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AVAILABILITY OF EDUCATIONAL FACILITIES AS A CORRELATE OF SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN RIVERS STATE, NIGERIA

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ABSTRACT

This study examined 'Availability of educational facilities as a correlate of secondary school students' academic performance in Rivers State, Nigeria'. Two (2) objectives, two (2) research questions and two (2) corresponding null hypotheses were formulated to guide the study. The study was anchored on Herzberg two-factor theory. The study adopted a correlational research design with a population of 8452 teachers in 268 public senior secondary schools in Rivers State out of which a sample of 382 teachers representing 4.51% was drawn using Taro Yamane minimum sample formula. The study used three different sets of instruments titled: Educational Facilities Availability Checklist' (EFAC) and Questionnaire titled: 'Utilization of Educational Facilities Questionnaire' (UEFQ) and 'Students' Academic Performance Questionnaire' (SAPQ). The three instruments were scored on a four points scale and validated by the researcher's supervisors and one expert in the field of Measurement and Evaluation of the Department of Educational Psychology, Guidance and Counselling, University of Port Harcourt. The reliability coefficient obtained for EFAC was 0.93 while UEFQ and SAPQ were 0.89 and 0.86 respectively. Simple regression was used to answer research questions 1-2. T-test associated with simple regression were used to test the null hypotheses 1-2 at 0.05 levels of significance. The findings of the study showed that to a very high extent, availability and utilization of library facilities and recreational facilities correlate with secondary school students' academic performance in Rivers State, Nigeria. Based on the findings, the study recommended amongst others that, the government should ensure that all public secondary schools in Rivers State have functional libraries equipped with up-to-date textbooks, reference materials, journals,

and digital resources. Stakeholders, including curriculum developers and school administrators, should incorporate mandatory library periods into the school timetable.

INTRODUCTION

In recent years, there has been growing concern about the disparity in educational resources between urban and rural areas, with rural schools being particularly disadvantaged. Scholars and policy-makers have emphasized the need to address these gaps to improve educational outcomes, particularly in rural area. As the world increasingly move towards a knowledge-based economy, the importance of quality education cannot be overstated, and this hinges on the availability and optimal utilization of education resources. Educational facilities, in their various forms play an essential role in shaping students' academic performance and experiences, schools that prioritize infrastructure, access to resources, teacher quality, and students support services create an environment that is conducive to higher academic performance (Abudu and Adamu, 2023). However, it is important to note that the effectiveness of educational facilities also depends on how they are used and how they integrate into the broader socio-economic context, including the involvement of teachers, parents, and the community (Adoye, 2017). Invariably, the correlation between educational facilities and students' academic performance in secondary schools is significant and multifaceted. High-quality educational facilities can directly impact the learning environment, the resources available for students, and ultimately, academic achievement of students. Well-designed classrooms with proper lighting, ventilations, and sufficient space help create a conducive leaning environment. Crowded, poorly lit classrooms can hinder students' ability to focus and engage in the learning process.

In secondary schools, academic performance is an important indicator of students' readiness for higher education and the workforce (Akinlabi and Oladipo, 2021). This author states that the most direct and commonly used indicators of academic performance in secondary schools are students' grades in various subjects and their performance on standardized tests. High marks typically reflect mastery of the curriculum, while low marks may suggest challenges in understanding the material or lack of engagement. If students' academic performance is so desired, there is need for educational facilities availability and utilization

Educational facilities refer to the physical spaces and resources designed to support the teaching and learning process. These facilities include schools, libraries, laboratories, sports areas, and other infrastructures like auditoriums, computer rooms, and cafeterias that help create an environment conductive to education. Educational facilities are essential for

ensuring that students have access to the tools and spaces they need to learn effectively. Educational facilities play a critical role in shaping students' academic performance. Research consistently indicates that the quality and condition of school infrastructures significantly impact learning outcomes. A study by Adeyemo (2021) in Bauchi State, Nigeria, examines the influence of school facilities on the academic achievement of senior secondary school students reveals that, the availability and quality of school facilities directly affect students' academic performance, schools with better-equipped classrooms, libraries, and laboratories provided environments conducive to learning, leading to improved student outcomes. Similarly, research in Rivers State, Nigeria, highlights that the availability of educational facilities significantly influences students' academic performance in public senior secondary schools. The study found that school with adequate facilities created conducive learning environments, leading to improved student engagement and achievement.

