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Influence Of School Plant On Students' Academic Performance In Public Secondary Schools In Jalingo Education Zone, Taraba State, Nigeria

Sunday AdejoOdaudu (Ph.D); Comfort David Yaji*; Joseph Peter Diah; Azuaga Chia I. PhD; Aminu Sani PhD & John Zachariah

Department of Educational Foundations,
Faculty of Education,
Taraba State University, Jalingo
***Corresponding author's email:Josephcomfort074@gmail.com**

ABSTRACT
The study examined the impact of school plants on the academic performance of pupils in public secondary schools in Jalingo Education Zone of Taraba State, Nigeria. The studies were tested at a significance level of 0.05 and included four objectives, four research hypotheses questions, and four null hypotheses. Descriptive survey design was implemented for this investigation. The study population consists of all 19,589 students enrolled in public secondary schools across three local government areas that compose the Jalingo education zone. A random sample of 250 respondents was selected from the population. The researcher devised a self-structured questionnaire, "Influence of School Plant on Academic Performance Questionnaire (ISPAPQ)," which was employed for data collection. Three experts from Taraba State University validated the instrument. The Cronbach alpha method was employed to evaluate the instrument's reliability, resulting in a value of 0.76. The demographic information was described using descriptive statistics of frequency and percentages, while the research questions were answered using mean scores and the standard deviation. The results indicated that the academic performance of students in Taraba State is influenced by the physical school environment, library, laboratory, and classroom structures. The study's findings recommended that the Government and school administrators prioritize investments in the improvement of the physical infrastructure and resources in public secondary schools in the Jalingo Education zone. Additionally, sufficient funding should be allocated to guarantee that educational technology, libraries, and laboratories are adequately equipped.
Keywords: School plants, academic performance, secondary school, students, influence

INTRODUCTION

Education is a crucial tool for the progress of every nation. It is a strategy for enacting beneficial transformation for societal improvement. The fundamental objective of education in Nigeria is to provide every citizen with the knowledge, skills, attitudes, and values essential for optimizing societal advantages, leading a satisfying life, and contributing to community growth and welfare. The Federal Government of Nigeria has delineated national educational objectives for all educational tiers: fostering national consciousness and unity, instilling essential values and attitudes for individual and societal survival, and equipping individuals to understand their environment (Akpakwu, 2014).

A significant proportion of secondary educational institutions in the country are owned by state governments. The administration and management of state secondary schools fall under the purview

of ministries of education and their proprietors, who must comply with the minimal criteria set by state legislation. Local education authorities oversee the administration of public primary schools, whilst proprietors manage the upkeep and administration of pre-primary schools. Quality control is upheld by federal and state governments via the inspection of institutions (Aba, 2014). The school plant includes the school location, medical facilities, teaching materials, laboratories, classrooms, and recreational facilities. All of these are relevant to the educational process.

The research focuses on the educational institution, healthcare facilities, and infrastructure amenities. leisure amenities and educational resources. The degree to which these facilities enhance the learning and teaching experience depends on the arrangement of structures and amenities within the school environment. Therefore, a well-designed school plant regarding location, structure, and facilities is likely to improve students' academic performance and promote effective teaching and learning. The academic achievement of pupils is enhanced by a school environment that is both conducive and nurturing. Various performance factors of educational facilities influence the learning process, students, and educators. Inadequate illumination, excessive noise, high carbon dioxide levels, and variable temperatures complicate teaching and learning. Suboptimal health in students and faculty is directly attributable to inadequate ventilation systems and unfavorable plant placements. This may lead to inadequate academic achievement (Mark, 2015).

Akpakwu (2014) asserts that students and staff should constitute the foundation and climax of an educational facility. This indicates that a school facility must be constructed to fulfill the emotional and physical needs of both kids and staff. Secure structures, sufficient hygienic amenities, a harmonious visual environment, a suitable climatic atmosphere, an acceptable acoustic setting, and adequate provisions for work and leisure are essential to fulfill the physical requirements of staff and students. Creating a supportive and engaging atmosphere can fulfill the emotional needs of both students and staff. An inviting and inspiring school environment has the capacity to improve pupils' academic achievement. The educational process involves a substantial group of learners together to obtain knowledge. This is impractical without concrete locations and facilities that support the learning and teaching process.

