



Availability of physical facilities and teacher effectiveness in public secondary schools in Oyo State Nigeria

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Abstract

The study investigated the availability of physical facilities and teacher effectiveness in public secondary schools in Oyo State, Nigeria. The study adopted a descriptive survey design. The population comprised all secondary school teachers and principals. A multi-stage sampling procedure was used to select 814 participants. Two self-developed instruments, the Physical Facilities Questionnaire for Teachers (PFQT) and Teacher Effectiveness Questionnaire for Principals (TEQP), were used. Data analysis involved mean and standard deviation for research questions, while the hypothesis was tested with PPMC at a 0.05 significance level. Findings revealed that teacher effectiveness in Oyo State secondary schools is high (TE = 3.15). It also showed that physical facilities are inadequate (PF = 2.25). Additionally, there is a significant relationship between physical facilities and teacher effectiveness ($r = 0.43, p = 0.000, p < 0.05$). Based on these results, it was recommended that the government, education stakeholders, philanthropists, and non-governmental organization ensure adequate provision of physical facilities in public secondary schools in Oyo State, Nigeria.

Keywords: Physical facilities, Secondary school facilities, Teacher effectiveness, Teaching effectiveness.

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Contribution of this paper to the literature

The paper examined the availability and adequacy of physical facilities in Oyo State secondary schools and their impact on teacher effectiveness. It contributed to literature through two self-developed instruments: the Teacher Effectiveness Questionnaire for Principals and the Physical Facilities Questionnaire for Teachers.

1. Introduction

Teacher effectiveness is an important concept in education because it is one of the major factors that determine the achievement of educational goals at all levels. It is the activeness of the teacher and his ability to make learning interesting to the learners by stimulating and arousing their interest and ensure the achievement of the set objectives. An effective teacher is the one who is able to achieve the goals set for himself or the goals set by others (Ministry of Education, school administrators). Pramod, Raman, and Usha (2018) stated that teacher effectiveness is a significant force in an organization and an essential requirement for success in any school. Therefore, for the achievement of educational goals in any institution, the teacher must be effective. Popoola (2024) submitted that teacher effectiveness is the capability of a teacher to manifest content knowledge, skills in lesson preparation, and create a desirable atmosphere for learning. This means effective teaching can be determined by the ability of the teacher to arouse learners' interest in the teaching-learning process by carrying them along and ensuring the stated teaching goals and objectives are achieved. Abd Hamid, Syed Hassan, and Ismail (2012) confirmed that teachers demonstrating certain qualities are seen as effective. They stated that for a teacher to be effective, they should possess a deep understanding of the subject they teach, master the subject matter, and demonstrate expertise in the subject to facilitate better comprehension among learners. Also, Afe (2003) saw teaching effectiveness as showing mental, social, and emotional balance. It means loving kids, feeling good about the job, and helping students build strong traits.

Alemu (2014) stated that key behaviors for effective teaching are traits teachers must possess. These traits include good lesson preparation, subject mastery, clarity in lesson delivery, classroom management, and good language and communication skills. On the contrary, it seems some of the teachers' attributes negate these characteristics and thereby indicate their ineffectiveness. As a result, the students are affected negatively, as some are not disciplined while others constitute problems for society, which has garnered great attention from stakeholders and the society at large. Emunemu and Isuku (2011) found that secondary school teachers displaying inadequate work attitudes, such as weak subject knowledge, disorganized classrooms, lack of dedication, ineffective teaching methods, and inadequate lesson preparation, significantly impede the educational progress of the nation. Oviawe (2016) in his research also reported that the effectiveness of secondary school teachers was low, which is negatively affecting the students' achievement. Similarly, Mupa and Chinooneka (2015) discovered that some factors are militating against teacher effectiveness such as: use of only one text book and syllabus as instructional materials, unconducive teaching and learning environment for the students, low morale among teachers, low parental support in terms of extra materials such as text books and revision books, inadequate learning resources in schools, among others. According to Ekpoh (2018) observations from stakeholders in the education sector indicate that many teachers are not performing their duties effectively. Some lack commitment to their responsibilities, show negligence, irregular attendance, or inconsistency during official hours.

Effective teaching can only be provided by effective teachers, who must have a passion for the teaching profession and love for learners. These qualities serve as a driving force in achieving set goals and improving learners' performance. An effective teacher must demonstrate creativeness and make teaching child-centered to facilitate learners' interest.

