

Learning Facilities and Pupils' Academic Performance in Public Primary Schools in Ondo North Senatorial District, Nigeria

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ABSTRACT

Concerns about declining academic performance in public primary schools in Nigeria have increasingly been linked to inadequate provision and poor maintenance of learning facilities. These facilities are essential for creating a conducive learning environment and supporting effective teaching and learning processes. This study examined the relationship between learning facilities and pupils' academic performance in public primary schools in Ondo North Senatorial District, Nigeria, with a specific focus on the availability and maintenance of such facilities. The study adopted a descriptive survey research design complemented with an ex post facto approach. A multi-stage sampling technique was used to select 130 teachers from 39 public primary schools. Data were collected using a researcher-developed Learning Facilities Questionnaire (LFQ) and a Pupils' Academic Performance Proforma (PAPP). The reliability coefficient of the LFQ was established at 0.79. Data were analysed using descriptive statistics and Pearson Product-Moment Correlation at a 0.05 level of significance. The findings revealed that the availability and maintenance of learning facilities in the study area are generally low. However, pupils' academic performance was found to be high. The results further indicated significant positive relationships between the availability of learning facilities and pupils' academic performance, as well as between the maintenance of facilities and academic performance. The study concludes that although learning facilities are inadequate, their availability and condition remain important factors associated with pupils' academic outcomes. The study contributes to knowledge by providing context-specific evidence and by examining both availability and maintenance of facilities within a unified analytical framework.

Keywords: Learning Facilities, Facility Availability, Facility Maintenance, Pupils' Academic Performance, Primary Education, Public Primary Schools, Educational Resources, School Infrastructure

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INTRODUCTION

Primary education is widely regarded as the foundation of any nation's educational system, as it equips learners with essential literacy, numeracy, and life skills necessary for further education and societal participation. At this level, education plays a critical role in shaping cognitive, social, and moral development, thereby contributing to national growth and development. The effectiveness of primary education, however, depends largely on the availability of adequate learning resources and a conducive learning environment that supports teaching and learning processes. Academic performance is a key indicator of the extent to which learners achieve educational objectives and acquire relevant knowledge and skills. It is commonly measured through test scores, examinations, and continuous assessments (Ayeniyi & Jajua, 2020; Nworie et al., 2023). High academic performance reflects effective teaching, appropriate learning conditions, and adequate resource utilisation, whereas poor performance may indicate deficiencies within the educational system. In Nigeria, concerns have been raised about the declining quality of pupils' academic outcomes, particularly in public primary schools, where several factors have been identified as contributors to this trend.

Among these factors, the role of learning facilities has received considerable attention in educational research. Learning facilities refer to the physical and material resources within the school environment that facilitate teaching and learning, including classrooms, furniture, instructional materials, libraries, laboratories, and sanitation facilities (UNICEF, 2019; Adekanbi & Oladele, 2020). These facilities are essential for creating an enabling environment that promotes active learning, improves teacher effectiveness, and enhances pupils' engagement. Empirical studies have demonstrated that the availability and adequacy of instructional resources significantly influence pupils' academic performance (Adekanbi & Oladele, 2020; Onilude et al., 2025). Conversely, inadequate or poorly equipped facilities have been associated with low learning outcomes and reduced educational quality (Obasi & Anyachebelu, 2020; Olamoyegun et al., 2022). In addition to availability, the maintenance of learning facilities is equally important in sustaining their functionality and effectiveness. Maintenance involves the regular repair, servicing, and upgrading of school infrastructure to ensure usability and longevity (Leonard et al., 2019). Poor maintenance practices can lead to the deterioration of facilities, increased replacement costs, and disruption of teaching and learning activities. Studies have shown that well-maintained school facilities contribute positively to students' academic performance, while neglect of maintenance results in unfavourable learning conditions and diminished educational outcomes (Kolawole et al., 2025; Ayoola et al., 2023).