The phrase "school plant" denotes a regulated environment that ensures the physical safety of students and staff in an educational institution while concurrently promoting the teaching and learning process. To attain the educational aim, the school infrastructure includes buildings, classroom facilities, allocation of physical equipment, and leisure areas (playgrounds). The stated definition indicates that the school plant constitutes a regulated environment that embodies the school's aesthetic image, with structures organized in relation to each other to fulfill the school's aims and goals (Akpakwu, 2014). The word "school plant" denotes the facilities of a school, encompassing classrooms, libraries, labs, generators, football fields, restrooms, furniture, and items associated with the structures, including electrical wiring and appliances. It includes all structures, features, and other elements on the school premises. The school environment is especially significant for pupils, particularly those experiencing their initial enrollment. The formative years of a child's life can profoundly affect their learning disposition, thus necessitating that school facilities and their surroundings be aesthetically pleasing (Mark, 2015).

The school plant includes the physical facilities, structures, and grounds of the institution. It includes the permanent and semi-permanent assets of educational resources, such as laboratory equipment, chalk, blackboards, machinery, and tools. The characteristics and dimensions of the school building affect the curriculum, while the configuration and size of the classroom, along with the furniture, equipment, and available instructional resources, impact the organization of learning. The many instructional strategies that educators might employ and the learning activities in which students may engage. The quality and methodology of instruction and learning are affected by the characteristics of the learning environment, the dimensions of the learning space and school infrastructure, as well as the quantity and variety of equipment and resources accessible. The dimensions and characteristics of the school site, along with the school building and ancillary structures, substantially affect the variety of outdoor teaching and recreational activities permissible at the institution. The school facility is utilized to provide a safe, secure, clean, and comfortable environment for pupils, while also fostering an effective atmosphere for teaching and learning. The curriculum is executed within the educational institution. The school facility is the physical representation of the school curriculum. The school

plant either facilitates or hinders the educational purpose of the institution. The achievement of educational goals may be affected by the relevance, sufficiency, and appropriateness of these facilities (Rao, 2014).

The school facility is crucial for the advancement of the three domains of Bloom's Taxonomy educational objectives: cognitive, emotional, and psychomotor. Educational institutions are crucial for the advancement of cognitive domains, competencies, and skills requisite for academic achievement. They are essential for fostering social interaction sensitivity, commitment, positive emotions, and values in kids. Moreover, they aid the institution in enhancing the dexterity and musculature of the students. The contemporary institutions in Nigeria are intricately connected to other communities. Therefore, it is essential to take this into account while developing plans for the physical infrastructure of educational institutions. In most towns, the local school serves as the principal venue for accommodation, furnishings, and equipment for various events, such as club or village meetings, wedding receptions, church services, rallies, and football tournaments. A school devoid of these advantages will inevitably fail to engage the community's interest.

The quality and methodology of teaching and learning are affected by the characteristics of the learning environment, the dimensions of the educational space and school infrastructure, and the quantity and variety of equipment and resources accessible. The variety of outdoor teaching and recreational activities permissible at the school is greatly determined by the dimensions and characteristics of the site, situated beyond the school building and other facilities. The school facility not only guarantees a secure, clean, and comfortable environment for kids but also serves to enhance teaching and learning. The curriculum is executed within the educational institution. The school curriculum is physically manifested in the school infrastructure, either promoting or obstructing the educational objectives of the institution. The educational purpose may be affected by the relevance, sufficiency, and appropriateness of these facilities. The establishment of educational facilities to improve access to education is a crucial goal for every nation. This has resulted in a comprehensive and meticulous analysis of all elements pertinent to nation-building, encompassing the role of the education system, economic strategies, and demographic composition and forecasts. Rao (2014) contends that education fosters individual creativity, improves social engagement, and facilitates a more substantial contribution to human growth.

Thus, the availability of educational facilities is a result of access to education and, thus, a reflection of a nation's progress. The school building holds a crucial role in the development and functioning of the educational system at all levels.

School plant planning is the procedure by which architects create educational facilities to fulfill the pedagogical criteria set forth by professional educators or planners. The educational process is relevant only when students and staff are safeguarded against natural and anthropogenic risks. A well-designed school facility would enhance expected educational outcomes, facilitating students' academic progress in a manner conducive to economic, political, and social emancipation. Thus, the school plant is an essential element of educational planning. The effective construction of buildings in a performance-enhancing atmosphere depends on the appropriateness of the schools. Arowojolu (2014) asserted that the academic performance of students cannot be assured without adequate instructional facilities, such as classrooms, libraries, labs, and technical workshops.