Educational facilities availability refers to the accessibility and provision of resources, infrastructure, and services necessary for supporting education, this includes schools and colleges, classrooms and learning spaces, teaching materials and resources, accessibility, teachers and staff, facilities for extracurricular activities and technology integration (Ademola and Adebayo, 2022). It is crucial for a good education system to have a wide range of these facilities available to ensure that all students have the opportunity to succeed academically. The availability and utilization of adequate school buildings, classrooms, chairs, desks and other facilities as asserts by Amaechinwa (2024) are necessary for the attainment of education objectives. This is corroborated by Adeboyeje, cited in Akinola (2020) through his definition of physical facilities as the essential materials that must be put in place and into consideration for the objectives of the school system to be accomplished. The extent of availability and utilization of these facilities determines the quality of instruction and performance of both teachers and students in the school.

"Availability" as defines by Alabi and Adedeji. (2021), means enabling access to authorized information or resources to those who need them. It is the ability to make information and related physical facilities accessible as needed, when they are needed, and where they are needed. Availability is the capacity of an education system or its authorities to make facilities available, including all the logical and physical facilities reachable and accessible wherever and whenever they are needed. Availability refers to the accessibility and presence of educational resources, opportunities and services, in essence, availability in education ensures that students have the chance to access and benefit from educational opportunities regardless of their background, location, or socio-economic status.

"Utilization", according to Ugwuanyi (2023), simply represents the actual patronage of the schools facilities, equipment and supplies by the teacher in teaching. Dauda (2021) citied in Ugwuanyi (2023) explains utilization as to make use of available services at the individual's disposal. It further means that something is equal to or fully sufficient for a specified or implied requirement. It also means how facilities are used to get good results (Okoro, 2016). When facilities are sufficiently available in school, teachers get the satisfaction they need in utilizing them in teaching and learning and their best performances in using the facilities in the classroom is guaranteed. Of all the pre-requisites for effective management of an organization as asserts, the most vital is the human resources that should be accorded with sufficient materials to utilize. Utilization refers to the effective use or application of facilities, strategies, tools, or knowledge to achieve educational goal. In all these contexts, the core idea is about making the best use of available facilities and opportunities to improve education. Proper-utilization helps students achieve academic success and educators-optimize their teaching methods. The availability of school facilities is crucial for providing a conducive learning environment. School facilities include both physical infrastructure and facilities that support teaching, learning, and extra-curricular activities. The key components of educational facilities availability according to Okoro (2016) are; classroom instructional facilities, library facilities, laboratories, recreational facilities, technology facilities, staff rooms and administrative facilities and transportation facilities.

Laboratory facilities refer to the specialized spaces equipped with tools, instruments, and materials used for conducting scientific experiments and practical work. These can be found in various field such as chemistry, biology, physics, and even computer science. A laboratory is designed to offer students and researchers a controlled environment where they can observe, test, and analyse scientific phenomena. Proper laboratory facilities include equipment like microscopes, beakers, Bunsen burners, test tubes, hands-on experimentation and learning. Dauda (2021) opines that the availability and quality of laboratory facilities in secondary schools play a crucial role in shaping the academic performance of students, particularly in science subjects. This author states further that laboratory work enables students to apply theoretical knowledge to real-world situations, which can deepen their understanding of scientific principles. For example, students studying biology can better comprehend cellular structures and processes by physically observing them under microscopes. This hands-on approach allows students to internalize abstract concepts more effectively, leading to improved academic performance.

