



Research Paper

Educational Facilities and Quality Teaching in Universities in Lagos State, Nigeria

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Abstract

This study examined the relationship between educational facilities and quality teaching in universities in Lagos State, Nigeria. Two research hypotheses were formulated and the study adopted a descriptive survey and correlational design. The population of the study comprised of all the academic staff and all 400 level students in conventional universities in Lagos State, Nigeria with a sample size of 1187 using the multi stage sampling technique :simple random, stratify, disproportionateand purposive sampling techniques. Data were collected through the structured rating scales on Educational Facilities Availability and Utilisation Scale (EFAUS) and Questionnaire on Quality Teaching (QTQ). The instruments were validated through face, content and construct validity and were found reliable at 0.73 and 0.78 coefficient of test-retest method for each instrument respectively. The data collected were analysed using Pearson's Product-Moment Correlation Coefficient. The hypotheses formulated were tested at 0.05 level of significance. The test of the first hypothesis showed a significant relationship between educational facilities availability and quality teaching in universities in Lagos State, Nigeria ($r = -0.096, p < .05$), while the second hypothesis shows a significant relationship between educational facilities utilisation and quality teaching in universities in Lagos State, Nigeria ($r = 0.062, p < .05$). The study concluded that quality teaching can be predicted and achieved if educational facilities are available and are well utilised in the universities; The study, therefore, recommended, among others that university managements, National Universities Commission, Federal and State Ministry of Education should establish a quality teaching unit/department in every university with the aim of achieving quality teaching with necessary functionalities, there should be a ceaseless and continuous outcry from university management, lecturers, students, parents and stakedolhers on the present state of educational facilities and calls for improvement and continuous improvement of the facilities from the government and major stakeholders in education towards effective and efficient quality teaching, research and community service.

KEYWORDS: Educational Facilities Availability, Utilization and Quality Teaching

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I. INTRODUCTION

Globally and all through the ages, education is seen as a big arsenal to the growth and development of individual and nations. More importantly, university education being the apex of all education system, there is need to putting some of the pieces in terms of policy and facilities together toward a major output of quality teaching. The implementation of viable educational policies and improvement on educational facilities is pivotal to achieving quality teaching which one of the goals of tertiary institution is globally. Hence, educational facilities are integral parts of educational planning in attaining quality teaching in an educational system.

Educational facilities entail school plants that aid quality teaching and learning. It is expected that tertiary education should inspire, equip students with the desire for self-improvement, achievement of excellence and relevant skills that will help them make maximum contribution to all facets of economy of the nation. Educational facilities are school buildings with tangible structures which serve as shelter for educational activities. Ajibola (2010) explained that educational facilities as the set of interconnected structural elements that provide development, hence in the school system; educational facilities are those equipment (Hard or Software) and materials other than human effort used in the teaching and learning processes. They play a vital role in ensuring quality in teaching in education. Educational facilities in the context of school system, consists

of all types of buildings for academic and non-academic activities, areas for sports and games, landscape, lawn, farms and gardens including trees and roads. Others include toilet facilities, lighting, acoustics, storage facilities and parking lot, security, transportation, cleaning materials, food services/cafeterias, equipment, classroom facilities, administrative facilities, furniture, instructional materials, audiovisual aids, ICT, library, laboratory materials and special facilities for the physically challenged persons. These facilities play pivotal role in the actualization of the educational goals and objectives by satisfying the physical and emotional needs of the staff and students of the school in teaching and learning process. While it is often said that quality education depends on a complex combination of factors that come together at the school and classroom levels, the most important of these factors is widely understood to be quality of educational facilities.

