

SCHOOL FACILITIES AND STUDENTS PERFORMANCE IN EXTERNAL EXAMINATION IN PUBLIC SECONDARY SCHOOLS IN BAYELSA STATE, NIGERIA (2016-2020)

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ABSTRACT

In recent time, stakeholders in the education industry had attributed the dismal and poor students' performance in both internal and external examinations in public secondary schools in Bayelsa State to non-availability or poor state of facilities in the public secondary schools. It is against this background that this study critically examined the availability of school facilities and students performance in external examination in public secondary schools in Bayelsa State, Nigeria (2016-2020). The population for the study consisted of all the 187 principals distributed over the 187 public secondary schools fully accredited as centres for the West Africa Senior School Certificate Examination (WASSCE) in Bayelsa State, Nigeria. Out of these, 182 school principals and their schools were purposively selected to constitute sample for the study because they were consistent in presenting students for examinations within the period under review. The study was anchored on Attribution theory by Fritz Heider in 1958. The study adopted the descriptive survey design using trend analysis and document analysis approaches. Two (2) objectives and two (2) corresponding research questions guided the study. May/June WASSCE results for the years under study were obtained and analyzed using the total number of students that enrolled each year and the total number that obtained five credit and above in each year to constitute those that passed the external examinations. Simple percentage was used to calculate the percentage pass with 85% as the criterion percentage. Data was generated using self-structured check list. Findings of the study indicated that the condition of school facilities had corresponding influence on students' performance in external examinations. The study therefore, recommended that, government and all critical stakeholders in the education industry need to improve on their investment in the education sector as to improve on the state of school facilities in public secondary schools in Bayelsa State, Nigeria.

Keywords: School Facilities, Students Performance, External Examination (2016-2020).

Introduction

In recent times, there has been a general outcry about the declining academic performance at both internal and external examinations in secondary schools in Nigeria, Bayelsa State inclusive. Performance is affected by several factors including inadequately trained and qualified teachers, inadequate number of teachers, lack of textbooks that meet the prescribed standards or syllabus and most importantly inadequate provision of or the state of school facilities. The role of school facilities also known as educational facilities in qualitative education cannot be overemphasized because they serve as potential factors that aid meaningful learning and retention. They make goals of teaching and learning to be achievable especially when there are adequate provision of instructional facilities (Olayemi

and Ige, 2020). Olayemi and Ige stated that the success of an educational system depends much on the availability of school facilities and their level of utilization. Without them, it will be very difficult to have an effective system of education.

Student's performance in external examination is usually measured as high or low as demonstrated by the student in a teacher-made test and standardized achievement test developed for school subjects by recognized examining bodies such as the West African Examination Council (WAEC), National Examination Council (NECO) and Joint Admission and Matriculation Board (JAMB). As Olajide and Aladejana (2019) opined that academic performance is the outcome of or output measure that a learner has achieved in the course of training and experience in school environment. Isah (2015) opined that academic performance is a measurement of success or how well students' meet standards set by the institution itself. Academic performance therefore, refers to ways students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. It is also the ability to study and remember facts and being able to communicate knowledge verbally and documentarily.

In the opinion of Adamu (2015), academic performance is the observable and measurable behaviour of a student in a particular situation, at a specific period. This can be obtained with the use of either teacher-made test or standardized achievement test developed for school subjects. Kpee (2018) posited that school facilities are the sum total of the input that goes into the school system. He declared that school facilities include all the things that are used directly or indirectly for the purpose of supporting, facilitating, influencing, transmitting or acquiring knowledge, competence, and skill by the learners. Essentially, school facilities are used for the transmission of knowledge and aiding the education and training of learners. The school physical facilities help the teachers and the students to be able to correlate the theories being taught in the classroom with a practical experience provided by such facilities. In order to effectively tackle the problem of declining academic performance, government has taken various steps such as making frantic efforts at enshrining some solutions in the National Policy on Education (FGN, 2014).

