

State of Educational Facilities and Quality Instruction Delivery in Lagos State Public Junior Secondary Schools, Nigeria

Gbesoevi, Emmanuel Semako¹; Olujuwon Olutola²; Salami, Fatimat Funmilola³; & Joseph, Comfort Oluwafunmilayo⁴

^{1&4}Department of Educational Management, Faculty of Education, Lagos State University, Ojo, Nigeria. ^{2&3}Department of Educational Management, College of Management and Social Sciences Education, Lagos State University of Education, Oto/Ijanikin, Nigeria.

Corresponding Author: emmanuel.gbesoevi@lasu.edu.ng

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Abstract

This study examined the state of educational facilities and quality instruction delivery in public junior secondary schools, Lagos state education district. The research involved a sample of 192 study participants. A rating scale and structured questionnaire with a reliability value of 0.91 and 0.94 served as the primary research instrument, and three research hypotheses were formulated. The Pearson product Moment Correlation (PPMC) of association was employed as the statistical technique at a 0.05% significance level. The findings revealed a significant relationship between educational facilities availability and quality instruction delivery in public junior secondary schools in Lagos State Education District V. The study also found a significant relationship between educational

facilities adequacy and quality instruction delivery in public junior secondary schools in Lagos State Education District V. The study demonstrates a significant relationship between educational facilities utilization and quality instruction delivery in public junior secondary schools in Lagos State Education District V. Based on these findings The Lagos State government increase funding and resources dedicated to the development and renovation of educational facilities in junior secondary schools. This involves constructing new classrooms, laboratories, and libraries while refurbishing existing structures to meet modern educational standards. It also recommended that schools establish clear maintenance protocols to ensure that educational facilities are well-maintained and functional. This includes regular inspections, prompt repairs of damaged facilities, and scheduled upgrades of learning resources. Training school management and staff on facility maintenance can help sustain a conducive environment for learning, thus positively impacting educational outcomes of both the institution and the students.

Introduction

Education is a fundamental human right and a critical factor in societal development; it can be seen as the bedrock of every society and a tool for national development. Oyeyemi *et. al.* (2014), sees Education as equipping people with skills and knowledge that enable them to contribute towards the growth and development of their immediate environment where they live. The state of educational facilities and quality instruction delivery are interconnected aspects of the educational system that significantly impact student learning outcomes, the quality of these facilities can either enhance or hinder the delivery of instruction, ultimately affecting student achievement and overall educational experience. In contemporary educational discourse, the physical environment and infrastructural provisions within educational institutions play a pivotal role in shaping the quality of instruction delivered to students. The

state of educational facilities encompasses a spectrum of factors including the adequacy and accessibility of classrooms, laboratories, libraries, and recreational spaces, all of which collectively contribute to the overall learning experience. Educational facilities, both in terms of their physical attributes and technological resources, serve as fundamental pillars that underpin the educational process. More so, the link between Information and Communication Technology and education is globally seen as a necessity and an opportunity in addressing quality instruction delivery in schools Gbesoevi *et al* (2022). UNESCO addresses the importance of educational facilities in its global education reports which indicates that well-maintained and properly equipped facilities not only foster a conducive learning environment but also support innovative teaching methodologies. Conversely, inadequate facilities, characterized by overcrowded classrooms, outdated technology, and deficient infrastructure, pose significant challenges to educators in delivering effective instruction. These challenges can manifest in reduced engagement among students, compromised learning outcomes, and increased teacher stress and burnout. The impact of these conditions on education is profound and can manifest in both positive and negative ways. On the positive side, resilient educators in these environments often demonstrate creativity and dedication, finding innovative ways to engage students and deliver meaningful learning experiences despite resource limitations. Gbesoevi (2019) further presupposes that school physical facilities are essential for educational planning, stating that without adequate resources, students' academic performance cannot be enhanced.

Educational facilities extend beyond mere physical structures; it encompasses broader dimensions such as safety, accessibility, and inclusivity. Safe and secure learning environments are essential prerequisites for effective teaching and learning. Moreover, facilities that cater to diverse student needs, including those with disabilities, promote inclusivity and equity within educational settings. Hence, understanding the current state of educational facilities and its impact on instruction delivery is crucial for devising informed policies and strategic interventions aimed at enhancing educational quality and student outcomes. Aina *et. al.* (2024), opined that, teachers should make sure that all educational facilities instructional materials used for instruction are free from gender stereotypes as this can cause lack of concentration, low self-esteem and low performance of the pupils.