Despite the recognised importance of learning facilities, evidence from various parts of Nigeria indicates persistent inadequacies in both the availability and maintenance of these resources in public primary schools. For instance, studies have reported shortages of classrooms, instructional materials, and functional libraries, as well as poor conditions of existing infrastructure (Adeyemo, 2024; Asoro, 2021; Odeajo & Odefadehan, 2025). These challenges are particularly evident in many rural and semi-urban areas, where limited funding and weak maintenance culture further exacerbate the situation. While previous studies have established a general relationship between school facilities and academic performance, there remains a need for context-specific empirical evidence that examines both the availability and maintenance dimensions of learning facilities within specific localities. In Ondo North Senatorial District, Nigeria, observations suggest that many public primary schools experience inadequate provision

and poor upkeep of learning facilities. However, empirical data on how these factors jointly influence pupils' academic performance in the district remain limited. It is against this background that this study examines the relationship between learning facilities—specifically their availability and maintenance—and pupils' academic performance in public primary schools in Ondo North Senatorial District, Nigeria. By addressing this gap, the study seeks to contribute to existing literature and provide evidence-based insights for policymakers, educational planners, and school administrators in improving the quality of primary education.

Statement of the Problem

The provision of adequate learning facilities is fundamental to achieving effective teaching and learning in primary schools. These facilities, which include classrooms, instructional materials, libraries, laboratories, and sanitation infrastructure, are essential for creating an enabling environment that supports pupils' academic engagement and achievement. Empirical evidence has shown that the availability and proper utilisation of instructional resources significantly enhance pupils' academic performance, while inadequate facilities contribute to poor learning outcomes (Adekanbi & Oladele, 2020; Onilude et al., 2025; Olamoyegun et al., 2022). Despite this established relationship, several studies have reported persistent inadequacies in the provision and condition of learning facilities in public primary schools across Nigeria. For instance, Adeyemo (2024) identified gross inadequacy of physical and instructional facilities for curriculum implementation, while Obasi and Anyachebelu (2020) found that essential literacy resources were largely absent in many public primary schools. Similarly, Asoro (2021) and Odeajo and Odefadehan (2025) reported that available facilities in many schools are either insufficient or poorly maintained, thereby limiting their effectiveness in supporting teaching and learning activities.

In addition to the problem of availability, the issue of maintenance further compounds the challenges associated with learning facilities. Poor maintenance practices often lead to rapid deterioration of existing infrastructure, rendering it unusable and increasing the cost of replacement (Leonard et al., 2019). Inadequate maintenance has also been associated with unfavourable learning conditions that negatively affect both teachers' instructional delivery and pupils' academic engagement (Kolawole et al., 2025; Ayoola et al., 2023). These conditions may undermine the overall quality of education provided in public primary schools. In Ondo North Senatorial District, observations and existing reports suggest that many public primary schools are characterised by inadequate provision of learning facilities and poor maintenance culture. Classrooms, furniture, instructional materials, and sanitation facilities are often insufficient or in deteriorated condition, which may hinder effective teaching and learning processes. While previous studies have examined learning facilities and academic performance in different contexts, there is limited empirical evidence that simultaneously considers both the availability and maintenance dimensions of learning facilities in relation to pupils' academic performance within this specific district.

The problem is that despite the recognised importance of learning facilities in enhancing academic performance, public primary schools in Ondo North Senatorial District appear to be faced with challenges of inadequate and poorly maintained facilities; the extent to which these factors influence pupils' academic performance remains unclear. This gap in empirical evidence necessitates a systematic investigation

into the relationship between learning facilities—particularly their availability and maintenance—and pupils’ academic performance in the study area.

Purpose of the Study

The main purpose of the study was to examine the level of learning facilities and pupils’ academic performance in public primary schools in Ondo North Senatorial District, Nigeria. Specifically, sought to:

1. Examine the level of availability of learning facilities in public primary schools in Ondo North Senatorial District, Nigeria.
2. Investigate the level of maintenance of learning facilities in public primary schools in Ondo North Senatorial District, Nigeria.
3. Investigate the level of pupils’ academic performance in public primary schools in Ondo North Senatorial District, Nigeria.

