

Impact of School Physical Facilities on Students' Academic Performance in Senior Secondary Schools in Aba Education Zone of Abia State

Onyebuanyi Promise, N^{1*}, Onovo Nonso E², Ewe Ugochukwu, C¹, & Njoku Ndubueze, A³

¹Department of Technology and Vocational Education, Enugu State University of Science and Technology, P.M.B, Independence Layout 01660, Enugu, Nigeria

²Department of Mathematics and Computer Education, Enugu State University of Science and Technology, P.M.B, Independence Layout 01660, Enugu, Nigeria

³Department of Industrial Technical Education, Ignatius Ajuru University of Education, Rumuolumeni, Rivers State, Nigeria

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*Corresponding author: Onyebuanyi Promise, N

Department of Technology and Vocational Education, Enugu State University of Science and Technology, P.M.B, Independence Layout 01660, Enugu, Nigeria

Abstract

This study carried out to determine the impact of school physical facilities on students' academic performance in senior secondary schools in Aba Education Zone of Abia State. A descriptive survey research design was adopted by the study with the population of 47 respondents (29 male 18 female teachers) sampled purposively from the 11 secondary schools in Aba educational zone of Abia State. Two research questions and two null hypotheses guided the study. The instrument for data collection was a structured 27-items statement questionnaire developed by the researchers after an extensive literature reviewed sectioned A & B with rating scales of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) assigned the numerical values of 4, 3, 2 & 1 respectively. The instrument was validated by research experts while the reliability index of 0.87 was obtained using Cronbach Alpha reliability estimate. Mean and standard deviation were used to answer the two research questions while the null hypotheses were tested using t-test statistics at .05 level of significance and appropriate degree of freedom. The result of the analyses revealed that library as a school physical facility has great impact on the students' academic performance in senior secondary schools in Aba Education Zone. It was afterwards recommended that adequate school physical facilities should be provided by appropriate authorities to ensure effective teaching and learning activities. It is believed that if the facilities are available and adequate, there would be effective performance among students in senior secondary schools in Aba Education Zone of Abia State.

Keywords: School Physical Facilities, Students' Academic Performance, Senior Secondary Schools, Aba Education Zone.

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INTRODUCTION

Education *has* been seen as a veritable tool for the development of a society; it molds, builds and sharpens the individual's character and make him valuable in the society. Onyebuanyi and Oluka (2022) defined education as the process by which a man is made useful through the inculcation of moral and acceptable ethical standards for wide understanding and effective utilization of the resources within his environment and beyond. Education through its pedagogical dispositions equips an individual with the necessary capabilities to survive in a society. Ololube

and Egbezor (2012) stated that education is the process by which children, youths and adult learn abilities, attitudes and other forms of behaviour which are positive values to the society in which they live. In the quest for quality education, different institutions of learning are established in order to train people in different areas of specialization. These include; primary, secondary and tertiary institutions respectively.

However, secondary school in the context of this study refers to a school type established for enrollment of students after primary level. Similarly,

secondary school according to Federal Republic of Nigeria (FRN; 2013) is the education children receives after primary education and before the tertiary stage. This school is established today by both the government and private individuals in Nigeria and Abia State. Abia State is one of the South-Eastern States which shares borders with Ebonyi, Anambra and Enugu state to the north and northeast, Imo state to the west. Cross Rivers and Akwa Ibom State to the east and southeast and rivers State to the south with a population of over 2.000000 (FRN Official Gazette, 2007). Abia State has many education zones including Aba Education Zone. In Aba Education Zone, secondary schools has been seen to be effective in equipping the students with the necessary knowledge, skills and abilities for proper adaptation and functionality in the society through the adoption and utilization of facilities especially physical facilities for effective teaching and learning activities.

School physical facilities here may be seen as material found within the school settings/environment including class rooms, chalk boards, tables, desks, laboratories, libraries and others for enhanced learning outcomes. FRN (2013) noted that secondary school needs school plant and facilities which consist of all types of buildings for academic and non-academic activities; equipment for academic and non-academic activities; areas for sports and games, landscape, farms and gardens, including trees, roads and paths. Other facilities needed by secondary schools include furniture and toilet facilities, lightings, acoustics, storage facilities and parking lots, security, transportations, cleaning materials, food services, and special facilities for special needs. Their appearance and maintenance influences most parents and convince them to make judgment about the qualities and effectiveness as to what goes on in the school. It is believed that, without such facilities, the empty buildings, no matter how attractive they are cannot be effectively used for educational purposes, (Abiodun-Oyebanji, 2008).