Recreational facilities are places or structures designed for physical activities, leisure, and social interaction. These facilities include sports fields, gyms, swimming pools, parks, playgrounds, and other spaces that promote physical, mental, and social well-being. They encourage people to engage in physical activities, relaxation, and hobbies, contributing to a balanced and healthy lifestyle physical activity, which is facilitated by recreational facilities, has been linked to improved cognitive function. Exercises increase blood flow to the brain, boosts neurotransmitters like dopamine, and improves memory, concentration and mental alertness. These effects are crucial for academic access, as students are better able to focus, retain information, and perform academically. A study by Okoro (2016) examines the impact of physical activity in school-based recreational facilities on students' cognitive performance. The study found that students who participated in regular physical activities showed higher academic achievement compared to their peers who were less active. The research suggests that physical activity could lead to better memory, focus, and problem-solving skills, which are essential for academic success. Therefore, recreational facilities are not just places for leisure, they play a significant role in shaping the academic performance of secondary school students. They support physical health, mental well-being, social skills, and time management-all factors that contribute to a student's ability to perform well academically. Recent studies show a clear connection between physical activity and cognitive function, highlighting the importance of integrating recreational facilities in educational settings.

This study was anchored on the two-factor theory of job satisfaction and dissatisfaction. This theory is also known as the Motivation-Hygiene Theory and is one of the content theories propounded by Frederick Herzberg in 1959 following an investigation into the sources of job satisfaction and dissatisfaction in order to determine the level of job performance of accountants and engineers. Content theories focus on factors within the person that start, energize, direct, maintain and stop the behaviour, which are also components of teacher job performance. The Motivation-Hygiene Theory identified that the wants of employees just like teachers in the secondary schools are divided into two groups. These groups form the Two-Factors in Herzberg's model: one consist of the satisfiers or motivator factors, because they are seen to be effective in motivating the individual to superior performance, effort and effectiveness. These include achievement, recognition, responsibility, advancement, growth, and the work itself and are effective in motivating employees to greater productivity and which according to Herzberg are frequently unfulfilled in today's organizations. The other consists of the dissatisfiers - named the hygiene factors in the medical use of the term, which essentially describes the environment, while having little effect on job attitudes. Hygiene

factors are job factors that create dissatisfaction and emanate from extrinsic job context such as salary, work conditions, supervision, interpersonal relationship, job security, company policy and administration. If the hygiene is at an unacceptable level, dissatisfaction will occur and low performance sets in.

If managers really want motivated employees who are committed and effective, they should use the motivators because they produce high job performance, while the hygiene factors satisfy lower-order needs. This two factors impact on workers' effectiveness and productivity – that is, job performance. The above discussions clearly show that this theory relates to the present study and this has necessitated adoption of this theory by the researcher. The researcher in relating the theory also agrees with Herzberg that when certain factors are introduced within the school context, just like availability of school facilities – classroom instructional facilities, library and laboratory, this would directly motivate teachers to work harder (these are called Motivators). While there were also factors that would de-motivate teachers to work harder if not present (these are called Hygiene factors). Motivators are more concerned with the actual job itself. For instance, how interesting the work is and how much opportunity it gives for extra responsibility, recognition and promotion. In the school system, opportunities should be created for teachers to have access to and utilize resources that will improve their efficiency as a way of determining their level of job performance. In essence, the presence and utilization of school facilities will enable teachers have a feeling of safe working conditions which will not only make them feel satisfied in their jobs but boost their job performances as well. In essence, the job environment itself and its related factors that are associated with the job itself are important influences on teacher job performance. In the case of Herzberg's two-factor theory, the existence of two groups of factors is very essential to teachers' effectiveness leading to improved job performance, whereas the satisfaction of the motivation factors leads to better performance; the satisfaction of the hygiene factors will obviously enhance teachers job stability and high performances also.

Statement of the Problem

The problem of availability and utilization of educational facilities in connection with secondary school students' academic performance in Rivers State has become worrisome for the researcher, principals, teachers and other stakeholders in the state. A cursory look at the development of secondary schools in the state has shown that there are yet evidence of lapses in majority of the teachers' job performances and work. This seems to have negative

consequences on secondary school students' academic performance in both internal and external examinations.