The condition of educational facilities in schools has profound implications for development and future prospects. Poor-quality education can limit students' opportunities for personal growth, economic empowerment, and social mobility. Furthermore, it poses to hinder the ability to attract investment, foster innovation, and compete in the global economy, as a well-educated workforce is crucial for driving sustainable development and prosperity. While some studies have explored the state of education in Lagos State, particularly in public schools, there remains a gap in the literature regarding the specific challenges and opportunities faced by public junior secondary schools in Education District V. Understanding the unique context of this district is crucial for developing targeted interventions to address the identified challenges and enhance the quality of education.

Quality instruction delivery is rooted in the imperative to enhance educational outcomes through effective teaching practices, as recognized and advocated for by various influential educational bodies and institutions globally. Organizations such as the OECD (Organization for Economic Co-operation and Development), UNESCO (United Nations Educational, Scientific and Cultural Organization), have extensively studied and highlighted the pivotal role of quality instruction in shaping the academic success and lifelong learning capabilities of students across diverse socio-economic and cultural contexts.

These educational bodies emphasize that quality instruction goes beyond traditional measures of academic achievement, encompassing pedagogical approaches that promote critical thinking, creativity, and problem-solving skills essential for the 21st-century workforce. Moreover, research by institutions like the National Center for Education Statistics (NCES) consistently underscores the correlation between effective teaching practices and positive student outcomes, including higher graduation rates, improved literacy levels, and greater socio-economic mobility.

Quality instruction delivery stands as a cornerstone of effective education systems, significantly influencing student learning outcomes and overall educational attainment. This makes students' perspectives important during the transition from one school level to another. (Gbesoevi *et. al.* 2022)

Extensive research underscores the pivotal role that well-designed instructional practices and supportive educational environments play in fostering student engagement, achievement, and holistic development. This synthesizes findings to elucidate the multifaceted dimensions of quality instruction delivery within

educational contexts. Gbesoevi *et al* (2023) sees quality teaching to include regular class attendance by the lecturers, and on time, lecturers communicating effectively for better understanding, prompt completion of the course contents by the lecturers, lecturers providing clinical instructions, and clinical supervision as well as the use of a professionally constructed questionnaire for the evaluation of instructors' teaching quality

Quality instruction delivery serves as a linchpin for advancing educational outcomes and nurturing the intellectual and socio-emotional development of learners. Synthesizing insights from reputable bodies underscores the multifaceted dimensions of effective instructional practices and institutional support in optimizing learning environments. By leveraging evidence-based approaches and addressing persistent challenges, educators and policymakers can collectively advance efforts to enhance instructional quality, thereby empowering students to thrive in an increasingly complex and interconnected global society.

Organization for Economic Co-operation and Development (OECD) highlights the importance of pedagogical practices in shaping the quality of instruction. OECD's studies emphasize that instructional strategies emphasizing active learning, student-centered approaches, and differentiated instruction are pivotal in enhancing student learning outcomes (OECD, 2020). Moreover, findings underscore that educators who employ diverse instructional techniques tailored to student needs demonstrate greater effectiveness in engaging learners and promoting deeper understanding of subject matter. Access to adequate resources, including well-maintained facilities, modern teaching aids, and ongoing professional development opportunities for educators, significantly contributes to creating conducive learning environments. These supportive elements not only bolster educators' instructional capabilities but also contribute to mitigating barriers such as overcrowded classrooms and inadequate technological resources, which can otherwise impede effective teaching practices. High-quality instruction correlates positively with improved academic achievement, cognitive skills development, and socio-emotional well-being among students. Furthermore, effective instruction delivery contributes to narrowing achievement gaps, promoting equitable access to education, and preparing students for lifelong learning and future success in diverse societal contexts.