The National Policy on Education (FGN, 2014) has spelt out the goals and philosophy of its education when it states, "at all levels of the education system, modern education techniques shall be increasingly used and would also be improved upon" (FRN, 2014). The successful implementation of these goals and objectives requires the provision of adequate school facilities. In earnest pursuit of quality education which is usually measured in terms of educational output, the Bayelsa State Government has graciously embarked on the ambitious model school project where efforts are made to provide school facilities in adequate qualities and quantities. In addition to this, so much funds are directed through budgetary allocation to the development of education. Cardinal among school facilities are adequate classroom and equipment, science laboratory facilities, adequately stocked library and facilities, and provision of information and communication technology facilities to drive meaningful learning and improved academic performance.

On this note, Osuji (2016) said that, effective educational facility is responsive to the changing programmes of educational delivery and at a minimum should provide a physical environment that is comfortable, safe, secure, accessible, well-illuminated, well-ventilated, and aesthetically pleasing. He further stated that educational facilities also include furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds, namely, athletic fields, playgrounds, areas for

outdoor learning, and vehicular access and parking. Olajide, Olanipekun and Obafunmilayo (2021) stated that school facilities are an integral component of the conditions of learning. School facilities provide a real classroom experience for the learners and make teaching and learning process more interesting. School facilities are important in the enrichment of school environment through the provision of well-stocked libraries. Adequate school facilities produce an aesthetically pleasant environment that provokes motivation that inspires result-oriented teaching and learning and hence improved academic performance. In recent times, students' population and available buildings and infrastructures have become an issue of national discourse and research. Yusuf, Onifade and Bello (2016) confirmed that the class sizes in most public secondary schools in Nigeria are far-above the recommended 30 or 40 students per classroom. Osim (2011) reported that Nigerian schools have as many as eighty (80), hundred (100) or above 100 students per class. These class sizes are considered to be too large for optimum academic achievement of students. This is because the learning environment is no longer conducive for teaching and learning. The classroom is the place where the students learn the various skills and acquire the knowledge that is needed to achieve their ultimate goals and objectives in life. It enables them to build their identity and become significant adults in contributing to the development of their society. The school plays a major role in teaching students how to be successful adults. The school can only get best results when the physical learning environment is clean, conducive and safe for learning.

Statement of the Problem

Evidences abound that the performance of secondary school students could be traced to the state of school facilities which invariably motivates learning in an environment. However, it is disheartening that most schools in Bayelsa State lack the necessary facilities that could enhance effective teaching and learning and as a result, academic performance of students in external examination between 2016-2020 has been minimal.

Observations of the researchers as an educational stakeholder showed that poor conditions of physical facilities constitute adverse effects on students' interest to learn and this has in turn affected their academic performance in external examination. Apart from protecting students from sun, rain, heat and cold, there should be enough space, seats laboratory and internet facilities and a host of other physical facilities that could enhance the level of motivation and academic performance of students. But in Bayelsa State. The reverse has been the case. It has been difficult for the teachers and students to have access to facilities like well-equipped library, conducive classrooms and other facilities which has contributed to low performance of students in external examination, Thereby increasing the number of youths with unsaleable skills, contributing to the high level of immorality like rape, killing, armed robber and kidnapping among secondary school students and graduates in Bayelsa State.

Hence, the problem of this study put in question form is, what should be the relationship between school facilities and academic performance of students' in external examination in Bayelsa State, 2016-2020? The gap in knowledge which this study intends to fill up is on the 'condition of school facilities vis-à-vis academic performance students in WAEC, 2016-2020.

Aim and Objectives of the Study

The aim of this study was to examine school facilities and academic performance of students in external examinations in secondary schools in Bayelsa State Nigeria 2016-2020. Specifically, the study sought to:

1. examine the school facilities available in public secondary schools in Bayelsa State, 2016-2020.
2. determine the condition of school facilities available in public secondary schools in Bayelsa State in 2016.

Research Questions

The study was guided by the following research questions.

1. What are the school facilities available in public secondary schools in Bayelsa State, Nigeria 2016-2020?
2. What is the condition of school facilities available in public secondary schools in Bayelsa State Nigeria in 2016?

Literature Review

Conceptual Framework

School Facilities Available in Public Secondary Schools in Bayelsa State, 2016-2020.