The researcher observes that the problem of availability and utilization of facilities as regards classroom instructional facilities, library facilities, laboratory facilities, recreational facilities, technology facilities, staff rooms and administrative facilities and transportation facilities existing in the secondary schools in River State, which could correlate with students' academic performance seem to be questionable. The researcher's observation shows that many of the teachers in secondary schools in Rivers State, whether rural or urban secondary schools, are still teaching with less or no facilities which hinders secondary school students' academic performance. With this devastating state, teachers have difficulties in performing their tasks and functions relating to secondary school students' academic performance. This situation has constituted a big challenge for students' academic performance in the state. The only way secondary schools within the state can continue to achieve their goals is when educational facilities are accessible, sufficiently available and easily utilized by teachers and students. This is so because teachers are important machineries that impact greatly on students' academic performance. Without their effectiveness, students' academic progress and the promotion of quality education system might become a difficult task. The problem concerning availability and utilization of educational facilities as correlates of secondary school students' academic performance therefore stands as the gap which must be filled in order to bridge the knowledge gap and for quality education system to be harnessed in secondary schools in Rivers State.

Aim and Objectives of the Study

The aim of the study was to examine educational facilities availability and utilization as correlates of secondary school students' academic performance in Rivers State, Nigeria. Specifically, the objectives were to:

with secondary school students' academic performance in Rivers State, Nigeria.

1. Find out the extent to which availability of library facilities correlates with secondary school students' academic performance in rivers state, nigeria.
2. Find out the extent to which utilization of library facilities correlates with secondary school students' academic performance in rivers state, nigeria.

Research Questions

The following research questions guided the study.

1. To what extent does availability of library facilities correlate with secondary school students' academic performance in Rivers State, Nigeria?

2. To what extent does utilization of library facilities correlate with secondary school students' academic performance in Rivers State, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 levels of significance.

$H0_1$: There is no significant correlation between availability of library facilities and secondary school students' academic performance in Rivers State, Nigeria.

$H0_2$: There is no significant correlation between utilization of library facilities and secondary school students' academic performance in Rivers State, Nigeria.

METHODOLOGY

This study applied a correlational research design. The population of the study comprised all the 8,452 teachers in 268 public senior secondary schools in Rivers State. Source: Statistics Department of Rivers State Ministry of Education (2025). A sample size 382 teachers representing 4.51% was drawn from a total population of 8,452 teachers using Taro Yamane minimum formula. Stratified random sampling technique was used to draw the respondents. This study made use of three different sets of instruments for the purpose of gathering data. The research instruments included a Checklist titled: ''Educational Facilities Availability Checklist (EFAC)'' and questionnaire titled: ''Utilization of Educational Facilities Questionnaire (UEFQ) and Students' Academic Performance Questionnaire (SAPQ). The instruments comprised two sections, A and B. Section A covered information on the demographic characteristics while Section B was designed to generate relevant information based on the variables of the study. The modified four-point Likert-type scale of Very High Extent (VHE) = 4 points, High Extent (HE) = 3 points, Low Extent (LE) = 2 points and Very Low Extent (VLE) = 1 point will be adopted to elicit responses from the respondents. The initial draft of the instruments was given to the researcher's supervisors and two experts in Measurement and Evaluation, and Guidance and Counselling in the Faculty of Education for critical study and improvements. They were presented with the topic of the study as well as the objectives of the study for critical analysis. Their comments, criticisms and observations were incorporated to improve the quality of the final draft of the instrument to ensure both

face and content validities before the instruments were administered to the respondents. The internal consistency was determined using Cronbach Alpha Statistics. Simple regression was used to answer research questions 1 – 2. While t-test associated with simple regression was used to test the null hypotheses 1 – 2 at 0.05 level of significance.

Coefficient Determination (R-squared)	**Interpretations**
76 – 100%	Very High
51 – 75%	High
26 – 50%	Moderate
0 – 25%	Low

RESULTS

Answer to Research Questions

Research Question 1: To what extent does availability of library facilities correlate with secondary school students' academic performance in Rivers State, Nigeria?

Table 1: Simple Regression on the Relationship between availability of library facilities correlate with secondary school students' academic performance in Rivers State, Nigeria.

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.253[a]	.064	.062	.26746
a. Predictors: (Constant), Library Facilities				

Table 1 show the results of a linear regression carried out to investigate the extent availability of library facilities correlate with secondary school students' academic performance in Rivers State, Nigeria. The correlation coefficient (R = 0.25), which showed that to a low extent, availability of library facilities correlate with secondary school students' academic performance in Rivers State, Nigeria. The coefficient of determination (R-squared) associated with the linear regression (R) of 0.25 was 0.064. This coefficient of determination (R-squared) indicates that, availability of library facilities accounted for 62.1% of secondary school students' academic performance in Rivers State, Nigeria. This is an indication that other factors affect availability of library facilities correlate with secondary school students' academic performance in Rivers State, Nigeria accounted for 37.9%. Therefore, to a low extent, availability of library facilities correlates with secondary school students' academic performance in Rivers State, Nigeria.

