

Availability of Physical Facilities and Teachers' Job Performance in Public Secondary Schools in Osun State, Nigeria

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Introduction

The general goals and objectives of secondary school education in Nigeria are entrenched in the Nigerian National Policy on Education (2014). The policy, among others, stated that the secondary school education shall: 1) Equip the students to live productive lives in society; and, 2) Get the students ready for tertiary institutions. Based on the objectives, it is observed that the secondary school is a link between the primary school and the tertiary institution. Secondary schools are saddled with the responsibility of preparing students for tertiary institutions, and it can be said that the level of maturity of students in secondary school and the level at which students are prepared for tertiary institutions can determine their level of success and survival in tertiary institutions. It can also be said that the skills, knowledge, and coping strategies that students need in tertiary institutions are expected to be acquired in secondary school. It can therefore be posited that the level of effectiveness and efficiency of the secondary school system of a nation could determine the quality of graduates that will be produced in tertiary institutions. This is because graduate students from secondary schools are usually part of the input (admitted students) in the tertiary institutions. The quality of output (secondary school graduate) can therefore determine the quality and employability of graduates from various tertiary institutions (Nwile & Inukan-Adebayo, 2022).

For the goals and objectives of secondary school to be implemented as stated in the relevant educational documents of any country, the services of teachers who are trained in the theories and practice of education are employed. Teachers in secondary schools are individuals who have possessed requisite skills and knowledge to teach, guide, and prepare students for tertiary institutions as well as preparing students to be good and responsible individuals, who will serve as role models for their family and society, and who will contribute positively to political, social, and economic development of the country in the future. Teachers, as key stakeholders in the actualisation of schools' goals, perform multi-dimensional functions and play multi-dimensional roles. Akinwale and Okotoni (2019) submitted that teachers are fathers, mothers, facilitators, role models, and mentors, and that these multi-dimensional roles cannot be effectively and efficiently carried out without a high level of attachment to various activities in schools. Verspoor (2004) viewed teachers as facilitators, mentors, and promoters of teaching and learning activities, and also served as the agents of change in educational institutions. Teachers can also be seen as the key human capital in a secondary school, without which the achievement of educational goals will be a mirage. It can therefore be posited that teachers are indispensable for the actualization of educational goals. Yahaya and Akanni (2023) submitted that academic staff in any academic institution are the most important resources as they are the building blocks and active agents of a school.

For any school, particularly the secondary school, to be able to achieve the roles of preparing a holistic child for the present and future of a nation, the level of job performance of teachers in the areas of teaching and non-teaching activities cannot be overemphasized. The level of the achievement of goals and objectives, the level of mastery of subjects and contents by students, students' discipline, overall class management and control, as well as the smooth running of secondary schools can be determined by the level of job performance of teachers who are the main facilitators of teaching and learning. This is not different from Ahmad and Musbahu (2018), who submitted that teachers' job performance is a requirement for a school to maintain its efforts towards the actualization of the school's goals and a nation's goals on education. Teachers' job performance, therefore, refers to a holistic way of assessing teachers' discharge of teaching and non-teaching assignments in schools. It can also be seen as the way or the extent to which teachers carry out assigned duties in schools. The attitude of teachers towards teaching and non-teaching activities can determine to a great extent the level at which students will perform in their internal and external examinations, the smooth running of the school, and the ultimate achievement of the general or specific goals of a school. Teachers' job performance can further be described as the extent to which teachers can effectively and efficiently manage various resources available in schools to achieve maximum output for the school.

Ijaiya (as cited in Fadeyi et al., 2015) defined teachers' work performance as teachers' capacity to integrate pertinent information to improve the teaching and learning processes. The author emphasised that some factors affecting teachers' job performance include being on time for class and school, providing extra instruction to students, maintaining effective classroom management, making outstanding contributions, and participating in extracurricular activities. Other factors that affect teachers' job performance include students' academic performance and membership in other school committees for special programmes. Teachers' work performance, according to Akinkuade and Oredein (2021), is the accomplishment of educational objectives through active teaching and learning activities. According to Ige (2013), among other instructional tasks, instructors' job performance involves covering the syllabus and arriving on time for class.