School building could simply be defined as building that is housing classrooms, laboratories, dormitories, athletic facilities, or related facilities operated in connection with a school. PSI (2022) defined a school building based on its role as one which can facilitate educational vision and ethos. They state that in school design there are many common parts, teaching spaces, staff spaces, and large spaces. However, one size does not fit all. The school building needs to function, eliminating challenges such as cramped spaces, lack of natural light, and bad acoustics. What's more, school buildings should relate to their surrounding community, each offering its unique set of challenges and opportunities. There are several reports that school building conditions have declined over the years. Given the decline in building conditions and the increased efforts to improve student performance, the influence of school building conditions on student performance is of interest to many educators, researchers, and policy makers.

The African Federation of Teachers believes that educational leaders have a responsibility to ensure all students are educated in environments that are healthy, safe clean, and well-maintained. The American Association of School Administration has supports the fact that a school should be safe place for learning and suggested seven characteristics of a school campus. They state that a school should be:

- i. Adequate, i.e. it should be able to provide a good site and surrounding, design of construction and area;
- ii. It should guarantee the safety of staff and students. Safety from general point of view and also from health and hygienic point of view is very important. The campus, therefore, should be away from any big drain or canal or some main road.
- iii. It should be able to host and coordinate different parts such as campus such as office of the Head of the institution, staff room, office, class-rooms, laboratories, workshops should stand well inter-linked and coordinated. The workshop, the chemistry laboratory, etc.

- iv. The whole school campus should be planned in such a way that there is efficiency and unity of work.
- v. The school campus should have its own beauty. Neat and clean environment of the school has its own charm. A beautiful campus attracts the learners and it does not make them feel bored. Artistic beauty of school campus is everlasting.
- vi. It should be flexible. Nothing in the institution should be based on the principle of rigidity. There should be scope for modifications as per needs and requirements of the staff and the students. Suppose a building for the library has been constructed. With the passage of time, there should be scope for its expansion for its modification, for some alternations so as to have more benefits out of it.
- vii. Economy: The principle of economy is of great importance in the school campus. Every school campus is always in the process of making. It is growing and developing at even stage and at even time. It always needs more and more of funds for its enrichment.

Unfortunately, to-date this is not the case. According to the U.S. Department of Education, during the 2012 fiscal year, approximately 53 percent of K-12 public school buildings were in need of modernizations, renovations, and repairs (USDOE, 2014).

Importance of School Buildings

School plant is the school campus which includes everything present there that are immovable. School plant gives the first impression to all those persons who come to the school. Gone are the days when simple type of school plants catered to the needs of the people. Now one and all give special importance to the school plant. A good school plant attracts a large number of people. The following points highlight the importance of school plant:

1. The school plant has a direct influence on the growth and development of the children. A good school plant guarantees good environment which is conducive for good health of the children.
2. Good school plant sets the tone of the school. The tone of the school matters much in the study environment of the children.
3. Good school plant shapes the personality of the students. Character manners, etiquettes, behavior, etc. are formed in the school campus.
4. A good school plant helps in the all-round development of the personality of the children. Only a good school campus has provision of all types of activities for the children. Natural then only with all facilities, the learners make all round progress.
5. Only a good school plant can attract the attention of fresher's / beginners. At the early stages, every one compares the school with his, home. A place better than home or as good as home can captivate their attention to have better results,
6. Healthy environment, attractive building, provision of more facilities have everlasting impact on the learners and their parents. When they like the school campus naturally from their hearts, it is bound to yield better results. "

Condition of School Facilities Available in Public Secondary Schools in Bayelsa State in 2016.

The classrooms environment is a place where students develop what they aspire for their future, as well as knowledge and skills necessary to reach that aspiration. The performance

of students will increase when the size of the classroom is minimal. Classroom environments affect the learning process of students in relation to the physical environment, time and instructional management, behavioural management, and teaching efficiency. She further pointed out reviews from several researchers indicates that the physical setting environment of a classroom includes designating areas for specific activities, choosing and arranging furniture, arranging proper seating to facilitate learning, decorating areas for specific purposes and organizing materials and providing easy access.

School environment describes the qualitative and quantitative cognitive, creative, physical and social support offered to the students in the school during the teaching learning process. School environment describes both the physical as well as psycho-social environment. School environment has a substantial impact on the development of children. Different aspects of school environment in an organized manner interact to create an inclusive good or bad environment and therefore influence the performance, that is, achievement of students (Rafiq, 2021). School environment, school engagement and academic achievement have a significant correlation.