Research Question 2: To what extent does utilization of library facilities correlate with secondary school students' academic performance in Rivers State, Nigeria?

Table 2: Simple Regression on the Relationship between utilization of library facilities correlate with secondary school students' academic performance in Rivers State, Nigeria.

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.431[a]	.186	.183	.24950
a. Predictors: (Constant), Utilization of library facilities				

Table 2 show the results of a linear regression carried out to investigate the extent utilization of library facilities correlate with secondary school students' academic performance in Rivers State, Nigeria. The correlation coefficient (R = 0.43), which showed that to a low extent, utilization of library facilities correlate with secondary school students' academic performance in Rivers State, Nigeria. The coefficient of determination (R-squared) associated with the linear regression (R) of 0.43 was 0.186. This coefficient of determination (R-squared) indicates that, utilization of library facilities accounted for 18.6% of secondary school students' academic performance in Rivers State, Nigeria. This is an indication that other factors affect utilization of library facilities correlate with secondary school students' academic performance in Rivers State, Nigeria accounted for 81.4%. Therefore, to a low extent, utilization of library facilities correlates with secondary school students' academic performance in Rivers State, Nigeria.

Result of Test of Hypotheses

Hypothesis 3: There is no significant correlation between availability of library facilities and secondary school students' academic performance in Rivers State, Nigeria.

Table 3: T-test Associated with Simple Regression on the Relationship between availability of library facilities and secondary school students' academic performance in Rivers State, Nigeria.

Coefficients[a]					
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	
		B	**Std. Error**	**Beta**	**t**	**Sig.**
1	(Constant)	1.473	.137		10.776	.000
	Library Facilities	.441	.088	.253	5.039	.000
a. Dependent Variable: Students' Academic Performance						

Table 3 show the results of simple regression carried out to investigate whether there is a significant correlation between availability of library facilities and secondary school students' academic performance in Rivers State, Nigeria. The correlation coefficient (R = 0.25), but availability of library facilities model contributed significantly to the model with β = 0.44

and the significant value of 0.00 was less than p = 0.05, which show that to a significant relationship between availability of library facilities and secondary school students' academic performance in Rivers State, Nigeria. The t-test value 5.039 associated with linear regression was statistically significant at 0.000 when subjected to 0.05 alpha level of significance. By implication, the null hypothesis was rejected and we accept the alternative hypothesis that there is a significant correlation between availability of library facilities and secondary school students' academic performance in Rivers State, Nigeria.

Hypothesis 4: There is no significant correlation between utilization of library facilities and secondary school students' academic performance in Rivers State, Nigeria.

Table 4: T-test Associated with Simple Regression on the Relationship between utilization of library facilities and secondary school students' academic performance in Rivers State, Nigeria.

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.394	.084		16.536	.000
Utilization of library facilities	.328	.036	.431	9.184	.000
a. Dependent Variable: Students' Academic Performance					

Table 4 show the results of simple regression carried out to investigate whether there is a significant correlation between utilization of library facilities and secondary school students' academic performance in Rivers State, Nigeria. The correlation coefficient (R = 0.43), but utilization of library facilities model contributed significantly to the model with β = 0.32 and

the significant value of 0.00 was less than p = 0.05, which show that to a significant relationship between utilization of library facilities and secondary school students' academic performance in Rivers State, Nigeria. The t-test value 9.184 associated with linear regression was statistically significant at 0.000 when subjected to 0.05 alpha level of significance. By implication, the null hypothesis was rejected and we accept the alternative hypothesis that

there is a significant correlation between utilization of library facilities and secondary school students' academic performance in Rivers State, Nigeria.