Lagos State Education District V represents a significant segment of the state's educational landscape, encompassing several local government areas, comprising numerous public junior secondary schools, plays a pivotal role in shaping the educational landscape of Lagos State. Understanding the state of educational facilities and teaching delivery in public junior secondary schools within this district is crucial for addressing the unique challenges and opportunities faced by educators, students, stakeholders and implementing strategies to improve the overall quality of education.

This present study aimed provides a comprehensive overview of the state of educational facilities and quality instruction delivery stemming from; current situation, highlighting key issues, constraints, and potential solutions specific to Education District V.

Assessing the state of educational facilities and quality instruction delivery in public junior secondary schools is essential for ensuring equitable access to quality education and promoting academic excellence. By addressing identified challenges and implementing targeted interventions, stakeholders can work towards creating conducive learning environments that empower students to reach their full potential and contribute to the socio-economic development of Lagos State, Nigeria.

The main purpose of this study provides a comprehensive assessment on the state of educational facilities in terms of adequacy, availability, utilization and quality instruction delivery in public junior secondary schools in Lagos State, Education District V, Nigeria. This study is significant to all stakeholder (government, educational planners and administrators, policy maker and community leaders), education agencies, academic community and the general public. It will help to realize what problems stand as impediments to achieving quality instruction delivery in education seeing the spate of inadequate overstretched state of educational facilities since there is rapid and continuous increasing demand for education by an increasing population of students transiting from basic education, which have to be met adequately with high rate of educational facilities The study is essentially significant in that it is directed towards evaluation of educational facilities and quality instruction delivery to conform to society, economic, and international standard.

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. There is no significant relationship between educational facilities availability and quality education instruction delivery in public junior secondary schools in Lagos State Education District V.
2. There is no significant relationship between educational facilities adequacy and quality education instruction delivery in public junior secondary schools in Lagos State Education District V.
3. There is no significant relationship between educational facilities utilization and quality instruction delivery in public junior secondary schools in Lagos State Education District V.

Methodology

The research design employed for this study was the descriptive and correlation research design which empirically investigated the relationship among the variables of the research. The targeted population of this study comprised of all public junior secondary schools in Lagos State Education District V. The Education District is made up of four zones namely; Ajeromi/Ifelodun, Amuwo-Odofin, Badagry and Ojo. The total number of public junior secondary schools in Lagos State Education District V is currently 69 according to recent census conducted by the Lagos Eko Project. A multistage – stratified, disproportionate and simple random sampling technique was adopted for this study. Disproportionate sampling technique was used to select 16 school, that is, four schools were selected from each zone. Simple random sampling techniques was used to select 12 participants comprising of four teachers, one principal, one vice principal and six students from each samples school, across the 16 schools making a total of 192 participants for this study. The reason for the sample size is that, both teachers and principals are familiar with state of educational facilities in their respective school bearing in mind the principle guiding the facilities and the students are to attest to the quality of instruction they receive in class considering the state of the educational facilities. Hence, the need for the sample size to be at 192 participants so as to make the study more realistic and experiential.

Two research instruments were adopted for this study which are; a rating scale in line with the school facilities structure of Ministry of Education and a structured questionnaire titled “Quality Instruction Delivery in public junior secondary school (QIDIPJSS)” The first instrument is educational facilities rating scale addressing availability, adequacy and utilization which contained

33 items. The rating scale is on a scale of 0 - 5 which was responded to by teachers, principals and vice principals. The Instrument has two sections which are; Section A which sought information on demography of the participant that is, gender, age, educational qualification and work experience, while section B contained a rating scale on school facilities adequacy, availability and utilization containing 33 items on a scale of 0-5 in line with purpose and hypotheses of the study.

The second instrument was a questionnaire titled “Quality Instruction Delivery in public junior secondary school (QIDIPJSS)” which was responded to by students. The questionnaire contained 20 statements used to test the stated hypotheses. This instrument is divided into two sections; Section A sought information on demography of the respondent - gender, age, class or level, while section B contained 20 items structured and scored on a four-point Likert type scale of; Strongly Agree - 4, Agree - 3, Disagree - 2, Strongly Disagree - 1 in line with purpose and hypotheses of the study. Validity of the instrument was ensured through a face and content validity while, the reliability of the instruments was ascertained through a test-retest reliability method with a Cronbach's Alpha of .91 and .94, for the two instruments respectively. The data collected were analysed through inferential statistics of Pearson's Product Moment correlation (PPMC) to test the stated hypotheses at 0.05 significant level through the use of Statistical Package for Social Sciences (SPSS) version 23.0.