In the same vein, Comfort and Veronica (2016) noted that the physical facilities in the school setting go a long way to motivate students to learn; physical facilities in any school system range from the school plant that is the school buildings, classroom, library, laboratories, toilet facilities, learning materials to other infrastructures that would likely motivate students towards learning. Comfort and Veronica submitted that experience has shown that most of the physical facilities that are germane to effective learning/academic performance of students appear not to be sufficient in our public secondary schools today. In another development, Hallak (2000) identified facilities as the main factor contributing to academic achievement in the school system. They include the school buildings, classroom, libraries, laboratories and recreational equipment among others. Hallak claimed

that the quality, appropriateness and adequacy of these items contribute to performance in the school system.

In the words of Adeyemi (2008), performance is a measure of educational output. Academic performance can be viewed as the extent to which an individual learner acts or does a piece of work, how well or poor he/she does the job or the activities within a learning process. Adeyemi stated that poor performance however can be regarded as having performed below the required academic performance. Ajayi (2012) referred to poor performance as performance that fall below the desired standard. In view of above, Ajayi and Ayodele (2011) emphasized that the availability of these resources are quite important to achieving effectiveness in instructional delivery and supervision in the school system. They further buttressed the fact that non-availability of basic facilities such as classrooms, office accommodation, workshops, sporting facilities, laboratories, library et cetera which is being experienced in secondary schools is a perfect reflection of what obtains in the university system.

Furthermore, Ogunniyi (2012) claimed that laboratories play a key role in the teaching and learning of science. This was supported by Adedeji (2008) who noted that these facilities have to be adequate and should be in good condition for schools to function properly. In the other hand, Okunola (2005), stated that well sited school buildings with aesthetic conditions, laboratory and playground often contribute to improved performance in the school system. He also argued that the availability of school building and other plant facilities are very important as they could enhance effective teaching and learning. Similarly, Chandan (2009) claimed that for effective teaching to take place in any educational setting there must be provision of adequate and quality physical facilities. Adewunmi (2010) noted that the availability of adequate number of physical facilities had significant influence on pupil's academic performance. He further emphasized that adequate number of physical facilities should be supplied to state primary schools.

In support of this view, Ajayi (2010), emphasized on the need for the availability of physical materials in the school system in other to boost teachers' job performance. This would, invariably, enhance academic performance of students. Alimi (2007) revealed that adequate provision and maintenance of school plant is a remedy (solution) for any academic encumbrance. This means that running the school system without adequate provision and maintenance of school plant can be very cumbersome for teachers. Nwankwo (2012) maintained that the provision and maintenance of physical facilities such as building, laboratories, libraries, furniture, equipment, et cetera are very important for effective and efficient

school administration and better academic performance (on the part of students).

Nevertheless, the state of physical facilities in most secondary schools in Aba Education Zone of Abia State today are unsatisfactory and has delayed the actualization of the goals of secondary education. Adesina (2011) stated that Nigerian secondary schools students' academic performance is generally poor going by the existing records; the author posited that, there was persistent mass failure of students in senior secondary school examinations (SSCE) conducted by the West African Examinations Council (WAEC). In Aba Education Zone, the state of available facilities are deplorable and sub-standard in quality due to lack of adequate fund and poor maintenance culture adopted by these school administrators. In some cases, the available facilities are inadequate due to the increase in school enrolment rate, leading to population explosion in these schools. As noted earlier, school physical facilities are essential tools to facilitate and stimulate learning activities. However, teachers need facilities in an ideal working environment in that, if physical facilities are available, students tend to have interest in learning which would invariably lead to high performance. Bande (2013) noted that the importance of physical facilities cannot be relegated. Facilities like modern laboratories, libraries and classrooms are to be put in place in all our schools. Adesola (2005) found out that the level of available resources is indeed a plus to the teachers and goes to show the level of ingenuity and commitment of the teachers toward effective delivery of lesson. There is the need for renovation of old buildings, chairs, desks, cabinets and acquisition of modern classrooms.

Akinfolarin (2008) identified facilities as a major factor contributing to academic performance in the schools system. These include classroom furniture, recreational equipment among others. Apart from protecting student from sun, rain, heat and cold, there should be enough space, seats, laboratory and internet facilities and a host of other physical facilities that could enhance the level of motivation and academic performance of students. On these notes, arouse by the study to determine the impact of school physical facilities on students' academic performance in senior secondary schools in Aba Education Zone.