School plant planners and managers should possess or contemplate specific desirable attributes or primary aims while designing and erecting buildings and other structures on the school premises. This encompasses the health and safety of the school occupants, the sufficiency of space, the visual appeal of the school premises, the resilience of the structure, and the financial considerations for future development and expansion. Furthermore, the utility and adaptability of the structures are taken into account. The variety and volume of curricular and cocurricular activities conducted within and outside the school are determined by the location, size, and characteristics of the school facilities. A school facility located on a limited site may lack adequate room for recreational amenities including a playground.

The above explanation clearly indicates that the planning process of the school facility is of similar importance. This is attributable to its immediate effect on kids' academic performance. Nevertheless, it seems that the appropriate positioning of school plants within our educational institutions has not received adequate consideration. This is apparent in the seating configurations of specific schools

concerning instructional materials, medical amenities, laboratory resources, recreational activities, library facilities, climatic conditions, and the vulnerability of sports/laboratory facilities to adverse weather due to insufficient maintenance of the infrastructure. The instructional and learning processes may be negatively impacted by all of these factors.

Statement of the Problem

In the Jalingo Education Zone of Taraba State, the researcher observes that insufficient school plant planning in numerous institutions has resulted in deteriorating infrastructure, vandalism, and inadequate conditions of laboratories, library resources such as textbooks, furniture, laboratory equipment, and chemicals. All these factors could result in subpar academic achievement among students. The researcher noted that certain schools in the study area possess enough facilities, whilst others do not. Even schools equipped with facilities are inadequately structured and maintained. Against this backdrop, the researcher examined the impact of school facilities on students' academic performance in the Jalingo local government area of Taraba State.

The extensive infrastructural deterioration in numerous public secondary schools across Nigeria, particularly in Taraba State, indicates that educational facilities at all levels are in a deplorable condition. Many school roofs are damaged and remain unrepaired, leading to overcrowded classrooms. Additionally, schools are characterized by dilapidated structures and worn-out equipment, where available, further exacerbating the issue of overcrowding.

The deplorable condition of schools in Taraba State, Nigeria, appears to be worsening without corresponding growth in the number of schools or the provision of sufficient facilities to accommodate the rising student enrollment. Most public schools in Nigeria have existed for an extended duration with the same inadequate classrooms, open spaces, libraries, and other resources. These schools have experienced few or no renovations over time, and virtually no efforts have been made to enlarge their facilities. The factors and elements affecting student performance include: lighting, temperature, acoustics, building age, adequacy of educational materials, learning environment, and the building's orientation relative to sunrise and sunset. The issue pertains to the impact of school facilities on students' academic performance in public secondary schools within the Jalingo Education Zone, Taraba State, Nigeria.

Purpose of the Study

The research investigated the impact of school facilities on students' academicperformance in public secondary schools within the Jalingo Education Zone, Taraba State, Nigeria. Specifically, the study sought to:

i. Ascertain the influence of classroom infrastructure on academic performance of students in public secondary schools in Jalingo Education Zone, Taraba State, Nigeria.
ii. Examine the influence of school libraries on academic performanceof students in public secondary schools in Jalingo Education Zone, Taraba State, Nigeria.
iii. Determine the impact of school laboratories on students' academic achievement in public secondary schools within the Jalingo Education Zone, Taraba State, Nigeria.
iv. Assess the impact of the physical school environment on students' academic performance in public secondary schools within the Jalingo Education Zone, Taraba State, Nigeria.

Research Questions

i. What is the influence of classroom facilities on students' academic performance in public secondary schools in Jalingo Education Zone, Taraba State, Nigeria?
ii. What is the influence of school libraries on student’s academic performance in public secondary schools in Jalingo Education Zone, Taraba State, Nigeria?
iii. What is the influence of school laboratories students' academic performance in public secondary schools in Jalingo Education Zone, Taraba State, Nigeria?
iv. What is theinfluence of physical environment of schools on academic performance students in public secondary schools in the Jalingo Education Zone, Taraba State, Nigeria?

Null Hypotheses

The subsequent null hypotheses were established and evaluated at a significance level of 0.05.

Ho_1: There is no substantial influence of classroom infrastructure on students' academic performance in public secondary schools in Jalingo Education Zone, Taraba State, Nigeria.

Ho_2: The influence of school libraries does not significantly affect pupils' academic performances at public secondary schools within the Jalingo Education Zone, Taraba State, Nigeria.