Results

Hypothesis 1

H₀₁: There is no significant relationship between educational facilities availability and quality instruction delivery in public junior secondary schools in Lagos State Education District V.

Table 1: Correlation result of educational facilities availability and quality instruction delivery

| | | | Educational Facilities Availability | Quality Instruction Delivery |
|--|-------------|---------------------|-------------------------------------|------------------------------|
| Educational Availability | Facilities | Pearson Correlation | 1 | .966** |
| | | Sig. (2-tailed) | | .000 |
| | | N | 96 | 96 |
| Quality Delivery | Instruction | Pearson Correlation | .966** | 1 |
| | | Sig. (2-tailed) | .000 | |
| | | N | 96 | 96 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | | |

The result, as presented in Table 1, shows a very strong positive correlation between educational facilities availability and quality instruction delivery ($r = .966$, $n = 192$, $p < .01$). This indicates that there is a statistically significant relationship between the two variables. The correlation coefficient of .966 suggests that as the availability of educational facilities increases, the quality of instruction delivery improves significantly. The significance value ($p = .000$) confirms that this result is not due to chance and is highly significant at the 0.01 level. Since the p-value is less than 0.05, we reject the null hypothesis, and concludes that there is a significant relationship between the availability of educational facilities and the quality of instructional delivery. The findings thus provide strong evidence that the availability of educational facilities plays a crucial role in enhancing the quality of instructional delivery in public junior secondary schools within this district.

Hypothesis 2

H₀₂: There is no significant relationship between educational facilities adequacy and quality instructional delivery in public junior secondary schools in Lagos State Education District V.

Table 2: Correlation result of educational facilities adequacy and quality of instruction delivery

| | | | | |
|--|-------------|---------------------|--------|--------|
| Educational Adequacy | Facilities | Pearson Correlation | 1 | .972** |
| | | Sig. (2-tailed) | | .000 |
| | | N | 96 | 96 |
| Quality Delivery | Instruction | Pearson Correlation | .972** | 1 |
| | | Sig. (2-tailed) | .000 | |
| | | N | 96 | 96 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | | |

The correlation result indicates a very strong positive correlation between educational facilities adequacy and quality instructional delivery ($r = .972$, $n = 192$, $p < .01$). This correlation coefficient of $.972$ demonstrates that as the adequacy of educational facilities improves, the quality of instruction delivery also significantly improves. The significance value ($p = .000$) reveals that this relationship is highly significant and unlikely to have occurred by chance. Since the p-value is less than 0.05 , the null hypothesis is rejected and concludes that there is a significant relationship between educational facilities adequacy and quality instruction delivery in public junior secondary schools in Lagos State Education District V. The strong positive correlation indicates that better-equipped and more adequate facilities directly contribute to enhancing the quality of instructional delivery.

Hypothesis Three

H₀₃: There is no significant relationship between educational facilities utilization and quality instruction delivery in public junior secondary schools in Lagos State Education District V.

Table 3: Correlation result of educational facilities utilization and quality instructional delivery

| | | | Educational Facilities Availability | Quality Instruction Delivery |
|-------------------------|-------------|---------------------|-------------------------------------|------------------------------|
| Educational Utilisation | Facilities | Pearson Correlation | 1 | .982** |
| | | Sig. (2-tailed) | | .000 |
| | | N | 96 | 96 |
| Quality Delivery | Instruction | Pearson Correlation | .982** | 1 |
| | | Sig. (2-tailed) | .000 | |
| | | N | 96 | 96 |

** . Correlation is significant at the 0.01 level (2-tailed).

The result shows an extremely strong positive correlation between the utilization of educational facilities and the quality of education instruction delivery ($r = .982$, $n = 192$, $p < .01$). This correlation coefficient of .982 suggests that as the utilization of educational facilities increases, the quality of instruction delivery also significantly improves. The significance level ($p = .000$) indicates that this relationship is highly significant and not due to random chance. Given that the p-value is less than 0.05, the null hypothesis is rejected and concludes that there is a significant relationship between educational facilities utilization and quality instruction delivery in public junior secondary schools in Lagos State Education District V. The positive correlation implies that efficient and optimal utilization of educational facilities has a profound impact on the quality instructional delivery.