School environment has a significant influence on academic achievement directly as well as indirectly. School environment is the conditions, process and psychological stimuli which affect the educational achievement of the child. School environment determines academic success of students. On this note, Joshi (2012) found a significant and positive correlation between school environment and academic achievement among secondary school students. Creative stimulation, cognitive encouragement, acceptance and permissiveness dimensions of school environment had a significant but positive effect on academic achievement. However, rejection and control dimension had adverse effect on academic achievement of students.

The environmental condition of a given school the students' response to circumstances, interaction with others and the general may be positive or negative. Each environment plays a part in shaping the development of a child academically and otherwise, this is because the child gets from his environment all that is needed to help him develop best. The school environment is made up of all the psychical and aesthetic component, as well as location components of the environment. The classroom environment could be classified into three structures which are the physical psychological and sociological environment. Koroye (2016) viewed the school physical environment as consisting of physical infrastructures and facilities which include school building, classrooms, furniture, equipment, instructional materials, laboratories, libraries, playground, among others. The location components refer to geographical location which is either termed rural (remote) or urban (city).

The physical structures can be assessed based on neatness of classrooms, condition of the doors, roofing and ceiling, nature of furniture (seat and desk), proper ventilation, good lighting, level of space between seat and students' arrangement among others. Aesthetic component considers beauty or ugly state of the school, while physiological environment includes the speed of teaching, cohesiveness, distractions, interest, motivation, anxieties, confusion and difficulties associated with classroom learning activities. The social environment includes level of classroom interaction between the teacher and the student as well as teaching aids. The relationship between classroom environment and academic performance have been established in many studies.

Similarly, Kishore (2013) depicted that school environment and academic achievement had a significant and positive correlation. School environment was found as a predictor of

academic achievement. Students varied significantly on perceived school environment with reference to gender, locale and type of school. Teacher's behaviour, psycho-social aspects, physical facilities, academic as well as administrative aspect had a significant effect on academic achievement among students. Sharma (2013) found that school environment had a significant and positive relationship with home environment and self-concept. However, school environment and aggression had a significant and negative correlation with each other. There was a significant difference between boys and girls on self-concept and aggression. Moreover, advantaged school students differed significantly from disadvantaged counter parts on self-concept as well as aggression. Specifically, there was a significant difference among students on school environment with reference to gender, type of school self-concept and aggression as well as home environment.

Theoretical Framework

Attribution Theory

The study was anchored on the Fritz Heider Attribution Theory propounded in (1958). The theory simply states that behaviour can be accounted for by personal forces and environmental forces. The personal forces are basically what can be described as ability and efforts of the individual and these are internal or within the individual. On the other and, the environmental forces consisted of things found outside the individual or within his inhabitation that can persuade him to behave the way he does. This consists of what is described as luck and the task. The behaviour of the individual is therefore attributed to both personal and environmental forces. In this vein, Ukeje, Okorie and Nwagbara as cited in Kpee (2015) later proposed the attribution theory as applicable in education. According to them, the attribution theory explains vividly how individuals can manage themselves and the environment they found themselves to enable them attain set goals.

Hence attribution dwells more on explaining the causes of another person's action or response to a given situation and its impact on another situation. Attribution theory laid emphasis on describing what must have been responsible for the behaviour, action or response shown by individual in a given situation. It suggests that factors internal or external had caused the individual to behave or respond in the way he has behaved or responded. This theory is related to this work in that, the research work specifically dwells on how the state of school facilities determine the productivity of the school and students' academic performance. That is, school facilities are well provided and used for the purposes they are meant for, it will definitely enhance school productivity.

Meanwhile, the state of facilities in a school determines the level of productivity of both teachers and student in that school. The manner and the level of responsiveness and readiness of school management, government and other concerned individual and organizations response to school facilities and environment will determine the extent school infrastructures can be put in proper shape, utilized, maintained and well organized for the achievement of school wide goals in relation to students' academic performance.