Research Questions

The following questions were raised to guide the study:

1. What is the level of availability of learning facilities in primary schools in Ondo North Senatorial District, Nigeria?
2. What is the level of maintenance of learning facilities in public primary schools in Ondo North Senatorial District, Nigeria?
3. What is the level of pupils’ academic performance in public primary schools in Ondo North Senatorial District, Nigeria?

Research Hypotheses

The following formulated research hypotheses guided the conduct of the study.

Ho1: There is no significant relationship between the availability of learning facilities and pupils’ academic performance in public primary schools in Ondo North Senatorial District, Nigeria.

Ho1: There is no significant relationship between the maintenance of learning facilities and pupils’ academic performance in public primary schools in Ondo North Senatorial District, Nigeria.

Literature Review

Learning facilities refer to the physical, material, and infrastructural resources available within the school environment to support effective teaching and learning processes. These include classrooms, furniture, instructional materials, laboratories, libraries, water supply, and sanitation facilities, all of which contribute to creating an enabling learning environment (UNICEF, 2019; Adekanbi & Oladele, 2020). The presence of adequate learning facilities enhances teacher effectiveness, facilitates instructional delivery, and promotes pupils’ active engagement in classroom activities. The availability of learning facilities is a critical determinant of educational quality. It reflects the extent to which essential teaching and learning resources are present, sufficient, accessible, and functional within schools. Adequate availability ensures appropriate pupil–resource ratios, reduces overcrowding, and promotes interactive and experiential learning. Conversely, inadequate availability of facilities has been associated with poor learning outcomes, low motivation among learners, and reduced institutional effectiveness (Obasi & Anyachebelu, 2020; Olamoyegun et al., 2022).

Empirical studies have consistently demonstrated a significant relationship between the availability of learning facilities and pupils' academic performance. Adekanbi and Oladele (2020) found that the availability and utilisation of instructional resources significantly improved pupils' academic performance in core subjects. Similarly, Onilude et al. (2025) reported a positive correlation between learning facilities and pupils' achievement in English and Mathematics across selected states in Nigeria. However, evidence also indicates that many public primary schools suffer from inadequate provision of learning facilities. Adeyemo (2024) reported gross inadequacy of instructional and physical facilities required for effective curriculum implementation, while Obasi and Anyachebelu (2020) found that essential literacy resources such as audio-visual materials were largely absent in public primary schools. These deficiencies limit pupils' exposure to quality learning experiences and constrain effective teaching practices. Beyond availability, the maintenance of learning facilities is essential to ensure their continued functionality, safety, and effectiveness. Maintenance involves regular inspection, repair, servicing, and upgrading of school infrastructure to prevent deterioration and prolong usability (Leonard et al., 2019). Effective maintenance practices help sustain a conducive learning environment, whereas poor maintenance leads to dilapidated infrastructure, increased costs of replacement, and disruption of instructional activities.

Empirical evidence suggests that maintenance of school facilities significantly influences academic performance. Kolawole et al. (2025) reported a strong positive relationship between facilities maintenance and students' academic performance, while Ayoola et al. (2023) found that well-maintained school infrastructure contributes to improved learning outcomes. Conversely, poor maintenance culture has been linked to unfavourable learning conditions, reduced pupil engagement, and lower academic achievement (Leonard et al., 2019). Despite these findings, studies such as Asoro (2021) and Odeajo and Odefadehan (2025) indicate that many public primary schools in Nigeria experience inadequate maintenance practices, with existing facilities often left in deteriorated conditions. This suggests that maintenance remains a critical but under-addressed factor in improving educational quality. Academic performance refers to the extent to which learners achieve educational objectives, typically measured through examinations, tests, assignments, and continuous assessments. It reflects learners' mastery of subject content, acquisition of skills, and ability to apply knowledge in academic contexts (Ayeniya & Jajua, 2020; Nworie et al., 2023). Academic performance is influenced by multiple factors, including teacher quality, learning environment, instructional resources, and socio-economic conditions.