Similarly, Popoola (2024) stated that when physical facilities are available and adequate in schools, it contributes to the teachers' work by making them more effective in the discharge of their duties because they will always be happy and pleased with the environment where they render their services. Physical facilities are the same as the school plant, which consists of school buildings, classroom furniture, equipment, laboratories, libraries, playground, toilet facilities, etc. They are all the tangible items in the school premises that aid teaching and learning. Atanda (2016) stated that physical facilities consist of school buildings, grounds, and equipment supplied in schools, which help spark teaching and learning. Alimi, Ehinola, and Alabi (2012) also stated that facilities encompass all resources utilised for educational purposes, including school buildings like classrooms, staff rooms, labs, workshops, libraries, equipment, supplies, multimedia aids, utilities, furniture, school grounds, storage areas, and other necessary amenities. Physical facilities are very important in a learning environment because they contribute to the coolness, wellbeing and comfort of both teachers and learners, which have effect on teacher effectiveness as well as students' learning rate.

In addition, Olanrewaju (2016) reiterated that for effective teaching and learning to take place in schools, physical facilities like modern laboratories, library and classrooms must be available. Ekpoh (2018) also discovered from his research on teachers' satisfaction with their physical working environment, which is crucial for effective service delivery, that there is a significant relationship between teachers' work environment and their service delivery. This implies that if the teachers are effective in their delivery and if educational objectives are to be achieved in schools, there must be an adequate supply of these facilities. The availability of facilities may also determine the concentration of learners as well as the effectiveness of teachers. A teacher teaching in a dilapidated classroom with no equipment will find it difficult to give his best because of the unconducive atmosphere he finds himself in.

Akomolafe and Adesua (2016) emphasised that physical facilities like library, laboratory, canteen, classrooms, toilet facilities, field and computers may increase students' learning interest and enhance their motivation to learn in many ways. Nepal and Maharjan (2015) also affirmed that physical facilities provide the student with a comfortable learning environment in which they work and learn and also tend to promote teachers' productivity. The availability of adequate facilities in a school determines the conduciveness of learning environment and aids both teachers' and learners' performances in a school. In a school where there are enough facilities, the teachers find the job easier, while the learners also learn with ease and keen interest. A school without facilities, private or

public, struggles to meet its goals and aims. When facilities exist and teachers use them well, they boost learning and make it more effective (Alimi et al., 2012). To corroborate this, Jaiyeoba and Atanda (2004) stated that school facilities are vital tools for efficient and effective delivery of education spelt out in the curriculum and it is therefore imperative that their supply be adequate to achieve stated educational goals.

Furthermore, Naisujaki, Jackson, and Kirui (2017) found that physical facilities play a crucial role in creating safe, clean, and stimulating educational environments that support students' achievement and provide teachers and students with a comfortable workspace. Also, Maingi, Mulwa, Maithya, and Migosi (2017) conducted research on the influence of school physical facilities on students' discipline in public secondary schools in Makueni County, Kenya and discovered that the presence of physical facilities like classrooms, libraries with appropriate books, fully equipped science labs, and sports fields significantly improved student discipline in public secondary schools in Makueni County. Therefore, adequate provision of physical facilities matters in school to promote the students' learning rate, improve their discipline, as well as the teachers' mode of delivery.

Torupere (2016) discovered from his study on the impact of the physical school environment on the academic performance of secondary school students in Bayelsa State that the presence of infrastructural facilities, aesthetic beauty of the school, and availability of school equipment and instructional materials have a significant influence on students' academic performance in secondary schools in Bayelsa State. Also, in the words of Olubo (1998) it was established that inadequate facilities in school such as equipment, laboratories, libraries, classrooms, and workshops, are among the probable causes of students' poor performance in examinations. This implies that a school lacking adequate facilities contributes to students' failure because they are denied access to essential resources that aid learning, such as sufficient classroom space for comfort, laboratory equipment for science experiments, libraries with enough books for reading, computer facilities, recreational facilities, and others.