Teachers' performance on the job can be impacted by many internal or organisational factors. Some of the internal factors that have been found to determine teachers' job performance and job commitment include principals' communication styles, effective communication, welfare packages, principals' leadership skills, styles and qualities, intrinsic and extrinsic motivation, decision-making processes, bureaucracy, selection process, among others (Okotoni & Akinwale, 2019; Ibrahim & Adebayo, 2023; Ahmad & Musbahu, 2018; Akinkuade & Oredein, 2021). Another internal factor that is capable of determining teachers' job performance is the availability of physical facilities in schools.

Physical facilities, which could also be regarded as school plant or school facilities, can be described as both movable and immovable materials and structures that are put in place to facilitate teaching and learning within the school system. Physical facilities within the school system cover a wide range of structures or equipment, which are major or minor, durable or non-durable. The primary purpose of physical facilities in schools is to promote, enhance, and facilitate teaching and learning, whether directly or indirectly. Lasisi and Adetunji (2020) submitted that school facilities are permanent and semipermanent structures that serve as pillars of support for teaching and learning. They further stressed that the absence of adequate

educational facilities affects teaching and learning and, by extension, students' academic performance.

Some of the physical facilities that are necessary for the smooth running of secondary schools, as well as in the realisation of the goals and objectives of secondary education, include a staffroom, functional library, technical workshop, workshop for vocational subjects, art studios for fine and applied arts practical, functional guidance and counselling centre, computer rooms for ICT practical, games arenas, classroom furniture, water supply, fire extinguisher, toilet facilities, school bus, constant electricity through solar or standby generator, laboratory for science practical, laboratory apparatus, music studio, first aid box, writing materials, teaching aids, and textbooks (Akomolafe & Adesua, 2016; Ojiri 2017; Amie-ogan, et al., 2021).

Experience has shown that most public secondary schools in Nigeria are suffering from inadequate or non-availability of needed physical facilities. Most of the public secondary schools in Nigeria lack basic educational facilities such as classrooms with adequate furniture and teaching aids, laboratories and laboratory apparatus, toilets, libraries, guidance and counselling centres, vocational and technical workshops, textbooks, among others. It is so pathetic that students still learn under trees because of a shortage of classrooms. Some schools have classrooms but lack chairs and tables, forcing students to sit on the floor and on stones while learning. This shortage of educational facilities has led to a series of problems such as poor performance in both internal and external examinations, absenteeism among staff and students, a high level of indiscipline and moral decadence among student teachers, and poor quality of secondary school education.

As important as teachers are to the realization of specific and general objectives of secondary school, the non-availability or inadequacy of physical facilities can directly and indirectly hamper teaching and learning in schools. It can therefore be asserted that the shortage or non-availability of physical facilities constitutes a major hindrance to the full maximization of teachers' potential as well as a major impediment to the achievement of the goals and objectives of secondary schools in Nigeria. According to Uduak (2018), a supportive physical workspace with sufficient amenities is necessary for teachers to operate successfully and efficiently within the educational system and to optimise their expected performance in providing high-quality services. Buba et al., (2023) and Akinkuade and Oredein (2021) found that availability, adequacy, and utilisation of needed school facilities are required for the actualisation of schools' objectives. They added that teachers' job satisfaction is directly linked to the availability of adequate school facilities. A conducive school environment with adequate facilities will enhance acceptable behaviour, creativity, good interpersonal relationships, and problem-solving techniques among students (Ibrahim, 2018).

Studies have shown that teachers' job performances and attachment to teaching and learning in public schools in Osun State are at a declining rate year in and year out. The increasingly dwindling job performance of teachers manifests in forms of lateness to school, absenteeism, poor performance of students in public examinations, high level of indiscipline among students, non-preparation of statutory documents, among others (Ibrahim & Adebayo, 2023).

Most known studies that have attempted to unravel the factors that are responsible for the low level of job performance of teachers have mostly focused on principals' communication styles, welfare packages, principals' leaderships skills, styles and qualities, intrinsic and extrinsic motivation, decision-making processes, bureaucracy, recruitment and selection process, among others (Akinwale & Okotoni, 2018; Ibrahim & Adebayo, 2023). Due to a dearth of research on the relationship between the availability of physical facilities and teachers' job performance, this study aims to close the knowledge gap and advance the field by examining the impact of physical facility availability on teachers' job performance in Osun State's public secondary schools.

Research Questions.