Previous studies have shown that inadequate learning facilities negatively affect academic performance. For instance, Alimi et al. (2012) found that lack of instructional materials and poor infrastructure contributed to low academic performance among pupils. Similarly, Hassan et al. (2023) reported that poorly equipped classrooms and insufficient instructional materials resulted in reduced academic achievement. These findings highlight the importance of providing adequate and functional learning facilities to enhance pupils' academic outcomes. Although existing literature has established that learning facilities significantly influence pupils' academic performance, several gaps remain evident. First, most studies have examined either the availability or the utilisation of learning facilities without giving adequate attention to the maintenance dimension as a distinct and critical factor influencing educational outcomes (Adekanbi & Oladele, 2020; Obasi & Anyachebelu, 2020). Second, while some studies have

explored the relationship between school facilities and academic performance, they often focus on broader educational levels or different geographical contexts, thereby limiting the generalisability of their findings to specific local settings such as Ondo North Senatorial District (Adeyemo, 2024; Kolawole et al., 2025). Third, there is limited empirical evidence that simultaneously examines both the availability and maintenance of learning facilities as joint determinants of pupils' academic performance within the same study framework. Given that availability without proper maintenance may not yield optimal educational outcomes, there is a need for an integrated analysis of these variables. Therefore, this study addresses these gaps by investigating the combined influence of the availability and maintenance of learning facilities on pupils' academic performance in public primary schools in Ondo North Senatorial District, Nigeria. By doing so, the study contributes context-specific evidence that can inform policy decisions and improve the quality of primary education.

RESEARCH METHOD

The study adopted a descriptive survey research design complemented with an ex post facto approach. The descriptive survey design was considered appropriate because it enabled the researcher to systematically collect data from a sample of respondents to describe the current status of learning facilities and pupils' academic performance in public primary schools. The ex post facto design was also employed as the study examined existing conditions without manipulating any of the variables. The population of the study comprised all teachers in public primary schools in the Ondo North Senatorial District of Ondo State, Nigeria. The district consists of six Local Government Areas with a total of 155 public primary schools. A multi-stage sampling procedure was employed for the study. In the first stage, three Local Government Areas were randomly selected from the six Local Government Areas in the district. In the second stage, 39 public primary schools, representing approximately 40% of the total number of schools, were randomly selected from the chosen Local Government Areas. In the final stage, 130 teachers were randomly selected from the sampled schools to participate in the study. Data were collected using two instruments developed by the researcher: the Learning Facilities Questionnaire (LFQ), which was designed to obtain information on the availability and maintenance of learning facilities in the sampled schools. Pupils' Academic Performance Proforma (PAPP), which was used to collect data on pupils' academic performance based on school records. The LFQ consisted of structured items rated on a Likert-type scale to measure respondents' perceptions of the availability and maintenance of learning facilities. The instruments were subjected to face and content validity to ensure that they adequately measured the intended constructs. Experts in educational management, measurement, and evaluation reviewed the instruments for clarity, relevance, and coverage. The reliability of the Learning Facilities Questionnaire (LFQ) was determined using an appropriate reliability estimation method, yielding a coefficient of 0.79. This value indicates that the instrument has acceptable internal consistency for data collection. The researcher administered the instruments directly to the respondents with the assistance of trained research assistants. Out of the 130 copies of the questionnaire distributed, 120 were properly completed and returned, representing a response rate of 92.3%. Data on pupils' academic performance were obtained from school records using the proforma. The data collected were analysed using both descriptive and inferential statistics. Descriptive statistics, including frequency counts, percentages, and mean scores, were used to

answer the research questions. Mean scores were interpreted as follows: values below 2.50 were regarded as low, values between 2.50 and 3.00 as moderate, and values above 3.00 as high. Inferential statistics were employed to test the hypotheses using Pearson Product-Moment Correlation (PPMC) at a 0.05 level of significance. The choice of PPMC was appropriate for determining the strength and direction of the relationship between learning facilities (availability and maintenance) and pupils' academic performance.