According to Ayeni and Atanda (2004) School facilities are categorized into two: direct teaching facilities and non-teaching facilities. Direct teaching facilities have direct relevance to the educative process, while non-teaching facilities are not directly relevant. The equipment needed in schools includes classroom equipment such as furniture, blackboards, shelves, cupboards, dustbins, dusters, washing hand basins, napkins, and teaching aids, as well as laboratory equipment for sciences, languages, geography, and sports and games equipment. All the equipment listed are direct teaching facilities, which are relevant to the educative process by enhancing teachers' effective delivery, promoting students' understanding, and making school activities interesting and comfortable for both students and teachers.

It is evident that if all the listed facilities are present in a school, they will contribute to teachers' effectiveness and learners' best performance because both will be happy and feel relaxed in the academic environment. Against this background, this study investigated the availability of physical facilities and teacher effectiveness in public secondary schools in Oyo State, Nigeria.

1.1. Statement of the Problem

"Teacher Effectiveness" has been of great concern to researchers, educational managers, parents, and society at large, due to the performance of the outputs of the system, which are the students in both internal and external examinations. Some students are not disciplined, while others contribute problems to the environment. Additionally, there is a low level of students' admission into higher institutions, a high dropout rate, and a high level of indiscipline among secondary school students. Teacher ineffectiveness is reflected in poor service delivery, including lesson preparation, subject mastery, classroom management, and appropriate classroom interaction with students, among other factors, which hinder their effectiveness. This has been a major concern for all stakeholders and has raised questions about whether teachers in secondary schools are performing their tasks up to expectations. It is against this background that this research investigated the availability of physical facilities and teacher effectiveness in public secondary schools in Oyo State.

1.2. Purpose of the Study

The purpose of this study is to investigate the availability of physical facilities and teacher effectiveness in public secondary schools in Oyo State, Nigeria. Specifically, the study investigated.

- (i) The level of teacher effectiveness in public secondary schools in Oyo State, Nigeria.
- (ii) Extent of availability of physical facilities in secondary schools in Oyo State, Nigeria.
- (iii) Relationship between physical facilities and teacher effectiveness in public secondary schools in Oyo State, Nigeria.

1.3. Research Questions

- (i) What is the level of teacher effectiveness in public secondary schools in Oyo State, Nigeria?
- (ii) What is the level of availability of physical facilities in public secondary schools in Oyo State, Nigeria?

1.4. Hypotheses

H₀: There is no significant relationship between physical facilities and teacher effectiveness.

2. Theoretical Framework

2.1. Systems Theory

The systems theory was first proposed as General Systems Theory by the biologist Ludwig von Bertalanffy (1901-1972). A system is any set of distinct parts that interact to form a whole complex. The system approach in relation to organization revealed that the environment surrounding and permeating the organization had important effects on organizational behavior and structure. Systems theory is very relevant to this study because the school, as an open system, interacts with the environment and is greatly influenced by it. Some inputs are obtained from the environment, which can determine the output of a school as an open system that cannot survive without its environment. The inputs obtained from the environment can be physical facilities, learning resources, as well as human capital, which are the teachers. For instance, if there is provision of a good and conducive learning

environment with adequate learning facilities, it could bring about good output from the school system. Such output, according to this study, could be good lesson preparation by teachers, subject mastery, proper classroom management, and overall output, which is improved students' academic performance in both internal and external examinations.

3. Methodology

The study adopted a survey design of correlational type. It was an attempt to gather information from a large sample, and the existing situation was described without manipulation. The study was carried out in secondary schools in Oyo State. The population of the study consisted of all principals and secondary school teachers in Oyo State. A multi-stage sampling procedure was used for the study. Oyo State has 33 Local Government Areas, divided into ten Educational Administrative Zones: Ibadan Zone I, Ibadan Zone II, Ibadan Zone III, Ibarapa Zone, Oyo Zone, Saki Zone, Kajola Zone, Irepo Zone, Ogbomoso Zone I, and Ogbomoso Zone II. Simple random sampling was used to select four educational zones for the study, while four Local Government Areas were randomly selected from each zone, namely Ibadan Zone I, Ibadan Zone II, Kajola Zone, and Oyo Zone. The proportionate-to-size technique was used to select 25% of the schools in each of the four local governments: Ibadan Zone I with 29 schools, Ibadan Zone II with 24 schools, Kajola with 11 schools, and Oyo with 10 schools, totaling 74 schools. Purposive sampling was used to select 10 teachers from each school, resulting in 740 teachers, while all principals were included, totaling 814 participants. The study used two research questions and one hypothesis. Data collection involved two self-developed questionnaires: the Physical Facilities Questionnaire for Teachers (PFQT) and the Teacher Effectiveness Questionnaire for Principals (TEQP). These instruments were validated by experts in the Department of Educational Management. The reliability coefficients were 0.93 for the physical facilities scale and 0.82 for the Teacher Effectiveness Questionnaire. Data analysis involved calculating means and standard deviations for the research questions, while the hypothesis was tested using Pearson product-moment correlation coefficient at a 0.05 significance level. The mean scores were rated as follows.