DISCUSSION OF FINDINGS

The extent availability of library facilities correlate with secondary school students' academic performance

The findings from research question three showed that to a low extent, availability of library facilities correlate with secondary school students' academic performance in Rivers State, Nigeria. This means to a low extent, fiction books, non-fiction books, textbooks and curriculum support materials, reference books, e-books and digital libraries, computers with internet access, online databases and academic journals, library management software/system, reading and study tables, quiet reading areas, group discussion/study rooms, audio-visual materials, multimedia projectors or TV screens, newspapers and magazines, printing and photocopying services, library notice board, library orientation and research skill training, book lending and borrowing services, library club or reading programmes and qualified librarian or media specialist correlate with secondary school students' academic performance. This finding is in agreement with Akinola and Olayemi (2020) in Nigeria who found that students who frequently used library resources, including textbooks and journals, scored higher in subjects like English and Mathematics than those with limited access to such resources. The study concluded that the availability of books and reading materials in the library significantly contributed to students' improved performance. Libraries, especially those with digital resources, equip students with the skills needed for research, critical thinking, and information retrieval. In today's educational landscape, where research is central to learning, libraries help students develop essential academic skills that are correlated with higher academic achievement. The research by Nwokolo (2021) revealed that students in schools with well-equipped libraries demonstrated better research skills and performed significantly better in subjects requiring independent research, such as Science and Social Studies, compared to students from schools without adequate library facilities. Libraries are not just places for solitary study; they often provide spaces for group study, collaboration, and peer interaction. When students work together in study groups or engage in collaborative projects in the library, it enhances their learning experience and academic performance. The availability of study areas also supports independent learning, which is critical for academic success.

The extent utilization of library facilities correlate with secondary school students' academic performance in Rivers State, Nigeria.

The findings from research question four showed that to a low extent, utilization of library facilities correlate with secondary school students' academic performance in Rivers State, Nigeria. This mean that to a low extent utilization of fiction books broaden reading habits, which indirectly boosts literacy and academic skills, utilization of non-fiction books broaden reading beyond academics, utilization of textbooks and curriculum support materials ensure students' exam readiness, utilization of reference books enhance students' understanding of subjects, utilization of e-books and digital libraries provide 24/7 learning opportunities, especially for teaching students, utilization of computers with internet access broadens information access, supporting better home works and project outcomes, utilization of online database and academic journals improve students' knowledge, especially useful in essay writing, utilization of library management software/system save time and promote independent research skill, utilization of reading and study tables reduce distraction, leading to better focus and academic gains, utilization of quiet reading areas increases students' understanding, utilization of group discussion/ study room enhance teamwork and peer-to-peer knowledge sharing, utilization of audio-visual materials support multi-sensory learning, catering to diverse learning preferences, utilization of multimedia projectors or TV screens improve language skills, especially for students in language related subjects, utilization of newspapers and magazines enhance students' knowledge of current event, helpful in social studies and utilization of printing and photocopying services enhance quality of academic work. This finding is in agreement with Mungai and Mbagwu (2022) in Kenya which showed that students who frequently utilized library study areas for collaborative learning performed better in exams than those who did not, as group study promotes knowledge sharing, discussion, and peer-assisted learning. In the modern educational setting, access to digital information and technology is essential for academic success. Libraries equipped with computers and internet access allow students to research topics, access online databases, and complete assignments that require digital literacy. Okebukola and Odusanya (2020) conducted a study in Nigerian secondary schools and found that students who had access to ICT facilities in the school library scored higher on tests and assignments that involved research and the use of digital tools. The study emphasized that the integration of ICT in library services helped bridge the digital divide and enhanced students' academic performance.

CONCLUSION

Based on the findings from this study, it was concluded that to a very high extent, availability and utilization of library facilities, laboratory facilities and recreational facilities correlate with secondary school students' academic performance in Rivers State, Nigeria. There is significant joint correlation between availability and utilization of library facilities, laboratory facilities, recreational facilities and secondary school students' academic performance in Rivers state, Nigeria.

Recommendations

The study offered the following recommendations for implementation:

1. The government should ensure that all public secondary schools in Rivers State have functional libraries equipped with up-to-date textbooks, reference materials, journals, and digital resources.
2. Stakeholders, including curriculum developers and school administrators, should incorporate mandatory library periods into the school timetable.

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