1. How available are physical facilities in public secondary schools in Osun State?
2. What is the level of job performance of teachers in the study area?

Hypothesis. There is no significant relationship between the availability of physical facilities and teachers' job performance in public secondary schools in Osun State.

Methodology

The study's research design was a descriptive survey. The study's population consisted of all public secondary school principals and teachers in the Osun East Senatorial District. The study's sample was 300 teachers and 60 school principals. The senatorial district is divided into the Ife zone comprising four local governments and the Ilesa zone comprising six local governments. Two local governments were selected from the Ife zone, while four local governments were selected from the Ilesa zone using a proportionate sampling technique. From each of the local governments selected, 10 public secondary schools were selected using a simple random sampling technique. From each of the schools selected, five teachers and the school principal were selected using the purposive sampling technique.

Two research instruments were used for the study. The instruments were: Physical Facilities Availability and Teachers' Job Performance Questionnaire for Principals (PFATJQP) and Physical Facilities Availability and Teachers' Job Performance Questionnaire for Teachers (PFATJPQT). The facility aspect of the questionnaire was adapted from Lasisi and Adetunji (2020), Amie-ogan et al. (2021), and Ogbenudia (2021). The rationale behind the choice of these cited articles was that they captured the main permanent and semi-permanent school structures and facilities that can directly or indirectly enhance teaching and learning in schools. Similarly, the chosen facilities in this study were perceived to either be inadequate or not available in most public schools in Nigeria, in which Osun State might not be an exception. The job performance aspect of the questionnaire was adapted from Ijiwole et al. (2019) and Ayuba (2023). The adapted studies captured the main indicators of teachers' job performance. Data collected were analysed using percentages and Pearson's product-moment correlation.

Results

Research Question 1: How available are physical facilities in public secondary schools in Osun State?

Table 1

Responses of Teachers and Principals on Availability of Physical Facilities in Public Secondary Schools in Osun State?

Teachers' Responses				Principals' Responses			
Physical Facilities in Schools	Highly Available (HA) (%)	Moderately Available (MA) (%)	Not Available (NA) (%)	Highly Available (HA) (%)	Moderately Available (MA) (%)	Not Available (NA) (%)	Decision
1 Staffroom	45 (15)	220 (73)	35 (12)	79 (26.3)	150 (50)	71 (23.7)	MA
2 Functional library	35 (12)	75 (25)	190 (63)	2 (6.7)	5 (16.7)	23 (76.6)	NA
3 Technical workshop	21 (7)	101 (34)	178 (59)	4 (13.3)	6 (20)	20 (66.7)	NA
4 Workshop for vocational subjects (e.g., home economics practical)	45 (15)	79 (26)	176 (59)	4 (13.3)	3 (10)	23 (76.7)	NA
5 Functional guidance and counselling office	23 (7)	65 (22)	212 (71)	4 (13.3)	5 (16.7)	21 (70)	NA
6 Computer room for ICT practical with internet facility/ access for educational research	47 (15.6)	71 (23.7)	182 (60.7)	3 (10)	7 (23.3)	20 (66.7)	NA
7 Farm land and a fish pond for agricultural practical	73 (24.3)	173 (57.7)	54 (18)	9 (30)	18 (60)	3 (10)	MA
8 Classroom furniture (tables, chairs, cupboard, cabinet, shelves)	84 (28)	180 (60)	36 (12)	39 (13)	216 (72)	45 (15)	MA
9 Water supply	67 (22.3)	145 (48.3)	88 (29.4)	7 (23.3)	18 (60)	5 (16.7)	MA
10 Fire extinguisher	23 (8)	51 (17)	226 (75)	4 (13.3)	10 (33.3)	16 (53.4)	NA
11 School bus	3 (1)	10 (3.3)	287 (95.7)	2 (6.7)	3 (10)	25 (83.3)	NA
12 Constant electricity/functional standby generator/solar	39 (13)	165 (55)	96 (32)	4 (13.3)	24 (80)	2 (6.7)	MA
13 Football fields/game arenas	94 (31.3)	183 (61)	23 (7.7)	3 (10)	23 (76.7)	4 (13.3)	MA
14 Laboratory/laboratory apparatus for science practical	83 (27.7)	162 (54)	55 (18.3)	2 (6.7)	27 (90)	1 (3.3)	MA
15 Music studio	0 (0)	21 (7)	279 (93)	0 (0)	5 (16.7)	25 (83.3)	NA
16 Toilet facilities for male and female students and staff	33 (11)	72 (24)	195 (65)	5 (16.7)	19 (63.3)	6 (20)	MA
17 Writing materials (e.g., pen, marker, board, dusters)	69 (23)	198 (66)	33 (11)	80 (26.7)	195 (65)	25 (8.3)	MA
18 Teaching aids (e.g., chart, model)	17 (5.7)	120 (40)	163 (54.3)	5 (16.7)	18 (60)	7 (23.3)	MA
19 Textbooks for all subjects	56 (18.7)	234 (78)	10 (3.3)	9 (30)	17 (56.7)	4 (13.3)	MA
20 First aid box with necessary equipment/ materials	11 (3.7)	137 (45.7)	152 (50.6)	5 (16.7)	19 (63.3)	6 (20)	MA
Percentage Average	17.4	36.3	46.3	26.5	38	35.5	