0.1-2.49 – Low, 2.50 -3.09 – Moderate, 3.10 – 3.99 – High.

4. Results

Research Question One: What is the level of teacher effectiveness in public secondary schools in Oyo State, Nigeria?

Table 1. Level of teacher effectiveness in secondary schools as rated by principals.

Variables	VHE	HE	M	LE	Mean	Std. Dev
Lesson Preparation: Teachers						
Do state their lesson in a simple and clear language	42 (61%)	24 (35%)	0 (0%)	3 (4%)	3.52	0.720
State their lessons in terms of what learners are expected to achieve	35 (51%)	31 (45%)	1 (1%)	2 (3%)	3.43	0.675
Plans are always achieved within the stipulated time	14 (20%)	42 (61%)	11 (16%)	2 (3%)	2.98	0.696
Lesson plans always take into account students' background such as learning difficulties, their needs/interests, growth of experimental skills and previous experience in relation to the topic.	19 (28%)	37 (54%)	8 (12%)	5 (7%)	3.01	0.831
Lesson plans are appropriate and realistic in light of the lesson content and students' ability/skills/interests.	16 (23%)	14 (20%)	0 (0%)	39 (57%)	2.10	1.31
Do include evaluation and assignment in their lesson plan	42 (61%)	19 (28%)	7 (10%)	1 (1%)	3.48	0.740
Submit their lesson plans on a weekly basis	29 (42%)	34 (49%)	4 (6%)	2 (3%)	3.30	0.713
Do not write their lesson plan	4 (6%)	25 (36%)	32 (46%)	8 (12%)	2.36	0.766
Always prepare when holding classes	18 (26%)	30 (44%)	8 (12%)	13 (19%)	2.77	1.04
know a lot of information about the lessons taught	25 (36%)	41 (59%)	1 (1%)	2 (3%)	3.29	0.644
Weighted Mean					3.02	0.81
Subject Mastery						
Most of the teachers under me have good knowledge and mastery of their subject.	43 (62%)	25 (36%)	0 (0%)	1 (1%)	3.59	0.577
My school teachers explain the content of the subject to the learners without reading the textbook	27 (39%)	36 (52%)	2 (3%)	4 (6%)	3.25	0.775
My teachers know a lot of information about lesson taught	26 (38%)	42 (61%)	0 (0%)	1 (1%)	3.35	0.564
The teachers manifest expertise in lessons taught	18 (26%)	49 (71%)	0 (0%)	2 (3%)	3.20	0.584
The teachers share a lot of interesting ideas related to lessons taught	21 (30%)	47 (68%)	0 (0%)	1 (1%)	3.28	0.539
The teachers know how to answer questions raised about lesson taught	23 (33%)	44 (64%)	1 (1%)	1 (1%)	3.29	0.571
The teachers help the learners to focus on content of the lesson.	20 (29%)	45 (66%)	0 (0%)	4 (6%)	3.17	0.706
They always introduce the previous knowledge/skills/everyday experience and linked them to the new topic.	32 (46%)	33 (48%)	3 (4%)	1 (1%)	3.39	0.647