METHODOLOGY

Descriptive survey research design was used for this study. The population for the study comprised all the principals in the two hundred and eleven (211) public secondary schools in the Eight (8) Local Government Area (LGA) and Nine (9) Education zones in Bayelsa State. The study used two instruments for collection and generating of data for the study. The first instrument was titled 'State and Availability of School Facilities Check List' (SAASFCL). Responses to items on the SAASFC were obtained and coded. Also the WASSCE results obtained from the 182 public secondary school were analysed by putting the summary of the results into three columns namely Total number listed for the examination, total number that obtained 5 credits and above and therefore adjudged to have good performance in the examination and finally total number that scored below 5 credits and therefore adjudged to have performed poorly in the examinations. The cumulative total in each category was computed and percentage serves calculated. Percentage scores of 85 and above was accepted as criterion percentage score for the analysis. The reliability of the SAASFCL was establishment using the test-retest method. The data obtained from the field were analyzed using trend and index number or simple statistics of percentage and cumulative percentage scores.

Results

Research Question One: What are the school facilities available in public secondary schools in Bayelsa State, Nigeria (2016-2020)?

Table 1: Summary of availability of schools facilities in public secondary schools in Bayelsa State, Nigeria (2016-2020).

S/ N	Education Zone	Yen ego a		Sag bam a		Og bia		Br ass		Nem be		Ekere mor		Kol uma / Opk uma		Sout hern Ijaw 1		Sout hern Ijaw 2	
		A	N	A	N	A	N	A	N	A	N	A	N	A	N	A	N	A	N
1.	Classroom	x		X		x		x		x		x		x	x	x	x	x	
2.	Desks/Seats	x	x	X		x		x		x	x	x		x	x	x	x	x	
3.	Staff Offices	x	x	X		x		x		x	x	x		x	x	x	x	x	
4.	Store	x	x	X		x		x		x	x	x		x	x	x	x	x	
5.	Dinning Hall	x	x	X			x			x	x	x		x	x	x	x	x	
6.	Assembly Hall	x		X		x		x		x	x	x	x	x	x	x	x	x	x
7.	Auditorium	x			x		x	x		x	x	x	x	x		x	x	x	
8.	Library	x		X		x		x		x	x	x	x	x		x	x	x	
9.	Laboratories	x		X		x		x		x	x	x	x	x		x	x	x	
10.	Admin Block	x		X		x		x		x	x	x	x	x		x	x	x	
11.	Staff Quarters	x		X		x				x	x	x	x	x		x		x	x
12.	Dormitories	x			x	x				x	x	x	x	x		x		x	
13.	Security Post	x		X		x		x		x		x	x	x		x		x	
14.	School fence	x		X		x		x		x		x	x	x		x		x	
15.	Convenienc es	x		X			x	x		x		x	x	x	x	x		x	x
16.	Chalkboard	x			x	x		x		x		x	x	x	x	x		x	
17.	Whiteboard	x		X			x	x		x		x	x	x	x	x	x	x	
18.	Chalk	x			x	x		x		x		x	x	x	x	x	x	x	
19.	White board maker	x		X			x	x		x		x	x	x	x	x	x	x	
20.	Duster	x			x	x		x		x		x	x	x	x	x	x	x	
21.	Smart board	x		X		x		x		x		x	x	x	x	x	x	x	

2 2.	Computers	x		X		x		x		x	x	x	x	x	x	x	
2 3.	Cupboard	x		X		x	x		x		x	x	x	x	x	x	
2 4.	Filling carbinet	x		X		x	x		x		x	x	x	x	x	x	
2 5.	Chair	x		X		x	x		x		x	x	x	x	x	x	
2 6.	Table	x		X		x	x		x	x	x	x	x	x	x	x	
2 7.	Waste paper basket	x		X		x	x		x	x	x	x	x	x		x	
2 8.	Dustbin	x		X		x	x		x	x	x	x	x	x		x	
2 9.	Wash hand Basin	x		X		x	x		x	x	x	x		x		x	
3 0.	Towel	x		X		x	x		x	x	x	x		x		x	
3 1.	Soap/Detergent	x		X		x	x		x	x	x	x		x		x	
3 2.	Tap water	x			x	x	x		x	x	x	x		x		x	x
3 3.	Matchet	x	x	X		x	x		x	x	x	x		x		x	
3 4.	Hoes and shovel	x	x	X		x	x		x	x	x	x		x		x	
3 5.	Wheel barrow	x	x	X		x	x		x	x	x	x		x		x	x
3 6.	Lawn mower	x	x	X			x	x		x	x	x		x		x	x
3 7.	Traps/nets	x	x	X		x		x		x	x	x		x		x	
3 8.	Aquarium	x	x	X			x	x		x	x	x		x		x	x
3 9.	Caution sign/Directory	x	x	X		x		x		x	x	x		x		x	x
4 0.	Game/Sport Equipments	x	x	X			x	x		x	x	x		x		x	x
4 1.	Generator	x	x	X			x	x		x	x	x		x		x	x
4 2.	Electric Fan	x		X	x		x	x		x	x	x		x		x	x
4 3.	Bulbs	x		X	x		x	x		x	x	x		x	x	x	x
4 4.	Drainage/Gutters	x		X	x	x		x		x	x	x		x	x	x	x