Discussion of Finding

The study examined the state of educational facilities and quality instruction delivery in public junior secondary schools, Lagos State Education District V. In the course of the study, three research hypotheses were tested to determine the state of educational facilities and quality instruction delivery in public junior secondary schools, Lagos State Education District V in sixteen public junior secondary schools in education district V in Lagos State in Lagos state. The finding generally indicates and confirm previous finding that there is a

significant relationship between educational facilities and quality instruction delivery in public junior secondary schools, Lagos State Education District V. Analysis of hypothesis one shows that there is a significant relationship between educational facilities availability and quality instruction delivery in public junior secondary schools in Lagos State Education District V. The finding may be attributed to the direct influence that well-equipped learning environments have on teaching effectiveness and student engagement. When schools are adequately supplied with essential facilities such as laboratories, libraries, and classrooms, teachers can deliver lessons more efficiently, and students are more likely to be engaged and achieve better learning outcomes. The availability of resources facilitates hands-on learning, practical demonstrations, and varied instructional approaches, all of which contribute to improving the overall quality of instruction delivery (Stuckey, Hofstein, *et al.* 2013). The findings is also in line with the findings of Gbesoevi *et al.* (2022) that there is significant relationship between educational facilities availability and quality teaching in universities in Lagos State.

The finding that there is a significant relationship between the availability of educational facilities and the quality of instruction delivery in public junior secondary schools in Lagos State Education District V aligns with and buttresses existing educational theories and research. Vygotsky's Social Development Theory supports this finding by asserting that students' interaction with their environment, including educational facilities, is essential for effective learning. Educational infrastructure such as well-equipped classrooms, laboratories, and libraries facilitates this interaction, promoting deeper cognitive development. Similarly, Piaget's Constructivist Theory emphasizes that students construct knowledge through active engagement with their surroundings, which is directly influenced by the availability and quality of school facilities.

This finding also echoes Earthman's (2002) research, which demonstrates that the condition of school facilities has a direct impact on student achievement. Well-maintained and adequately resourced facilities provide a conducive learning environment, enhancing both teaching methods and student engagement. The alignment of these theories and empirical studies with the current findings highlights that improving educational infrastructure directly contributes to the quality of education delivered, reinforcing the critical role facilities play in educational outcomes.

Analysis of hypothesis two shows that there is a significant relationship between educational facilities adequacy and quality instruction delivery in public junior secondary schools in Lagos State Education District V. The finding can be attributed to the direct impact that adequate facilities have on teaching effectiveness and student learning. Adequate facilities, such as well-ventilated classrooms, functional laboratories, and sufficient learning materials, create an environment conducive to effective instruction and student engagement. Lackney (1999) posits that adequate physical learning environments significantly enhance student motivation and teacher performance, leading to better educational outcomes. Additionally, Earthman (2002) found that schools with adequate facilities reported higher levels of academic achievement, as these resources reduce distractions, enhance focus, and improve teacher-student interactions. The provision of sufficient and quality facilities, therefore, supports structured and effective teaching methods, which are essential for delivering quality education.

The finding shows a significant relationship between educational facilities adequacy and quality instruction delivery in public junior secondary schools in Lagos State Education District V is well-supported by existing research on the impact of school infrastructure on educational outcomes. Williams and Berner (2014), in their review titled "The Impact of School Facilities on Student Achievement", emphasized the critical role of well-maintained school buildings with modern amenities, noting that factors like classroom size, lighting, and air quality directly influence student achievement. This aligns with the present finding, as adequate facilities create a conducive learning environment that enhances both teaching effectiveness and student engagement. Similarly, Thompson and Lee (2016), in their study "School Facilities and Learning Outcomes", also highlighted the importance of infrastructure, particularly the maintenance and availability of resources, in improving educational performance. Their recommendation for prioritizing facility maintenance and resource allocation mirrors the current study's results, as educational facilities' adequacy directly affects instructional delivery quality. Both studies emphasize the need for policymakers to invest in school infrastructure, as adequate facilities provide the foundation for effective teaching and ultimately enhance student outcomes, further buttressing the findings in Lagos State.