Statement of Problem

Generally, close observation of the performance of secondary school students could be traced to the level of availability of physical facilities which invariably motivates learning in an environment. It is disheartening that most schools in Aba Education Zone of Abia State lack the necessary facilities that could enhance effective teaching and learning and as a result, students' academic performance has been minimal. However, experience and literatures reviewed

shows that inadequate physical facilities constitute adverse effects on students' interest to learn and this has invariably affected their academic performance. Thus, apart from protecting student from sun, rain, heat and cold, there should be enough space, seats, laboratory and internet facilities and a host of other physical facilities that could enhance the level of motivation and academic performance of students but in Aba Education Zone of Abia State, the reverse has been the case. It has been difficult for the teachers and students to have access to facilities like well-equipped library, conducive classrooms and other facilities which has contributed to low performance of students, thereby increasing the number of youths with unsaleable skills, contributing to the high level of immorality like rape, killing, armed robbery and kidnapping among secondary school students and graduates in Aba Education Zone of Abia State. On this note, there is therefore a need by the study to determine the impact of school physical facilities on students' academic performance in senior secondary schools in Aba Education Zone of Abia State.

Purpose of the Study

The major purpose of the study is to determine the impact of school physical facilities on students' academic performance in senior secondary schools in Aba Education Zone of Abia State. Specifically, the study sought to determine the impacts of;

1. Library as a school physical facility on the students' academic performance in senior secondary schools in Aba Education Zone.
2. ICT as a school physical facility on the students' academic performance in senior secondary schools in Aba Education Zone.

Research Questions

The following research questions guided the study:-

1. What are impacts of library as a school physical facility on the students' academic performance in senior secondary schools in Aba Education Zone?
2. What are the impacts of ICT as a school physical facility on the students' academic performance in senior secondary schools in Aba Education Zone?

Hypotheses

The following hypotheses formulated and tested at .05 level of significance guided the study;

H₀₁: A significant difference does not exist in the mean ratings between male and female teachers on the impacts of library as a school physical facility on the students' academic performance in senior secondary schools in Aba Education Zone.

H₀₂: A significant difference does not exist in the mean ratings between male and female teachers on the impacts of ICT as a school physical facility on the students' academic performance in senior secondary schools in Aba Education Zone.

RESEARCH METHOD

The study employed a descriptive survey research design with a population of 47 respondents (29 male 18 female teachers) sampled purposively from the 11 secondary schools in Aba Education Zone of Abia State. The instrument for data collection was a structured questionnaire validated by three research experts. The instrument was divided into 2 sections viz; sections A & B in accordance with the research questions that guided the study with response options of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) assigned the numerical values of 4, 3, 2 & 1 respectively. The reliability of the instrument was established using Cronbach alpha which gave a high co-efficient result of 0.87. Cronbach alpha was used because the instrument doesn't have yes or no responses.

Mean and standard deviation were used to answer the research questions while real values of response categories were used as basis for decision, thus; Strongly Agree (SA): 3.50 - 4.00; Agree (A): 2.50 - 3.49; Disagree (D): 1.49 - 2.49 and Strongly Disagree (SD): 1.00 - 1.49. The null hypotheses were tested using t-test at .05 level of significance. The null hypotheses were rejected when t-calculated was greater than t-critical otherwise it was not rejected.

RESULTS

The results are presented in Tables 1-4 according to the research questions and hypotheses used for the study.

Research Question 1

What are impacts of library as a school physical facility on the students' academic performance in senior secondary schools in Aba Education Zone?

Table 1: Mean with standard deviation of the impacts of library as a school physical facility on the students' academic performance in senior secondary schools in Aba Education Zone

S/N	library as a school physical facility encourages;	Teachers (Male) N=29		Teachers (Female) N=18		Overall (47)		Decision
		\bar{x}_1	SD	\bar{x}_2	SD	\bar{x}	SD	
1	Students centered learning	3.21	0.73	3.31	0.80	3.26	0.77	Agree
2	Multi-channel learning	3.38	0.62	3.48	0.72	3.43	0.67	Agree
3	Learning in projects	3.25	0.68	3.38	0.85	3.32	0.67	Agree
4	Multi-modal learning	3.17	0.87	3.15	0.84	3.16	0.86	Agree
5	Learning in groups	3.24	0.90	3.09	0.71	3.18	0.81	Agree
6	Individualized learning	3.54	0.66	3.43	0.69	3.49	0.68	Agree
7	Less conflict	3.40	0.63	3.35	0.59	3.38	0.61	Agree
8	Retrieval of information	3.35	0.78	3.29	0.85	3.32	0.82	Agree
9	Learning with media	3.02	0.84	2.88	0.90	2.95	0.87	Agree
10	Higher degree of contentment	3.32	0.64	3.29	0.69	3.31	0.67	Agree
	Cluster Mean	3.29	0.72	3.27	0.74	3.31	0.73	Agree