4 5.	Parking lots	x		X	x		x	x		x	x	x		x	x	x	x	x	
4 6.	Sport ground	x		X	x	x		x		x	x	x		x	x	x	x	x	
4 7.	Open field	x		X	x	x		x		x	x	x		x	x	x	x	x	
4 8.	Garden/school farm	x		X	x	x		x		x	x	x		x	x	x	x	x	
4 9.	Trees palm citrus	x		X	x	x		X		x	x	x		x	x	x	x	x	
5 0.	Flowers/Flower beds	x		X						x	x	x		x	x	x	x	x	x

Legend: A = Available N= Not Available

The checklist in Table 1 indicate that almost all the school facilities listed in the table are available in public secondary schools in Bayelsa State. From the checklist, all the items listed were available in public secondary schools' in Yenegoa Local Government Area, probably because of the cosmopolitan nature of the Local Government Area. Ogbia Local Government also has a fair availability of the school facilities. The availability and distribution of school facilities in the other six Local Government Areas were sparingly and did not satisfactorily, and even when available, the school facilities were not in very good condition, despite this, effective teaching and learning were going on and the teachers were making use of what was available.

Research Question Two: What is the condition of school facilities available in public secondary schools in Bayelsa State, Nigeria (2016-2020)?

Table 2: Percentage (%) scores on the condition of school facilities available in public secondary schools in Bayelsa State, Nigeria (2016-2020).

S/N	LGA	Percentage (%) scores on condition of school facilities
1.	Ogbia	86.63
2.	Yelga	80.15
3.	Silga	80.16
4.	Nember	87.62
5.	Kolga	77.83
6.	Sagbama	94.83
7.	Ekeremor	92.95
8.	Brass	60.37
9.	Grand percentage scores (%)	660.54
10.	Average percentage score (%)	82.5675

Data on table 2 showed that the average percentage scores of 82.567 is less (<) than the criterion mean ($\bar{x}$) of 85% in the final analysis. This therefore, indicated that school facilities available in public secondary schools in Bayelsa State in 2016 were in poor condition.

Discussion of Findings

The condition and performance of students in May/June 2016 WAEC in public secondary schools in Bayelsa State

It was found that the condition and performance of students in May/June 2016 WAEC in public secondary schools in Bayelsa State was poor with average percentage scores of 82.5675 below the criterion mean of 85 percent. This finding is supported by Umar and Samuel (2019) who emphasized that a school without facilities may not be able to achieve the stated goals and objectives of the educational system. Hence, the inadequacy would lead to a negative effect on students' academic performance.

The condition and performance of students in May/June 2017 WAEC in public secondary schools in Bayelsa State

It was generally accepted that the condition and performance of students in May/June 2017 WAEC in public secondary schools in Bayelsa State was good with average percentage scores of 92.9425 above the criterion mean of 85 percent. This finding is in line with Gede and Tan (2011) who opined that the availability of resources in a school boosts the morale of both teachers and learners toward effective delivery of lessons and is a major contributing factor to the academic performance of students. They further maintained that school facilities are an integral component of the conditions of learning. School facilities provide a real classroom experience for the learners and make teaching and learning process more interesting.

CONCLUSION

Based on the findings of the study, it was concluded that the state of school facilities and academic performance of students in external examination in Bayelsa State between 2016—2020 was neither too bad nor too good as reflected on the table above.

RECOMMENDATIONS

The following recommendations were made based on the findings of the study.

1. Government and other stakeholders in education should ensure that adequate physical facilities are provided to enhance students' performance in external examination in Bayelsa State.
2. Accordingly, proper maintenance culture should be adopted to improve the life span of most facilities so as to aid students' performance in external examination.

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