Globally, educational facilities are vital aspect of every educational system. The provision, availability and optimum utilization of educational facilities are major requirement in the accreditation of programmes/courses, admission of student and quality of teaching given to students in line with carrying capacity. Khan and Iqbal (2012) presupposed that, adequate and quality school facilities are basic ingredients for quality education and to achieve the intended goal of the school programme. Khan and Iqbal also strengthen the idea by emphasizing that learning is a complex activity that requires students' and teachers' motivation, adequate school facilities such as standardized buildings and classrooms with their facilities, instructional materials and equipment for a child's development. Ogunsaju (1980) emphasized that, quality teaching that students receive depends on the availability of an overall school facilities in which teaching and learning take place. School facilities, constitute the major components of both direct and indirect action elements in the learning environment. Educational facilities which include instructional spaces planning, administrative places planning, circulation spaces planning, spaces for conveniences planning and accessories planning are essential in teaching-learning process.

The extent to which these spaces are available and utilized could enhance quality teaching and learning depends on their location within the school compound, their structure, and accessories. It is believed that a well-planned school plant will gear up expected outcomes of education that will facilitate good, social, political and economic emancipation, effective teaching and learning process and academic performance of the students and staff. Equally too, improvement on school facility will add colour to quality teaching and education. Atanda (2019) maintained that the quality teaching that student receives bears direct relevance to the availability or state of physical facilities and overall atmosphere in which learning takes place. By Ajayi's (2019), expression, the current emphasis all over the world among educational practitioners is on learner-friendly school environment with learner-friendly instructional delivery system. Ajayi (2019) emphasized that structural effectiveness, proper ventilation and well sited instructional space lead to successful quality teaching and learning process in Nigeria schools.

Given that university education is a key contributor to economic, technological and scientific growth and advancement as noted by Mohammed and Gbenu (2007), therefore, modern school environment must put emphasis on the improved educational facilities which addresses the provision of facilities such as adequate and spacious classrooms, workshops/laboratories, computers, good water source/supply, toilet facilities, functional libraries, transportation, and communication systems among others. All these facilities are required in appropriate quantity and quality.

Meanwhile, it is believe that the availability and utilization of educational facilities is a fulcrum to quality teaching in the universities. Though the facilities provided by government for the execution of education projects in Nigeria are inadequate and irregular as highlighted by the frequency of industrial actions in the education sector. According to Mgbor, (2015), the relevance of the presence of facilities, equipment and supplies to the smooth running of school physical education programme has been severally emphasized in the literature. Also, the level of success of most tertiary institution programmes is greatly dependent on the degree of availability of equipment and facilities as these form the hub around which such programmes revolve.

Longman (2013) explains availability as something that is able to be used or can easily be found and used. In other words, they are those resources that are committable or usable upon demand to perform their designated or required function. Studies on availability of school facilities in line with Owoye (2011) opined that availability of school facilities is a potent factor to quality and quantitative education. According to Owoye the importance of provision of instructional facilities for teaching and learning in the education sector cannot be overemphasized. Afework (2014) noted that availability of adequate facilities and equipment is of vital importance to teaching in physical education. It could be observed that one of the objectives of education is to make learning permanent. According to Cecilia & Obi (2019) the utilization of instructional materials in teaching is a sure way of achieving this objective. When real objects or their representatives are used in teaching, students see, touch and interact with these materials. Interaction with learning materials will help the students not to forget what they learnt easily. Meanwhile, Olagunju and Abiona (2018) explain that the process of managing and organizing resources is resource utilization. Olagunju and Abiona added that, in a school the

available resources should be utilized in such a way that enables achievement of objectives. Similarly, Wanjiku (2013), noted that utilization of available resources is more important than the quantity. According to Ugwuanyi (2017), one of the reasons why available materials are not used by many teachers in the school is that, teachers lack the necessary skills to operate them. Ugwuanyi emphasizes that the usefulness of resource materials depends on what the teacher makes out of them.

Meanwhile, optimal utilization of facilities connote the practice of using a school facility, for example a building, for as many purposes as possible, thereby reducing the number of buildings as well as total cost of providing buildings in the school. If school facilities are to be adequately and appropriately utilized, flexibility in the design of facilities is needed. For example, the provision of movable partitions on buildings makes it possible to expand and contract instructional space to meet the demand of various teaching-learning situations. Muhammad(2017) reported that the availability of resource input into the education system has no value for achieving educational objectives if they are not actually utilised. Akinfolarin, Ajayi&Oloruntegbe, (2012) argue that there has been an Overstretched or over used of available physical space and facilities due to over enrolment. Moreover, alternative uses to which school facilities could be put to use should always be explored. School facilities which could be made to serve double or multiple purposes should be used for the purposes. The dining hall, for example, could be used for holding school assemblies, staging dramas as well as a venue for the community's cultural and recreational activities.