Table 1 depicts the availability of physical facilities in public secondary schools in Osun State. In Table 1, the teachers submitted that physical facilities which were moderate in availability were staffrooms (73%), farm land and fish pond for agricultural practical (57.7%), writing materials (66%), textbooks for all subjects (78%), water supply (48.3%), classroom with furniture (60%), electricity through standby generators or solar (55%), laboratory and laboratory apparatus (54%), and football field/games arena (61%). The physical facilities that were not available according to the teachers' responses were toilets (65%), teaching aids (54.3%), library (63%), technical workshops (59%), workshops for vocational subjects (59%), computer room for ICT practical with internet facility/access for educational researches (60.7%), fire extinguishers (75%), school bus (95.7%), music studio (93%), guidance and counselling office (71%), and first aid box with necessary equipment and materials (50%).

Furthermore, the principals' responses from Table 1 indicated that physical facilities which were moderate in availability were staffrooms (50%), writing materials (65%), classroom with furniture (72%), farm land and fish pond for agriculture practical (60%), textbooks for all subjects (56.7%), water supply (60%), electricity through standby generators or solar (80%), laboratory and laboratory apparatus (90%), football field/games arena (76.7%), toilets (63.3%), teaching aids (60%), first aid box with necessary equipment and materials (63.3%). The physical facilities that were not available according to the principals' responses were library (76.6%), technical workshops (66.7%), workshops for vocational subjects (76.7%), computer room for ICT practical with internet facility/access for educational researches (66.7%), fire extinguishers (53.4%), school bus (83.3%), music studio (83.3%), and guidance and counselling office (70%).

Based on teachers' and principals' responses, it can be pointed out that the physical facilities which were moderate in availability were staffroom, classrooms with furniture, writing materials, farm land and fish pond for agriculture practical, water supply, electricity through standby generators or solar, laboratory and laboratory apparatus, toilets, teaching aids, and textbooks. In addition, the facilities that were judged not to be available were a library, technical workshops, workshops for vocational subjects, a computer room for ICT practical with internet facility/access for educational researchers, fire extinguishers, a school bus, and a music studio. It can therefore be asserted that public secondary schools in Osun State lack the necessary physical facilities for effective teaching and learning.

Table 2

Summary Table on Availability of Physical Facilities in Public Secondary Schools in Osun State

Respondents	Highly Available (HA) (%)	Moderately Available (MA) (%)	Not Available (NA) (%)
Principals	16 (26.5)	23 (38)	21 (35.5)
Teachers	52 (17.4)	109 (36.3)	139 (46.3)
Average	22%	37.1%	40.9%

Table 2 shows the summary of teachers’ and principals’ responses on the availability of physical facilities in public secondary schools in Osun State. Table 2 indicated that a greater percentage of teachers and principals (40.9%) submitted that most physical facilities were not available in public secondary schools in Osun State.

Research Questions 2: What is the level of job performance of teachers in the study area?