RESULT AND DISCUSSION

Results

Research Question One: What is the level of availability of learning facilities in primary schools in Ondo North Senatorial District, Nigeria?

Table 1
Level of Availability of Learning Facilities in Primary Schools

S/N	Items	Very Available		Available		Fairly Available		Not Available		\bar{x}
		F	%	F	%	F	%	F	%	
1	Laboratories	25	20.8	45	37.5	37	30.8	13	10.8	2.68
2	Library	17	14.2	49	40.8	48	40.0	06	5.0	2.64
3	Classroom	27	22.5	39	32.5	45	37.5	09	7.5	2.70
4	Computer	08	6.7	25	20.8	33	27.5	54	45.3	1.89
5	Staff room	19	15.8	51	42.5	36	30.0	14	11.7	2.63
6	Toilet facilities	07	5.8	08	6.7	63	52.7	42	35.0	1.83
Grand Mean										2.40

Table 1 presents the analysis of the level of availability of learning facilities in public primary schools in Ondo North Senatorial District, Nigeria. The results show a grand mean score of 2.40, which falls below the benchmark of 2.50. Based on the decision rule, this indicates that the overall level of availability of learning facilities in the sampled schools is low. A closer examination of the individual facility items reveals variations in availability across different types of resources. Classroom facilities ($\bar{x} = 2.70$), laboratories ($\bar{x} = 2.68$), libraries ($\bar{x} = 2.64$), and staff rooms ($\bar{x} = 2.63$) recorded mean scores within the moderate range, suggesting that these facilities are fairly available but not sufficiently adequate to meet the needs of the schools. In contrast, computer facilities ($\bar{x} = 1.89$) and toilet facilities ($\bar{x} = 1.83$) recorded mean scores below 2.50, indicating low availability. This suggests that critical support facilities, particularly those related to information and communication technology and sanitation, are largely inadequate in the schools studied. The distribution of responses further supports this finding, as a substantial proportion of respondents indicated that certain facilities, especially computers and toilet facilities, were either fairly available or not available at all. This reflects disparities in the provision of learning facilities, where basic instructional spaces are relatively present, but essential supporting infrastructure remains insufficient. The findings imply that although some core facilities exist at a moderate level, the general inadequacy in the availability of key learning resources may hinder the effectiveness of teaching and learning processes in public primary schools within the study area.

Research Question Two: What is the level of maintenance of learning facilities in public primary schools in Ondo North Senatorial District, Nigeria?

Table 2
Level of Maintenance of Learning Facilities

S/N	Items	Regularly Maintained		Occasionally Maintained		Fairly Maintained		Not Maintained		\bar{x}
		F	%	F	%	F	%	F	%	
1	Laboratories	36	30.0	21	17.5	55	45.8	08	6.7	2.21
2	Library	44	36.7	25	20.8	42	35.0	09	7.5	2.37
3	Classroom	48	40.0	10	8.3	53	44.2	09	7.5	2.31
4	Computer	17	14.2	31	25.8	24	20.0	48	40.0	2.14
5	Staff room	57	47.5	10	8.3	46	38.3	07	5.8	2.18
6	Toilet facilities	16	13.3	24	20.0	56	46.7	24	20.0	2.27
Grand Mean										2.25