Furthermore, Hughes and Ubben, in Yusuf and Akinniranye (2018), emphasized that, in order to make optimal utilization of facilities in school, school personnel and members of the community should have adequate knowledge of the functioning of such facilities and the alternative uses to which they could be put to use.

On the other hand, Quality teaching in higher education, together with access, funding, tuition fees, research excellence and productivity, has been one of the central focuses of government policies. Ogundare (2019) pointed out that quality teaching is the ability of a teacher to effectively demonstrate exemplary knowledge and skill to learners. Recently, in Nigeria, according to Obasi and Akuchie, (2010), there has been a different debate on the decline in quality teaching in Nigerian public university system, marrying the increase in demand for higher education at the expense of low level technological advancement which in the opinion of Blackmore (2009) has put pressure on institutions to respond to the needs and aspirations of students, employers and academics staff bringing about a question in the teaching quality.

It is important to state that, indices/indicators of teaching quality in education which include regularity/punctuality of lecturers in classes, effective communication skills during lectures for better understanding, currency of teaching materials, coverage of course outline within the scheduled time line by lecturers, clinical instructions, as well as random sampling of evaluation of teachers teaching quality by the use of carefully designed questionnaire may not be achieved or give quality education in Nigeria without improvement on educational facilities in the tertiary institutions.

Although, the importance of quality of teaching in higher education has been studied extensively among diverse professional groups and scholars in developed world, among which are Rowland (2016), Kember and McNaught (2017) in United Kingdom and Moon, (2018), who further presupposed that more studies should be carried out to examine quality teaching across divergent samples and demographics. As important, as quality teaching is to the realization of universities goals and objectives, Biggs (2013), averred that many quality teaching research studies have been carried out using Western samples and in emerging economies such as China and South Korea respectively. On the other hand, Adeniyi and Ladanu (2016), are of the opinion that very few studies have considered quality teaching in the Nigerian context in particular, thus challenging the generalize ability of such studies to a non-western context like Nigeria and Africa. Similarly, Ghebregiorgis and Karsten (2016) have noted that Africa contributes less to the existing body of knowledge because there is a common prejudice about quality teaching in Africa, which paints a negative picture of the continent. Thus, impeding constructive research into the nature of quality teaching in African higher education and the implementation of Western management practices where appropriate will be needful.

It must however, be emphasized that, improvement on educational facilities of universities in Lagos State, Nigeria are geared towards producing quality teaching in education for manpower development in every field that will be the custodian of Education of Nigeria in future. But recent observation in terms of state of educational facilities shows that, if nothing is done to rectify and improve the situation, Nigeria education system may pose a more threat ahead and may collapse in the near future with the gradual increasing demand not being met by supply of higher education. Furthermore, it has been observed that little study has been carried out on quality teaching in this part of the world. It is against this backdrop that this study is carried out.

The main purpose of this study is to examine the relationship between educational facilities in terms of availability and utilization and quality teaching in universities in Lagos State, Nigeria.

This study is significant to all stakeholder (government, educational planners and administrators, and policy maker), education agencies such as Unified Tertiary Matriculation Examination (UTMB), National University Commission (NUC) and Vice Chancellor of Universities. It will help to realize what problems stand as impediments to achieving quality teaching in education seeing the spate of inadequate and the overstretched state educational facilities since there is rapid and continuous increasing demand for education by an increasing population of students transiting from secondary schools, which have to be met adequately with high level of educational facilities.

The following hypotheses were tested:

1. There is no significant relationship between educational facilities availability and quality teaching in universities in Lagos State, Nigeria
2. There is no significant relationship between educational facilities utilization and quality teaching in universities in Lagos State, Nigeria.