Analysis of hypothesis three shows that there is a significant relationship between educational facilities utilization and quality instruction delivery in

public junior secondary schools in Lagos State Education District V. The finding may stem from the direct impact of how effectively available resources are used to support teaching and learning processes. When facilities such as classrooms, laboratories, and libraries are fully utilized for their intended purposes, they enhance teachers' ability to deliver lessons more effectively and engage students. Proper utilization also ensures that students have access to the necessary tools and environments that facilitate active learning, critical thinking, and hands-on experiences, which are essential for quality instruction. This relationship underscores the importance of not just having adequate facilities, but ensuring they are regularly and appropriately used to foster a productive educational environment, ultimately leading to improved instructional quality.

The finding is well supported by the findings of Thompson and Lee (2016), who conducted a comprehensive review of the impact of school facilities on student learning outcomes. Their research emphasizes that effective utilization of educational resources, such as classroom environments, facility maintenance, and resource availability directly correlates with enhanced teaching efficacy and student performance. This aligns with the study by Akinyemi *et al.* (2024), which examines the influence of educational facilities utilization on quality education for sustainable development in the same educational district. Also, the findings is in line with that of Gbesoevi (2021) who revealed that there is a significant relationship between educational utilization and quality teaching in public universities in Lagos state. Both studies highlight the necessity of proper maintenance and utilization of educational facilities to improve teacher productivity and student outcomes, thereby underscoring the critical need for policymakers to prioritize investments in school infrastructure. This convergence of findings reinforces the notion that well-utilized educational facilities are fundamental to achieving quality instruction delivery and fostering an environment conducive to learning.

Conclusions

In conclusion, the findings from the study on the state of educational facilities and quality instruction delivery in public junior secondary schools in Lagos State Education District V underscore the critical importance of educational infrastructure in shaping the quality of education. The significant relationships identified between the availability, adequacy, and utilization of educational

facilities and the delivery of quality instruction highlight the need for sustained investment in school resources. Adequate and accessible facilities not only enhance the teaching and learning environment but also foster effective instructional practices that positively influence student performance.

Moreover, the findings suggest that improving educational facilities should be a strategic priority for policymakers and educational leaders, as this investment is pivotal in achieving better educational outcomes. To realize the full potential of educational facilities, schools must also focus on optimizing their utilization, ensuring that available resources are effectively employed to engage students and enhance their learning experiences. By addressing these critical areas, public junior secondary schools in Lagos State can significantly improve the quality of education delivered, ultimately contributing to the development of a more competent and skilled workforce for the future.

Recommendations

Based on the findings, the following recommendations are proposed:

1. The Lagos State government should increase funding and resources dedicated to the development and renovation of educational facilities in junior secondary schools. This involves constructing new classrooms, laboratories, and libraries while refurbishing existing structures to meet modern educational standards. Such infrastructure improvements will directly enhance the learning environment and facilitate better instructional delivery.
2. Schools should establish clear maintenance protocols to ensure that educational facilities are well-maintained and functional. This includes regular inspections, prompt repairs of damaged facilities, and scheduled upgrades of learning resources. Training school management and staff on facility maintenance can help sustain a conducive environment for learning, thus positively impacting educational outcomes.
3. Professional development programs should be organized for teachers in Lagos State to enhance their skills in utilizing available educational facilities effectively. Workshops focused on integrating technology into teaching, utilizing classroom resources efficiently, and adopting innovative pedagogical approaches can empower educators to deliver high-quality instruction.

4. Schools should actively engage parents, community members, and local businesses in supporting educational facility enhancement initiatives. Creating awareness about the importance of quality infrastructure for education can galvanize community support for funding and resources, leading to collaborative efforts in improving school facilities.
5. The Lagos State Ministry of Education should conduct regular assessments of educational facilities in public junior secondary schools to gather data on their condition and utilization. This data-driven approach will help identify specific areas that require intervention, allowing for targeted improvements in infrastructure and instructional delivery methods.

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