Most of my school teachers use a variety of teaching techniques to stimulate the learners' interest	17 (25%)	49 (71%)	2 (3%)	1 (1%)	3.19	0.550
The teachers show thorough understanding of the lessons taught	19 (28%)	43 (62%)	4 (6%)	3 (4%)	3.13	0.705
Weighted Mean					3.28	0.62
Classroom Management						
The teachers do organise and conduct lesson taking into account the individual differences in students' capabilities.	16 (23%)	42 (61%)	10 (15%)	1 (1%)	3.06	0.662
The teachers ensured that learners were engaged in relevant learning activities.	14 (20%)	48 (70%)	5 (7%)	2 (3%)	3.07	0.626
The teacher handled disruptive behaviours appropriately.	16 (23%)	43 (63%)	9 (13%)	1 (1%)	3.07	0.649
The teachers set classroom rules for students to follow	13 (19%)	51 (74%)	1 (1%)	4 (6%)	3.06	0.662
The teachers show firmness in the implementation of classroom discipline	19 (28%)	45 (65%)	2 (3%)	3 (4%)	3.16	0.678
The teacher ensures that learners were engaged in relevant learning activities.	15 (22%)	47 (68%)	6 (9%)	1 (1%)	3.10	0.598
The teachers control the noise and unnecessary interruptions by the students in the class	35 (51%)	30 (44%)	3 (4%)	1 (1%)	3.43	0.653
The teachers show keenness to inappropriate behaviors.	16 (23%)	42 (61%)	8 (12%)	3 (4%)	3.03	0.727
The teachers acknowledge positive behaviors	28 (41%)	38 (55%)	1 (1%)	2 (3%)	3.33	0.657
The teacher rewards positive behaviors	25 (36%)	39 (57%)	4 (6%)	1 (1%)	3.28	0.639
Weighted Mean					3.16	0.66
Grand Mean					3.15	0.70

Note: 0.1-2.49 – Low, 2.50 -3.09 – Moderate, 3.10 – 3.99– High.

The data from Table 1 revealed that all the items had the weighted mean above the benchmark of 2.50, and the grand mean was 3.15. This shows that the level of teacher effectiveness in secondary schools in Oyo State in terms of lesson preparation, subject mastery and classroom management is high.

Research Question 2: What is the extent of availability of physical facilities in public secondary schools in Oyo State, Nigeria?

Table 2. Extent of availability of physical facilities as completed by the teachers.

Items	VHE	HE	M	LE	Mean	Std. Dev
Physical Facilities						
The classrooms in my school are enough, spacious and not overcrowded for the students.	81 (14%)	135 (22%)	180 (30%)	206 (34%)	2.15	1.04
The school buildings in my school are beautiful, well-roofed, and welcoming to people.	85 (14%)	156 (26%)	176 (29%)	185 (31%)	2.23	1.04
Staff rooms and offices in my school are sufficient?	91 (15%)	181 (30%)	166 (28%)	164 (27%)	2.33	1.04
School library in my school is equipped?	55 (9%)	137 (23%)	187 (31%)	223 (37%)	2.04	0.98
My school laboratories are equipped with facilities	49 (8%)	163 (27%)	195 (32%)	195 (32%)	2.11	0.95
My school field is spacious?	132 (22%)	251 (42%)	105 (17%)	114 (19%)	2.67	1.02
There is a well-equipped computer room in my school.	70 (12%)	134 (22%)	153 (25%)	245 (41%)	2.05	1.05
The toilet facilities in my school are sufficient for teachers and students.	92 (15%)	230 (38%)	165 (27%)	115 (19%)	2.50	0.97
The tables and chairs in my school are sufficient for both teachers and students.	68 (11%)	131 (22%)	214 (36%)	189 (31%)	2.13	0.98
The teachers and students in my school have access to a water facility.	79 (13%)	182 (30%)	179 (30%)	162 (27%)	2.30	1.00
Weighted Mean					2.25	

Note: 0.1-2.49, 2.50-3.09 - Moderate, 3.10-3.99 – High.

Table 2 shows that the extent of availability of physical facilities in secondary schools in Oyo state was low. To answer this research question, a benchmark of 2.5 was set. The table reveals that only four items support the extent of availability of physical facilities in Oyo State. In other words, the extent of availability of physical facilities in secondary schools in Oyo State is low, as only two items (items 6 and 8) out of ten used to measure this meet the benchmark. The remaining eight items had a mean below the set benchmark. The overall mean value of the ten items, or weighted mean, which is 2.25 on table 4.3, was accepted as slightly below the decision benchmark of 2.5. This indicates that the extent of physical facilities' availability in secondary schools in Oyo State is low.

Table 3. Correlation matrix table of between physical facilities and teacher effectiveness.

Variables	Physical facilities	Teacher effectiveness
Physical facilities	1	
Teacher effectiveness	0.43**	1

Note: ** Significant @ p < .05; n = 74.