II. Methodology

This study adopted a descriptive survey and correlation design for the fact that it examined state of Educational Facilities in terms of availability and utilization in relations to Quality Teaching in Universities in Lagos State. It is correlational because it examined if there is any relationship between the variables involved. It is descriptive because it shows the opinion of respondents and the description of the existing situation regarding educational facilities in term of availability and utilization as it relates to quality teachings. Educational Facilities is the independent variables, while Quality Teaching is the dependent variable. The population of the study comprised all the staff and students in the six conventional universities in Lagos State. These consist of one Federal university, one State university and four Private universities. The sample for this study includes one federal university, one state university and a simple random sampling technique was used to select one private university out of the four Private universities. A multistage sampling technique was used to select Departments from each sampled university, which enable every Faculties/Colleges/Schools and Departments to be part of the study. A purposive and disproportionate stratified sampling technique was also used to select four Faculties/Colleges/Schools from each public university and four faculties from private university sampled institutions and in each selected Faculty/College/School, four Departments were selected using simple random sampling technique. A sample of 16 students from each department, 15 teaching staff from each department and a Dean of faculty were randomly selected from each of the sampled Departments and Faculty, 4 admission officers and 4 academic planning officers. The student selected were 400 level final year student of their programmes owing to the level of their exposure, duration of learning in school system in evaluating and identifying what quality teaching is. The sample of this study consist of 640 students and 600 teaching staff, 10 Deans of faculty, 10 Admission Officers, 10 Academic Planning officers from both selected public and private universities in Lagos State. Therefore, a total of 1270 respondents were selected to complete the questionnaire. Two major instruments were used to collect data for this study. These include a rating scale on the state of educational facilities in terms of availability and utilization titled 'Educational Facilities rating Scale on Availability and Utilization' (EFSAU) in line with the common indices of facilities approved by Federal Ministries of Education and National University Commission in Nigeria, on 0 -5 rating scale which was responded to by teaching and non-teaching staff and a structured questionnaire titled Quality Teaching (QT) The questionnaire was structured on the four point Likert type scale of Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD), which was scored on a scale pattern of SA Strongly Agree (4-SA) Agree (3-A) Disagree (2-D) Strongly Disagree (1-SD) was adopted on the statement contained in the questionnaire that was responded to by students. The two instruments were validated through face, content and construct validity to ensure it suit the purpose of the study. Also, a test-retest reliability method was adopted to measure the consistency of the instrument by administering the instrument to two different groups who were not part of the study using Pearson's Product-Moment Correlation Coefficient Analysis to obtain the reliability coefficient and the result were 0.73 and 0.78 respectively for the two instruments. However, the instruments were found to be substantially reliable.

III. Results.

In this study, 640 copies of questionnaire were administered to students, while 630 copies of questionnaire were administered to the academic and non-teaching staff respectively. A total number of 1270 copies of the questionnaire were administered to the respondents out of which 1187 copies of the questionnaire were completely filled and retrieved while 83 copies of the questionnaire were not returned. However, the analysis is presented based on the premise of retrieved 1187 and found fit for analysis.

There is no significant relationship between educational facilities availability and quality teaching in universities in Lagos State, Nigeria

Table 1: Pearson’s correlation analysis between educational facilities availabilities and quality teachings in universities in Lagos State

Variables		Educational Facilities Availability	Quality Teaching
Educational Facilities Availability	Pearson Correlation	1	-.096*
	Sig. (2-tailed)		.021
	N	587	587
Quality Teaching	Pearson Correlation	-.096*	1
	Sig. (2-tailed)	.021	
	N	587	600

*. Correlation is significant at the 0.05 level (2-tailed).

From table 1, the result of the Pearson’s correlation analysis between educational facilities availability and quality teaching in Universities in Lagos State shows a negative and significant relationship between the variables ($r=-.096$, $p <.05$). Therefore, the hypothesis which states that there is no significant relationship between educational facilities availability and quality teaching is rejected and the alternate was accepted. In other words, there is a significant relationship between educational facilities availability and quality teachings in universities in Lagos State, Nigeria.

