Grossly Available	57	2.65	0.47
	Average mean		2.50	

Table 7 provides information for the answer to research question two. The table shows that the mean for grossly unavailable, unavailable, available and grossly unavailable in rural areas are (3, 8, 2.67 and 2.71) with standard deviation (1.63, 4.69, 0.47 and 0.48) respectively and Average mean of 2.50. Therefore, the study found that the mean of each variable in rural areas is above their average mean. It can therefore be concluded that there are high considerations for equality in the distribution of facilities in public primary schools considering the rural dichotomy.

In urban areas, the mean for unavailable, available, and grossly unavailable are (5.29, 5.33, 2.62 and 2.65) with a standard deviation of (2.49, 2.36, 0.46 and 0.47) respectively, and an average mean of 2.50. Therefore, the study found that the mean of each variable is above the average mean. However, it can therefore be concluded that there are high considerations for equality in the distribution of facilities in the public primary schools considering urban dichotomy.

Test of Hypothesis

Hypothesis One

H₀₁: There is no significant difference in the level of availability, adequacy, and utilisation of educational facilities among the public primary schools in the rural and urban areas of Oyo Central Senatorial District.

Table 8:

An independent samples t-test on the level of availability, adequacy, and utilisation of educational facilities

School Location	Variables	N	X	S.D	T-value	Probability α	Remark	
Rural Area	Availability of	E.F 57	1.92	.490	95.57	0.000	0.05	Rejected
	Adequacy of	E.F 57	1.88	.588				
	Utilisation of	E.F 57	2.02	.402				
Urban Area	Availability of	E.F 57	2.72	.454				
	Adequacy of	E.F 57	2.70	.472				
	Utilisation of	E.F 57	2.70	.358				

School Location	Variables	N	X	S.D	T-value	Probability α	Remark	
Rural Area	Availability of	57	1.92	.490	95.57	0.000	0.05	Rejected
	E.F	57	1.88	.588				
		57	2.02	.402				
Urban Area	Availability of	57	2.72	.454				
	E.F	57	2.70	.472				
		57	2.70	.358				

Table 8 shows an independent samples t-test for hypothesis one, tested at a 95% confidence level which translates to a 0.05 level of significance. The result shows that there is a significant difference ($t = 95.57$, $p=0.000 < 0.05$) in the mean level of availability, adequacy, and utilisation of educational facilities among the public primary schools in the rural and urban areas of Oyo Central Senatorial District. Testing of the hypothesis, the p-value (0.000) is less than the significant value (0.05). Hence, the null hypothesis is rejected which simply means that There is a significant difference in the level of availability, adequacy, and utilisation of educational facilities among the public primary schools in the rural and urban areas of Oyo Central Senatorial District.

Hypothesis Two

H₀₂: There is no significant difference in educational facilities in public primary schools between rural and urban areas of Oyo Central Senatorial District, Oyo State, Nigeria.

Table 9:

An independent samples t-test on significant differences in educational facilities in public primary schools between rural and urban areas of Oyo Central Senatorial District.

School Location	Variables	N	X	S.D	T-value	Probability	α	Remark
Rural area	Educational Facilities	57	1.77	.29	0.83	0.41	0.05	Accepted
Urban area	Educational Facilities	57	1.81	.22				

Table 9 shows an independent samples t-test for hypothesis one, tested at a 95% confidence level which translates to 0.05 level of significance. The result shows that there is a significant difference ($t = 0.83$, $p=0.41 > 0.05$) in the educational facilities in public primary schools between rural and urban areas of Oyo Central Senatorial District, Oyo State, Nigeria. Testing of the hypothesis, the p-value (0.41) is greater than the significant value (0.05). Hence, the null hypothesis is accepted which simply means that There is no significant difference in educational facilities in public primary schools between rural and urban areas of Oyo Central Senatorial District, Oyo State, Nigeria.

Hypothesis Three

H₀₃: There is no significant influence of educational facilities on pupils' academic performance in public primary schools in Oyo Central Senatorial District Oyo State, Nigeria.

Table 10:

A simple linear regression of the influence of educational facilities on pupils' academic performance in public primary schools in Oyo Central Senatorial District Oyo State, Nigeria.

		Coefficients				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	6.306	1.633		3.863	.000
	Educational Facilities	-2.135	.901	-.304	-2.370	.021

a. Dependent Variable: Academic Performance

Table 10 shows that educational facilities have a low (-.304) -30.4% negative influence on pupil's academic performance in public primary schools in Oyo Central Senatorial District Oyo State, Nigeria. Therefore, the null hypothesis is rejected which simply means that there is a significant influence of educational facilities on pupils' academic performance in public primary schools in Oyo Central Senatorial District Oyo State, Nigeria because the p-value of the variable (0.02) is less than 0.05 Significant value.

Hypothesis four

H₀₄: There is no significant difference in the mean academic performance of pupils in public primary schools in Oyo Central Senatorial District, Oyo State, Nigeria based on rural/urban dichotomy.

Table 11:

An independent samples t-test on significant differences in the mean academic performance on pupils in public primary schools in Oyo Central Senatorial District, Oyo State, Nigeria based on rural/urban dichotomy.