Ho_3: There is no significant influence of school laboratories on pupils' academic performances in public schools in Jalingo Education Zone, Taraba State, Nigeria.

Ho_4: The influence of school physical environment does not significantly affect students' academic performances in public secondary schools within the Jalingo Education Zone, Taraba State, Nigeria

METHODOLOGY

Research Design

This study employed a descriptive survey research design. A descriptive survey design is appropriate for this study since it examines a cohort by gathering and analyzing data from a sample deemed representative of the overall population. Adamu (2015) and Nworgu (2015) asserted that descriptive survey design is a research methodology that gathers data on conditions and events to elucidate and understand contemporary phenomena. The rationale for selecting a descriptive survey design is to systematically gather data from a sample of a population and delineate its characteristics, features, or facts without researcher manipulation.

Area of Research

The research was conducted in the Jalingo Education Zone, Taraba State, Nigeria. Three Local Government Areas comprise the Jalingo Education Zone: Ardo-Kola, Jalingo, and Lau, established in 1996, 1991, and 1991, respectively. The headquarters of the three local governments are Sunkani, Jalingo, and Lau, respectively. The area has both rural and urban residents, featuring numerous educational establishments, including nursery, primary, secondary schools, and tertiary institutions.

Population

The research population consists of 19,589 students from fifty-one (51) public secondary schools throughout three local government areas within the Jalingo education zone: Jalingo, Lau, and Ardo-kola. The Jalingo local government area comprises 11,788 students. The Lau local government region comprises 3,687 students, while the Ardo-Kola local government area also contains 3,687 students.

Sample and Sampling

A sample of 250 respondents was randomly selected from the population. The sample size was established with the Krejcie and Morgan (1970) probability sampling table at a 95% confidence level. These numbers function as the unit of analysis for the study. The schools selected for the study were allocated across Local Government Areas within the zone.To ensure equitable representation, a simple random sampling method (hat and draw) was employed to select schools and the sample in accordance with the population proportions.

Instrumentation

The data gathering instrument utilized in this study was a researcher-developed self-structured questionnaire. The title is "Influence of School Plant on Academic Performance Questionnaire (ISPAPQ)." The questionnaire comprises 40 items divided into two portions, A and B. Section A includes the demographic data of the respondents, whereas Section B presents information on the study's variables, which are organized into five clusters: A-E. The instrument's response mode was based on a modified four-point rating scale: Very High Extent (VHE), 4 points; High Extent (HE), 3 points; Low Extent (LE), 2 points; Very Low Extent (VLE), 1 point.

Validity of the Instrument

To validate the instrument, the questionnaire (ISPAPQ) underwent face and content validity assessment by three experts 2 from measurement and evaluation and 1 from admin and planning. Respondents provided corrections concerning the pertinence of the items, as well as their clarity and comprehensiveness.

Reliability of the instrument

The instrument's reliability was determined through trial-testing involving twenty (20) students from ten (10) public secondary schools. In this study, the reliability of the instrument (ISPAPQ) was assessed using Split-half method at a significance level of 0.05, yielding a coefficient value of 0.76.

Data Collection Method

The researcher and two research assistants, both educators, were solicited and instructed on the administration of the questionnaire to the designated respondents in their respective schools using wait and take approved. The participants were mandated to complete the questionnaire on-site for prompt collection. This aims to facilitate the timely distribution and retrieval of the questionnaire to prevent multiple trips to schools.

Technique of Data Analysis

Descriptive statistics, including frequency and percentages, were employed to delineate the demographic information, while mean scores and standard deviation were utilized to address the research questions. A mean of 2.50 or more was approved, whilst a mean below 2.50 was approved as low.

DISCUSSION OF FINDINGS

The subsequent findings arose from the results and analysis presented:

1. The findings indicate that classroom buildings have a statistically significant impact on students' academic performance in public secondary schools within the Jalingo Education Zone.
2. Findings about the impact of school libraries on students' academic performance in public secondary schools indicate a statistically significant effect of school libraries on students' academic achievement in the Jalingo Education Zone, Taraba State.
3. The investigation on the impact of school laboratories on students' academic performance in public secondary schools shown a statistically significant correlation between the principal's management of school laboratories and students' academic outcomes in public schools within the Jalingo Education Zone, Taraba State

Discussion of Findings indicated that the physical environment of schools strongly affects the academic achievement of secondary school pupils in the Jalingo Education Zone, Taraba State.