To answer research question two, items were elicited on the level of job performance of teachers in public secondary schools in Osun State. The interpretation was based on percentage scores, and a decision was based on average percentage scores. The acronyms in Table 3 were interpreted as follows: Strongly Agree (SA), Agree (A), Disagree, Strongly Disagree (SD). To ascertain the level of job performance of teachers in public secondary schools in Osun State, Strongly Agree (SA) was regarded as “high”, Agree was regarded as “moderate”, while Disagree and Strongly Disagree were collapsed as “low”

Table 3

Teachers’ Responses on their Level of Job Performance in Public Secondary Schools in Osun State

Teachers’ job performance		SA (%)	A (%)	D (%)	SD (%)
1	I am always punctual to school.	34 (11.3)	122 (40.7)	98 (32.7)	46 (15.3)
2	I am always teaching my students based on my timetable.	97 (32.3)	153 (51)	41 (13.7)	9 (3)
3	I write my lesson plan regularly and promptly.	87 (29)	137 (45.7)	51 (17)	25 (8.3)
4	I give my students assignments and tests on all topics.	72 (24)	120 (40)	83 (27.7)	25 (8.3)
5	I mark my students’ tests and examinations promptly.	87 (29)	162 (54)	35 (11.7)	16 (5.3)
6	I usually correct students when they misbehave in school.	63 (21)	120 (40)	85 (28.3)	32 (10.7)
7	I am always happy to spend extra time with my students in class.	57 (19)	93 (31)	99 (33)	51 (17)
8	I plan for all my lessons before entering the class.	81 (27)	135 (45)	78 (26)	6 (2)
9	I usually give notes to my students during or after each lesson.	102 (34)	159 (53)	30 (10)	9 (3)
10	I am passionate about my job, so I spend my salary to buy teaching aids for my students.	63 (21)	93 (31)	120 (40)	24 (8)
Percentage Average		24.8	43.1	24.0	8.1

Authors’ field work, 2025

Table 3 depicts the level of job performance of teachers in public secondary schools in Osun State based on the teachers’ responses. According to Table 3, teachers’ job performance was generally moderate. Teachers demonstrated moderate level of job performance in the area of punctuality (40.7%), teaching according to timetable (51%), writing of lesson plans (45.7%), giving of assignments and tests on all topics (40%), marking of students’ test and examination promptly (54%), correcting students when they misbehaved (40%), spending extra time with students in class (31%), planning for all lessons (45%), giving students notes during or after each lesson (53%), and spending personal money to buy teaching aids (31%).

Table 4

Principals' Responses on the Level of Job Performance of Teachers in Public Secondary Schools in Osun State

Teachers' job performance		SA (%)	A (%)	D (%)	SD (%)
1	My teachers are always punctual to school.	7 (23.3)	16 (53.3)	5 (16.7)	2 (6.7)
2	My teachers are always teaching their students based on their timetable.	10 (33.3)	17 (56.7)	2 (6.7)	1 (3.3)
3	My teachers write their lesson plans regularly and promptly.	9 (30)	19 (63.3)	1 (3.3)	1 (3.3)
4	My teachers do give their students assignments and tests on all topics.	6 (20)	20 (66.7)	2 (6.7)	2 (6.6)
5	My teachers mark their students' tests and examinations promptly.	6 (20)	20 (66.7)	2 (6.7)	2 (6.6)
6	My teachers correct students when they misbehave in school.	7 (23.3)	18 (40)	3 (10)	3 (6.7)
7	My teachers are always happy to spend extra time with their students in class.	3 (10)	15 (50)	9 (30)	3 (10)
8	My teachers plan for all their lessons before entering the class.	6 (20)	21 (70)	2 (6.7)	1 (3.3)
9	My teachers do give notes to their students during or after each lesson.	10 (33.3)	14 (53)	4 (10)	2 (3)
10	My teachers are passionate about their job, so they spend their salary on buying teaching aids for students.	4 (13.3)	6 (20)	11 (36.7)	9 (6.7)
Weighted Average		22.7	55.3	13.7	8.3

Authors' field work, 2025

Table 4 depicts the level of job performance of teachers in public secondary schools in Osun State based on principals' responses. According to Table 4, teachers' job performance was generally moderate. The principals submitted that teachers demonstrated a moderate level of job performance in the area of punctuality (53.3%), teaching according to timetable (56.7%), writing of lesson plans (63.3%), giving of assignments and test on all topics (66.7%), marking of students' test and examination promptly (66.7%), correcting students when they misbehaved (40%), spending extra time with students in class (50%), planning for all lessons (70%), giving students notes during or after each lesson (53%), and spending personal money to buy teaching aids (20%).