The results in Table 3 indicate a significant weak positive correlation between physical facilities and teacher effectiveness in secondary schools in Oyo State, $r = 0.43$, $p < 0.05$. Therefore, the hypothesis stating no significant relationship between physical facilities and teacher effectiveness was rejected. This reveals a significant relationship between physical facilities and teacher effectiveness in public secondary schools in Oyo State, Nigeria.

5. Discussion of Findings

The result of research question one revealed that the level of teacher effectiveness in public secondary schools in Oyo State, in terms of lesson preparation, subject mastery, and classroom management, is high. Although the grand mean indicated that the level of teacher effectiveness is high, as it is above the set benchmark of 2.50, there is still room for improvement because the weighted mean of teachers' lesson preparation is moderate and not high. This means teachers prepare their lessons, master their subject matter, and maintain classroom management, which makes them effective in their duties. This is a line with the assertion of Alemu (2014) that stated the main behaviors for effective teaching involve the characteristics that should be possessed by teachers. These characteristics include good lesson preparation, subject mastery, clarity in lesson delivery, classroom management, and good language and communication skills. Also, Oyekan (2000) carried out a study on the attributes of teaching effectiveness among secondary school teachers and discovered that teaching effectiveness in classroom practices includes: strong subject knowledge, smart chalkboard use, clear language skills, well-organized learning environment, and formulation of clear objectives. In support of this, Okolie (2014) opined that effective teaching involves a high level of creativity in analyzing, synthesizing, and presenting knowledge in innovative ways. It aims to cultivate in learners the skills to be analytical, intellectually curious, culturally aware, employable, and capable of leadership.

The result of research question two revealed that the extent of availability of physical facilities in secondary schools in Oyo State was low. It showed that the classrooms in Oyo State secondary schools are not enough and the available ones are overcrowded, the school buildings are not well roofed, while the classrooms and offices are not also sufficient. Also, the result revealed that the library, laboratory, as well as the computer room are not well equipped, and the students and the teachers do not have access to water facilities. The inadequacy of physical facilities in secondary school definitely has effect on the output of the system which are the students as Jaiyeoba and Atanda (2004) reiterated that educational or school facilities are vital tools for efficient and effective delivery of education packages spelt out in the curriculum. Also, Akomolafe and Adesua (2016) emphasized that physical facilities like libraries, laboratories, canteens, classrooms, toilets, fields, and computers may increase students' learning interest and enhance their motivation to learn in many ways.

Hypothesis results showed a significant relationship between physical facilities and teacher effectiveness in public secondary schools in Oyo State, Nigeria.

The finding is in line with the research conducted by Ndjebakal and Genevarius (2017) on the effect of school facilities on internal efficiency, which discovered that school facilities significantly influenced the internal efficiency of secondary schools.

Ajayi and Ayodele (2001) stressed that physical facilities matter a lot for strong teaching and oversight in schools. Naisujaki et al. (2017) found that physical facilities create and keep safe, clean, creative learning spaces. These spaces boost student success and offer a cozy spot for teachers and students to work.

6. Conclusion

The study concluded that the teachers in Oyo State are effective in discharging their duties, most especially in classroom management and subject mastery. But the teachers need to improve in the aspect of lesson preparation before going to class, as this goes a long way in assisting their proper classroom presentation of ideas and logical dissemination of knowledge.

The study discovered that physical facilities such as classrooms, toilet facilities, laboratories, and libraries are inadequate in secondary schools in Oyo State, Nigeria.

The study also discovered that there is a significant relationship between physical facilities and teacher effectiveness in secondary schools in Oyo State, Nigeria.

7. Recommendations

The study therefore recommended that teachers should put more effort and be active in their professional duties, such as lesson preparation, subject mastery, and classroom management, to promote their effectiveness level.

The government should give attention to the adequate provision of physical facilities such as well-equipped libraries and laboratories, enough well-ventilated classrooms and staff rooms, as well as sufficient chairs, water facilities, and computer facilities, among others, to enhance students' performance and teachers' effectiveness.

The education stakeholders, like parents, the community, and the old students' association, among others, should assist in the provision of physical facilities in Oyo State secondary schools.

The philanthropist as well as the non-governmental organization should also assist in the provision of physical facilities in secondary schools in Oyo State, Nigeria.

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