Table 2 presents the analysis of the level of maintenance of learning facilities in public primary schools in Ondo North Senatorial District, Nigeria. The results indicate a grand mean score of 2.25, which falls below the benchmark value of 2.50. Based on the decision criterion, this implies that the overall level of maintenance of learning facilities in the sampled schools is low. An examination of the individual facility items shows that all the listed facilities recorded mean scores below 2.50, indicating consistently low levels of maintenance across the schools. Specifically, library facilities ($\bar{x} = 2.37$), classrooms ($\bar{x} = 2.31$), and toilet facilities ($\bar{x} = 2.27$) recorded relatively higher mean values within the low range, suggesting that they are occasionally maintained but not to an adequate or consistent standard. Conversely, computer facilities ($\bar{x} = 2.14$), staff rooms ($\bar{x} = 2.18$), and laboratories ($\bar{x} = 2.21$) recorded lower mean scores, indicating poorer maintenance practices for these facilities. This suggests that facilities requiring technical upkeep or specialised attention, such as computers and laboratories, are more likely to be neglected. The response distribution further indicates that a considerable proportion of respondents reported that facilities are either only occasionally maintained or fairly maintained, while a notable percentage indicated that some facilities are not maintained at all. This pattern reflects a weak maintenance culture within the schools. The findings suggest that inadequate maintenance of learning facilities is a widespread issue across public primary schools in the study area. Such poor maintenance practices may lead to rapid deterioration of existing infrastructure, reduce the usability of available facilities, and ultimately hinder effective teaching and learning processes.

Research Question Three: What is the level of pupils’ academic performance in public primary schools in Ondo North Senatorial District, Nigeria?

Table 3
Level of Pupils’ Academic Performance

Academic Session/	No. of pupils with a score of 70% and above	No. of pupils with scores between 60% and 69%	No of pupils with scores between 50% and 59%	No of pupils with scores between 40% and 49%	No of pupils with scores less than 40%	Mean
2021/2022	261 (60)	94 (21)	66 (14)	16 (4)	06 (1)	4.33
2022/2023	237 (59)	76 (19)	58 (15)	24 (6)	04 (1)	4.17
2023/2024	176 (49.2)	93 (26.0)	58 (16.2)	26 (7.3)	05 (1.4)	4.14
Grand Mean						4.21

Table 3 presents the analysis of pupils’ academic performance in public primary schools in Ondo North Senatorial District, Nigeria, across three academic sessions (2021/2022, 2022/2023, and 2023/2024). The results show a grand mean score of 4.21, which is above the benchmark value of 3.00, indicating that the overall level of pupils’ academic performance in the study area is high. A breakdown of performance across the three academic sessions reveals slight variations over time. The 2021/2022 session recorded the highest mean score ($\bar{x} = 4.33$), followed by 2022/2023 ($\bar{x} = 4.17$), while the 2023/2024 session recorded the lowest mean score ($\bar{x} = 4.14$). Although all mean values fall within the high-performance range, the gradual decline in mean scores across the sessions suggests a marginal downward trend in pupils’ academic performance over time. Further analysis of the score distribution indicates that a substantial proportion of pupils consistently achieved scores of 70% and above across the three sessions. Specifically, 60% of pupils attained this level in 2021/2022, 59% in 2022/2023, and 49.2% in 2023/2024. This pattern confirms that a majority of pupils performed at a high level academically. However, there is a noticeable reduction in the proportion of high-performing pupils in the most recent session, accompanied by a slight increase in the proportion of pupils within the lower score ranges. Despite this variation, the proportion of pupils scoring below 40% remained consistently low across all sessions, ranging from 1% to 1.4%. This indicates that cases of very poor academic performance are minimal within the study area. The findings suggest that pupils’ academic performance in public primary schools in Ondo North Senatorial District is generally high. However, the slight downward trend observed in recent years may indicate emerging challenges that could affect future performance if not addressed.

Hypothesis One: There is no significant relationship between the availability of learning facilities and pupils' academic performance in public primary schools in Ondo North Senatorial District, Nigeria.