Table 5

Summary Table on Teachers' Job Performance

Respondents	High Level F (%)	Moderate Level F (%)	Low Level F (%)
Principals	7 (22.7%)	16 (55.3%)	7 (22%)
Teachers	7 (24.8%)	13 (43.1%)	10 (32.1%)
Average	23.8%	49.2%	27%

Authors' field work, 2025

Table 5 shows the summary of teachers' and principals' responses on the level of teachers' job performance in public secondary schools in Osun State. The Table indicated that teachers' job performance in public secondary schools in Osun State was moderate (49.2%).

Hypothesis

There is no significant relationship between the availability of physical facilities and teachers' job performance in public secondary schools in Osun State.

Table 6

Relationship Between Availability of Physical Facilities and Teachers' Job Performance

Variables	N	Mean	SD	Sum of squares	R	Remarks
Physical facilities	360	40.29	11.08	36689.35		
Teachers' job performance	360	24.65	4.75	-576.614	.73	<0.05

Significant at $p < 0.05$

Table 6 shows that there is a significant relationship between the availability of physical facilities and teachers' job performance ($r=0.73$, < 0.05). The null hypothesis is therefore rejected. This means that there is a positive significant relationship between the availability of physical facilities and teachers' job performance in public secondary schools in Osun State.

Discussion of Findings

The results of findings on the availability of physical facilities in public secondary schools in Osun State revealed that some facilities were only moderately available. These facilities were staffrooms, classrooms with furniture, writing materials, water supply, laboratory and laboratory apparatus, and toilets. Similarly, some facilities were found not to be available. These facilities were the library, technical workshops, workshops for vocational subjects, a computer room for ICT practical with internet facility/access for educational research, fire extinguishers, a school bus, and a music studio. This is in line with Ogbenudia (2021), who found that educational facilities were grossly inadequate across public schools in Nigeria, and a shortage of needed educational facilities is a major hindrance to the actualisation of educational goals and objectives in Nigeria. This is not different from Lasisi and Adetunji (2020), who found that part of the major challenges facing the educational system in public schools in Lagos were deterioration or lack of maintenance of existing physical facilities, as well as unavailability of some other physical facilities that should enhance teaching and learning.

The results on teachers' job performance indicated that teachers' job performance was moderate. This is in tandem with Akinwale and Okotoni (2019), who found that the job commitment and job performance of teachers to teaching and learning, teaching profession, and school workers

are low in public secondary schools in Osun State. Ijiwole et al. (2019) found that the job satisfaction and job performance of teachers in public secondary schools in Osun State were below expectations, and the school environment constituted the greatest influence on teachers' job satisfaction and performance. Ayuba (2023) found that the job performance of teachers in public secondary schools in Oyo State was low.

The analysis of data on the relationship between physical facilities and job performance of teachers showed that there exists a significant relationship between the availability of physical facilities in schools and job performance of teachers. This is in line with Akinkunade and Oredein (2021), who found that physical amenities have a major impact on both the work happiness and performance of teachers in Ibadan Metropolis' public secondary schools. They added that the high availability of educational facilities contributed greatly to a high level of job performance of teachers in the state. This is not different from Wagner et al. (2021), who found that teachers' work performance in public schools in Benue State, Nigeria, is influenced by both appropriate teacher motivation and the availability of infrastructure.

Conclusion

The investigation concluded that Osun State's public secondary schools lacked necessary and adequate physical facilities for instruction. Additionally, it was concluded that physical facilities in terms of availability and adequacy determine teachers' job performance.

Recommendations

The following recommendations were made to improve the provision of educational facilities and teachers' job performance in the study area:

1. The government should build structures such as a library, technical workshops, workshops for vocational subjects, a computer room for ICT practical, a music studio, and furnish the structure with needed facilities for teaching and learning.
2. The availability of physical facilities such as a staffroom, classrooms with furniture, writing materials, water supply, laboratory and laboratory apparatus, and toilets should be increased for better performance of students and teachers.
3. Maintenance of existing infrastructure should be done regularly to forestall the breakdown of the few facilities in schools.
4. The Ministry of Education should engage in regular supervision of schools to be aware of available facilities and those that are not available, to take necessary actions towards adequate provision of physical facilities in schools.

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