SD: Standard Deviation, X: Mean

Data presented in Table 1, shows that the mean responses of teachers on all the items numbered 1 to 10 were agreed as impacts of library as a school physical facility on the students' academic performance in senior secondary schools in Aba Education Zone with aggregate scores range of 2.95 to 3.49. The Table shows that library as a school physical facility has great impact on the students' academic performance in senior secondary schools in Aba Education Zone. The grand mean value of 3.31 also attested to that while the

relatively low grand standard deviation of 0.73 indicates homogeneity of opinions of respondents.

Hypothesis

H0₁: A significant difference does not exist in the mean ratings between male and female teachers on the impacts of library as a school physical facility on the students' academic performance in senior secondary schools in Aba Education Zone.

Table 2: t-test analysis between male and female teachers on the impacts of library as a school physical facility on the students' academic performance in senior secondary schools in Aba Education Zone

Respondents (Teachers)	No	x	SD	Df	P	t-tab	t-calc.	Decision
Male	29	3.29	0.72	45	.05	2.000	0.091	NS
Female	18	3.27	0.74					

NS: Not Significant. SD: standard deviation. DF: Degree of freedom

The t-test result above shows that t-calculated value of 0.091 is less than t-tabulated value of 2.000 at 45 degree of freedom and .05 significance level. Hence, the null hypothesis is not rejected. This therefore implies that a significant difference does not exist in the mean ratings between male and female teachers on the impacts of library as a school physical facility on the

students' academic performance in senior secondary schools in Aba Education Zone.

Research Question 2

What are the impacts of ICT as a school physical facility on the students' academic performance in senior secondary schools in Aba Education Zone?

Table 3: Mean with standard deviation of the impacts of ICT as a school physical facility on the students' academic performance in senior secondary schools in Aba Education Zone

	ICT as a school physical facility enables students to;	Teachers (Male) N=29		Teachers (Female) N=18		Overall (47)		Decision
		x ₁	SD	x ₂	SD	x	SD	
11	gain complex practical ideas	3.26	0.73	3.38	0.61	3.32	0.67	Agree
12	develop quantitative reasoning	3.12	0.76	3.20	0.81	3.16	0.79	Agree
13	gain cognitive experience	3.32	0.73	3.26	0.76	3.29	0.75	Agree
14	update skills	3.20	0.71	3.09	0.79	3.15	0.74	Agree
15	get clear pictures of stories to practical	3.08	0.99	3.42	0.68	3.25	0.84	Agree
16	gain attention	3.25	0.75	3.35	0.62	3.30	0.69	Agree
17	have new concepts	3.28	0.86	3.63	0.56	3.46	0.71	Agree
18	get more examples	3.18	0.90	3.65	0.68	3.42	0.79	Agree
19	experience different environment	3.48	0.50	3.49	0.71	3.49	0.61	Agree
20	learn at individual's pace	3.63	0.70	3.42	0.51	3.53	0.61	Strongly Agree
21	develop autonomy	3.18	0.81	3.05	0.96	3.12	0.89	Agree
22	reduce amount of written languages	3.31	0.73	3.21	0.80	3.26	0.77	Agree
23	facilitate thinking	3.14	0.63	3.05	0.96	3.21	0.80	Agree
24	source evidence relating to skill	3.40	0.63	3.22	0.68	3.31	0.66	Agree
25	stimulate recognition	3.42	0.79	3.12	0.82	3.27	0.81	Agree
26	establish mood style	3.28	0.65	3.33	0.74	3.31	0.70	Agree
27	represent items for easy manipulation	3.28	0.72	3.23	0.81	3.26	0.77	Agree
	Grand Mean/Pull SD	3.28	0.79	3.30	0.77	3.30	0.78	Agree

SD: Standard Deviation, X: Mean

In Table 3 above, the mean responses of respondents (teachers) on item number 20 was strongly agree while items number 11 to 19 and 21 to 27 were agree responses respectively. The overall mean scores range from 3.12 to 3.49. The Table shows that as a school physical facility has great impacts on the students' academic performance in senior secondary schools in Aba Education Zone. The grand mean value of 3.30 also attested to that while the grand standard

deviation of 0.78 indicates denotes that the disparity in opinions of respondents is slim.