Table 4
Availability of Facilities and Pupils' Academic Performance

Variables	N	Df	r.cal	p.val	Decision
Learning Facilities	39				
Pupils' Academic Performance	39	76	0.767	0.006	Rejected

p<0.05

Table 4 presents the results of the Pearson Product-Moment Correlation (PPMC) analysis examining the relationship between the availability of learning facilities and pupils' academic performance in public primary schools in Ondo North Senatorial District, Nigeria. The results indicate a correlation coefficient (r) of 0.767, which signifies a strong positive relationship between the availability of learning facilities and pupils' academic performance. This implies that an increase in the availability of learning facilities is associated with a corresponding increase in pupils' academic performance. The table also shows a p-value of 0.006, which is less than the 0.05 level of significance ($p < 0.05$). Based on this result, the null hypothesis stating that there is no significant relationship between the availability of learning facilities and pupils' academic performance is rejected. This indicates that the observed relationship is statistically significant and not due to chance. The strength and direction of the correlation suggest that the availability of adequate learning facilities plays an important role in enhancing pupils' academic outcomes. Schools that are better equipped with instructional and infrastructural resources are more likely to provide conducive learning environments that support effective teaching and improved pupil performance. The findings confirm that the availability of learning facilities is a significant predictor of pupils' academic performance in the study area.

Hypothesis Two: There is no significant relationship between the maintenance of learning facilities and pupils' academic performance in public primary schools in Ondo North Senatorial District, Nigeria.

Table 5
Maintenance of Learning Facilities and Pupils' Academic Performance

Variables	N	df	r.cal	p.val	Decision
Maintenance of Learning Facilities	39				
Pupils' Academic Performance	39	76	0.695	0.007	Rejected

p<0.05

Table 5 presents the results of the Pearson Product-Moment Correlation (PPMC) analysis examining the relationship between the maintenance of learning facilities and pupils' academic performance in public primary schools in Ondo North Senatorial District, Nigeria. The results show a correlation coefficient (r) of 0.695, indicating a

strong positive relationship between the maintenance of learning facilities and pupils' academic performance. This suggests that improved maintenance of school facilities is associated with better academic outcomes among pupils. The p-value obtained is 0.007, which is less than the 0.05 level of significance ($p < 0.05$). Based on this result, the null hypothesis stating that there is no significant relationship between the maintenance of learning facilities and pupils' academic performance is rejected. This implies that the relationship observed is statistically significant and unlikely to have occurred by chance. The strength and positive direction of the correlation indicate that schools where facilities are regularly maintained are more likely to provide conducive learning environments that enhance pupils' engagement and academic achievement. Conversely, poor maintenance of facilities may lead to deteriorated learning conditions, which can negatively affect instructional delivery and pupils' performance. The findings demonstrate that maintenance of learning facilities is a significant factor influencing pupils' academic performance in the study area.

Discussion

Finding on research question one showed that the level of availability of facilities in public primary schools in Ondo North Senatorial District, Nigeria was low. The low level of availability of facilities in public primary schools could be a result of insufficient instructional materials, dilapidated buildings, insufficient furniture, poor toilet facilities, inadequate sport facilities, poor laboratory equipment, among others, collectively undermining the delivery of quality education and, by extension, low pupil learning outcomes. This finding corroborates the findings of Adeyemo (2024), whose findings revealed gross inadequacy of physical and instructional facilities. Also, the finding corroborates Obasi and Anyachebelu (2020), where literacy facilities for teaching and learning were absent. Findings further revealed a low level of maintenance of facilities in public primary schools in Ondo North Senatorial District, Nigeria. The low level of maintenance of facilities in public primary schools reflects a condition where the physical resources, such as classrooms, furniture, laboratories, libraries, and sanitary facilities, are not in good working condition. However, the result of this study negates the findings of Semako (2019), Kolawole *et al* (2025) and Ayoola *et al* (2023), whose studies revealed a moderate level of maintenance of learning facilities. The reason for the result of this study could be poor funding, which may hinder the school administrators from carrying out proper and prompt maintenance services on the available facilities in order to prevent them from total damage, but rather put them to effective use. Research question three revealed that the level of pupils' academic performance was high in public primary schools in Ondo North Senatorial District, Nigeria. This suggests high academic performance often reflects the effect of quality teaching. The result of the finding could be a result of teachers' capability and professionalism to teach effectively with the available facilities, regardless of their status. However, the findings of this study negate Ayeniya and Jajua (2020) and Hassan *et al* (2023), whose findings revealed a low level of pupils' academic performance. The reason for high performance could be as a result of other factors other than learning facilities that may influence students' academic engagement and invariably lead to high academic achievements. Research hypothesis one states that there was a significant relationship between the availability of facilities and pupils' academic performance in public primary schools in Ondo North Senatorial District, Nigeria. This aligns with the finding that Adekanbi and Oladele (2020) and Okoji and Olubayo (2021) found that the