School Location	Variables	N	X	S.D	T-value	Probability	α	Remark
Rural area	Academic Performance	92	2.50	1.700	4.18	0.000	0.05	Rejected
Urban area	Academic Performance	128	3.34	1.282				

Table 11 shows an independent samples t-test for hypothesis seven, tested at a 95% confidence level which translates to a 0.05 level of significance. The result shows that there is a significant difference ($t = 4.18$, $p=0.000 < 0.05$) in the mean academic performance of pupils in public primary schools in Oyo Central Senatorial District, Oyo State, Nigeria based on rural/urban dichotomy. Testing of the hypothesis, the p-value (0.000) is less than the significant value (0.05). Hence, the null hypothesis is rejected which simply means that There is a significant difference in the mean academic performance of pupils in public primary schools in Oyo Central Senatorial District, Oyo State, Nigeria based on rural and urban dichotomy.

Summary of Finding

1. There are low levels of availability, adequacy, and utilisation of educational facilities in public primary schools in rural areas while there are high levels of availability, adequacy, and utilisation of educational facilities in public primary schools in the urban area of Oyo Central Senatorial District, Oyo State, Nigeria.
2. There are high considerations for equality in the distribution of facilities in public primary schools in both rural and urban areas considering the rural and urban dichotomy.
3. There is a significant difference in the level of availability, adequacy, and utilisation of educational facilities among the public primary schools in the rural and urban areas of Oyo Central Senatorial District.
4. There is no significant difference in educational facilities in public primary schools between rural and urban areas of Oyo Central Senatorial District, Oyo State, Nigeria.
5. There is a significant influence of educational facilities on pupils' academic performance in public primary schools in Oyo Central Senatorial District Oyo State, Nigeria.
6. Teachers' quality has a significant positive influence on pupils' academic performance while educational facilities have a negative influence in the public primary schools in Oyo Central Senatorial District, Oyo State, Nigeria.

Discussions of Findings

This study's primary objective was to look into the influence of educational facilities on pupils' academic performance in public primary schools in Oyo Central Senatorial District, Oyo State; Nigeria. The study revealed that there is no significant difference in the level of availability, adequacy, and utilisation of educational facilities among the public primary schools in the rural and urban area of Oyo Central Senatorial District. This finding is in tune with that of Levin, (2018) which shows that the importance of ensuring equitable access to educational resources, regardless of geographical location, has been underscored in numerous studies. Policy frameworks such as the Sustainable Development Goals (SDGs) emphasize the need to bridge the gap in educational resource distribution, particularly between urban and rural areas (UNESCO, 2015).

The study's results also revealed that there is a significant difference in educational facilities distribution between public primary schools in rural and urban areas of Oyo Central Senatorial District. This is related to the findings of Hyneman and Loxley, (1983) which revealed that rural schools, often facing challenges such as limited infrastructure and lower socioeconomic status of communities, have historically been disadvantaged in terms of access to educational resources. Access to quality educational facilities is a fundamental component of ensuring equal opportunities for all students (UNESCO, 2015).

The result also shows that there is a significant difference in the mean academic performance of pupils in public primary schools in Oyo Central Senatorial District, Oyo State, Nigeria. The findings of this study agree with the study of OECD,(2018), investigating that Socioeconomic status often plays a significant role in shaping students' academic performance, with students from disadvantaged backgrounds facing greater challenges in achieving academic success. In the context of Oyo Central Senatorial District, efforts to improve academic performance should consider socioeconomic factors such as poverty, access to educational resources, and community support systems.

The findings of this study underscore the significant influence and disparities among educational facilities, teachers' quality, and pupils' academic performance in public primary schools within Oyo Central Senatorial District. Addressing these disparities requires collaborative efforts from policymakers, educational authorities, teachers, parents, and communities. Investing in infrastructure development, teacher training programs, and supportive interventions can contribute to improving educational outcomes and fostering equitable access to quality education for all primary school pupils in Oyo State, Nigeria.

Conclusion

The Study Concludes That Both Educational Facilities And Teachers' Quality Are Integral Components In Shaping The Academic Performance Of Pupils In Public Primary Schools Within Oyo Central Senatorial District. The Correlation Observed Between Well-Equipped Facilities And Competent Teaching Staff With Higher Teaching Experience Underscores The Importance Of Addressing These Factors For An Effective Education System.

Recommendations

1. Authorities should prioritise investments in improving and expanding educational facilities in public primary schools. This includes constructing new classrooms, updating libraries and laboratories, and providing adequate recreational areas to create a conducive learning environment.
2. Implement a robust monitoring and evaluation system to regularly assess the state of educational facilities and the quality of teaching staff. This will aid in identifying areas that require improvement and ensuring on-going compliance with standards.
3. Policy should be put in place to foster collaboration between schools, local communities, and relevant stakeholders. Engage communities in the planning, development, and maintenance of educational facilities. Encourage active participation in parent-teacher associations and community-led initiatives to create a sense of ownership and responsibility for the upkeep of school infrastructure.
4. Schools should embrace technology as a tool for enhancing teaching and learning experiences. Provide teachers with access to digital resources, interactive learning materials, and training on incorporating technology into their lessons. Ensure schools have reliable internet connectivity to facilitate online learning and communication.
5. Schools should collaborate with educational agencies, Ngos, and international organizations to access additional resources, expertise, and funding. Form partnerships that can support initiatives aimed at improving educational facilities, and overall academic performance.

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