There is no significant relationship between educational facilities utilization and quality teaching in universities in Lagos State, Nigeria

Table 2: Pearson’s correlation analysis between Educational Facilities Utilization and Quality Teachings in Universities in Lagos State, Nigeria

Variables		Educational Facilities Utilization	Quality Teaching
Educational Facilities Utilization	Pearson Correlation	1	.062*
	Sig. (2-tailed)		.032
	N	587	587
Quality Teaching	Pearson Correlation	.062*	1
	Sig. (2-tailed)	.032	
	N	587	600

*. Correlation is significant at the 0.05 level (2-tailed).

From table 2, the result of the Pearson’s correlation analysis between educational facilities utilization and quality teaching in Universities in Lagos State, Nigeria, shows a positive and significant relationship between the variables ($r= 0.062$, $p <.05$). Therefore, the hypothesis which states that there is no significant relationship between educational facilities utilization and quality teaching is rejected and the alternate hypothesis is accepted. This implies that, there is a significant relationship between educational facilities utilization and quality teachings in universities in Lagos State, Nigeria.

IV. Discussion of Findings

The finding of the hypothesis shows a significant relationship between educational facilities availability and quality teaching in universities in Lagos state. This finding is in consonance with the findings of Khan and Iqbal (2012), who found that, adequate and quality school facilities are basic ingredients for quality in education. The finding is also in line with the finding of Bello and Atanda (2019), who found that the teaching that student receives bears direct relevance to the availability or state of physical facilities and overall atmosphere in which learning takes place. The finding is also in line with Ekundayo (2012), who discovered that the students achieved well when educational facilities are made available. Also the finding is in agreement with the finding of Bizimana and Orodho (2014), study on teaching and learning resource availability and teachers’ effective classroom management and content delivery which are component of quality teaching in schools. Similarly, the finding is also in agreement with that of Adeyemi (2008) who discovered that classroom availability as a facility is significantly related with output from secondary schools in Ekiti State. Meanwhile, Owoeye (2011) opined that availability of school facilities is a potent factor to quality in education. The finding of the second hypothesis of this study shows a positive and significant relationship between educational facilities utilisation and quality teaching in universities in Lagos State. The finding is in line with that of Usen (2019), that show a significant

positive relationship between utilization of school facilities (library, laboratory, information and communication technology (ICT) center and recreation center) and academic achievement of student nurses in Human Biology in University of Uyo. Meanwhile, the study is in line with that of Eze and Aja (2014) showing a relationship between utilization of information and communication technology (ICT) as educational facilities in Ebonyi Local Government area of Ebonyi State. Akinfolarin, Ajayi&Oloruntegbe (2017). Also found that educational facilities are well utilized in their study carried out on utilisation of educational facilities in vocational and technical education carried out in south west, Nigeria. Similarly, Amedu (2014) revealed that educational facilities that includes e-learning enhances teaching through provision of better researched information, retrieval of teaching materials and further improved quality of teaching.

Conclusively, it can be drawn from this study that educational facilities availability and utilization is a notable determinant of quality teaching in universities in Lagos State. More so, it concluded that there is a relationship between educational facilities availability and quality teaching as well as relationship between educational facilities utilization and quality teaching in universities in Lagos State, Nigeria.

Therefore, it is recommended that, there should be a ceaseless and continuous outcry from educational administrators, university management, lecturers and students, parents and the masses on the present state of educational facilities and calling for improvement and continuous improvement of the facilities from the government, contributions from philanthropist and major stakeholders in education in the nation. Furthermore, there is need for setting up facilities evaluation committee by the university management on feedback of educational facility availability, adequacy, utilization and present state of the facilities before, during and after accreditation exercise, gives/proposes further suggestions where necessary to the university management

Finally, Management of university education, National University Commission, Federal and State Ministries of Education cum Private University should set up a Quality Teaching unit/department in the university with defined goal and objectives of ensuring that quality teaching is achieved, sustained and maintained, putting in place necessary functionalities.

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