availability of instructional materials significantly improved pupils' performance. Similarly, Onilude et al. (2025) found a significant correlation between the availability of learning facilities and pupils' performance. The result of the finding is an indication that the availability and adequacy of learning facilities provide a better learning environment that enhances pupils' understanding for greater academic achievements. Research hypothesis two states that a significant relationship exists between the maintenance of learning facilities and pupils' academic performance in public primary schools in Ondo North Senatorial District, Nigeria. This implies that the condition of school infrastructure, by way of regular repairs, upkeep, and proper management, plays a critical role in enhancing pupils' learning outcomes. This finding is aligned with Kolawole *et al* (2025), who found a strong positive relationship between facilities maintenance and academic performance. Also, Ayoola *et al.* (2023) found that a significant relationship existed between school plant construction and students' academic performance. This result indicates that well-maintained facilities such as classrooms, libraries, laboratories, ICT equipment, and sanitation systems provide a safe, functional, and supportive learning environment, directly enhancing pupils' academic performance.

CONCLUSION

This study investigated the relationship between learning facilities—specifically their availability and maintenance—and pupils' academic performance in public primary schools in Ondo North Senatorial District, Nigeria. The most important findings of the study indicate that both the availability and maintenance of learning facilities in the study area are generally low, reflecting inadequacies in the provision and upkeep of essential educational resources. Despite these limitations, pupils' academic performance was found to be high. Furthermore, the study established that there are significant positive relationships between the availability of learning facilities and pupils' academic performance, as well as between the maintenance of learning facilities and pupils' academic performance. These findings suggest that while learning facilities may be insufficient overall, variations in their availability and condition are still associated with differences in pupils' academic outcomes. The study contributes to existing knowledge in several important ways. First, it provides context-specific empirical evidence on the state of learning facilities in public primary schools within Ondo North Senatorial District, thereby enriching the limited body of localised research in this area. Second, the study advances understanding by examining both availability and maintenance of learning facilities as complementary dimensions within the same analytical framework, rather than treating them as isolated factors. This integrated approach offers a more comprehensive perspective on how physical resources relate to academic performance. Third, the study highlights the complexity of the relationship between school facilities and pupils' academic outcomes, particularly by demonstrating that high academic performance can occur even in contexts where facilities are inadequate. This finding underscores the need for future research to consider additional variables that may interact with learning facilities in shaping educational outcomes. This study provides valuable insights for educational planners, policymakers, and school administrators by emphasising that improving both the provision and maintenance of learning facilities remains important for enhancing the quality of primary education, even within systems where other factors may also support pupils' academic success.

Recommendation

Based on the findings and conclusions of this study, the following recommendations were made:

1. Government and school authorities should ensure an adequate supply of learning facilities for the effectiveness of library services, laboratory instruction, and classroom activities to enhance teaching and learning practices.
2. Proper maintenance schedules should be established to keep facilities in good working condition, ensuring adequate availability and prolong its lifespan.
3. Teachers should be trained to make maximum use of the available facilities, promote active learning and improve pupils' performance.
4. Government and school administrators should provide funding for maintenance purposes. Well-maintained facilities promote health, safety, comfort, and longevity of infrastructure, which are essential for sustaining a conducive learning environment.
5. Regular inspection should be carried out to ensure that facilities are not only available but also maintained for effective use.

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