Hypothesis

H0₂: A significant difference does not exist in the mean ratings between male and female teachers on the impacts of ICT as a school physical facility on the students' academic performance in senior secondary schools in Aba Education Zone.

Table 4: t-test analysis between male and female teachers on the impacts of ICT as a school physical facility on the students' academic performance in senior secondary schools in Aba Education Zone

Respondents (Teachers)	No	\bar{X}	SD	Df	P	t-tab	t-calc.	Decision
Male	29	3.28	0.79	45	.05	2.000	-0.097	NS
Female	18	3.30	0.77					

NS: Not Significant. SD: standard deviation. DF: Degree of freedom

The t-test result above shows that t-calculated value is less than t-tabulated value. Hence, the null hypothesis is not rejected. This invariably means that a significant difference does not exist in the mean ratings between male and female teachers on the impacts of ICT as a school physical facility on the students'

academic performance in senior secondary schools in Aba Education Zone.

DISCUSSION OF FINDINGS

The study in research question 1 revealed that library as a school physical facility has great impact on

the students' academic performance in senior secondary schools in Aba Education Zone. This is evident as a well-equipped library would encourage individualized learning, multi-channel learning, students centered learning, multi-modal learning, learning in groups, less conflict and others. This tallied with the findings of Mark (2002) who noted that high level of students' academic performance may not be guaranteed where instructional space such as class rooms, libraries, technical workshops and laboratories are structurally defective.

Similarly, the t-test result shows that t-calculated value is less than t-tabulated value at appropriate degree of freedom and significance level. Hence, the null hypothesis is not rejected. This therefore implies that a significant difference does not exist in the mean ratings between male and female teachers on the impacts of library as a school physical facility on the students' academic performance in senior secondary schools in Aba Education Zone. It is therefore necessary to make available, well equipped library for improved academic performance in senior secondary schools in Aba Education Zone of Abia State.

However, the study reveals in research question 2 that ICT as a school physical facility impacts desirable knowledge on the students' for improved academic performance in senior secondary schools in Aba Education Zone as it enables students to learn at individual's pace, get clear pictures of stories to practical, update skills, gain attention, gain cognitive experience, develop quantitative reasoning, experience different environment and the likes. This is in agreement with the findings of the study conducted by Joseph and Philiias (2011) which stated that school plant and facilities that are deteriorated and inadequate may result in reduced learning time, alienated students, inability to provide specialized curriculum, low staff morale, lack of technology proficiency, safety hazards, high rates of teacher attrition, and a reduced ability to meet special needs. The t-test result on hypothesis 2 shows that t-calculated value is less than t-tabulated value. Hence, the null hypothesis is not rejected. This implies that a significant difference does not exist in the mean ratings between male and female teachers on the impacts of ICT as a school physical facility on the students' academic performance in senior secondary schools in Aba Education Zone. It is thereafter believed that if these facilities are made available and maintained when due, they would undoubtedly constitute a high impact on the students' academic performance in senior secondary schools, thereby making the students knowledgeable and relevant in Aba Education Zone of Abia State.

CONCLUSION

Based on the findings of this study, library as a school physical facility has great impact on the students' academic performance in senior secondary schools in Aba Education Zone. A well-equipped library would encourage individualized learning, multi-channel learning, students centered learning, multi-modal learning, learning in groups, less conflict and others. This will trigger student's interest research and undoubtedly lead to maximum productivity. The study also identified that ICT as a school physical facility impacts desirable knowledge on the students' for improved academic performance in senior secondary schools in Aba Education Zone as it enables students to learn at individual's pace, get clear pictures of stories to practical, update skills, gain attention, gain cognitive experience, develop quantitative reasoning, experience different environment and the likes. Similarly, both male and female teachers agreed that plays important role in facilitating teaching and learning activities. It is therefore hoped that if these school physical facilities are provided by the government and private individuals, it would have positive impacts on the students' academic performance in senior secondary schools in Aba Education Zone of Abia State.

RECOMMENDATIONS

In view of the findings of the study, the following recommendations were made:

1. Adequate school physical facilities should be provided by the authorities to ensure effective teaching and learning activities.
2. Proper maintenance culture should be adopted to improve the life span of most facilities.
3. Adequate supervisory measures should be taken to ensure that these facilities are maintained by experts
4. Protection should be made by authorities to protect facilities from theft or vandalization.

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