RESULTS AND DISCUSSION

Research Question One: *To what extent do classroom buildings influence students' academic performance inpublic secondary schools in Jalingo Education Zone, Taraba State, Nigeria?*

Table 1. Mean and standard deviations of rating scale extent to which classroom buildings influence students' academic performance in public secondary schools in Jalingo Education Zone, Taraba State, Nigeria (N =250)

S/N	Statement	Mean	SD	Remark
	The condition of the classrooms positively contributes to my academic performance	3.24	0.78	HE
1.	The cleanliness and hygiene of classrooms influence my academic performance.	3.26	0.76	HE
2.	The classrooms in our school are well-lit and adequately ventilated	3.35	0.66	HE
3.	Well-maintained classroom infrastructure encourages a better learning environment	3.35	0.69	HE
5.	Adequate lighting in classrooms enhances my ability to learn.	3.40	0.74	HE
6.	Students do not perform well in a hot classroom	3.19	0.76	HE
7.	Classroom without lighting does not promote high academic performance	3.15	0.81	HE
8.	Classroom without air brings about poor academic performance	3.23	0.77	HE
9.	Overcrowded nature of the classroom can cause low academic performance.	3.34	0.69	HE
10.	Poor seating classroom arrangement can make a student perform poorly academically	3.24	0.73	HE
	Grand mean	**3.27**	**0.07**	HE

Source: Field Survey 2024

Results in Table 1 show all the items have a mean rating scale above the 3.00, including the grand mean. The results indicate thatclassroom buildings have high influence on students' academic performance in public secondary schools.This research corroborates Odufowokan's (2011) report, which indicated a substantial association between the sufficient provision of classroom buildings and the academic achievement of secondary school students in Lagos State. This suggests that sufficient resources and operational physical classroom facilities are effective ways for improving academic performance to accommodate significant increases in school enrolment.

Research question Two: *To what extent does school library influence students' academic performance in public secondary schools in Jalingo Education Zone, Taraba State, Nigeria.?*

Table 2. Mean and standard deviations of rating scale extent to which school library influences students' academic performance in public secondary schools in Jalingo Education Zone, Taraba State, Nigeria (N = 250)

S/N	Statement	Mean	SD	Remark
1.	My school has adequate seat for use in the library for students in the school creating enabling environment for students performance	3.22	0.77	HE
2.	My school his stock with current materials/books for students in the library which in-turn will boost students academic performance.	3.35	0.70	HE
3.	My school have Books for lending to students/teachers which help in improving student interest in school	3.33	0.69	HE
4.	Physical presence of library assistants in the school help and guide students create, discipline and improve academic performance	3.26	0.70	HE
5.	My school library is always open for teachers and students creating learning environment for teachers and students	3.30	0.68	HE
6.	My school have extended the working hours with improve the quality of education on student outcome.	3.26	0.72	HE
7.	Library help students to pay attention to their study	3.29	0.71	HE
8.	Lack of library facilities lead to poor performance of students	3.28	0.73	HE
9.	Inadequate books in library lead to poor academic performance of student	3.26	0.76	HE
10.	Limited access to reading materials near or around the school can lead to lack of interest in students	3.24	0.71	HE
	Grand mean	**3.28**	**0.04**	HE

Source: Field Survey 2024

Results in Table 2 show all the items have a mean rating scale above the 3.00, including the grand mean. This is an indicationthat school library has high influence on students' academic performance in public secondary schools.This research corroborates the findings of Nengomasha, Uutoni, and Yule (2014), which indicated a substantial correlation between school libraries and academic success in Namibia. Nengomasha and his colleagues determined that for a school library to significantly influence academic achievement, it must meet several criteria: a conducive physical infrastructure that is well-furnished, adequate technological resources including computers with internet access and photocopiers, a robust collection of relevant and current materials, and qualified personnel to manage the library effectively.

Research question Three: *To what extent do school laboratories influence students' academic performance in public secondary schools in Jalingo Education Zone, Taraba State, Nigeria?*

Table 3. Mean and standard deviations of rating scale extent to which school laboratories influences students' academic performance in public secondary schools in Jalingo Education Zone, Taraba State, Nigeria (N = 250)

S/N	Statement	Mean	SD	Remark
1.	The presence of well-equipped laboratories positively contributes to my academic understanding	3.29	0.74	HE
2.	Engaging in practical experiments in the laboratory enhances my learning experience	3.25	0.75	HE
3.	Adequate supervision and guidance during laboratory sessions enhance my academic performance	3.30	0.66	HE
4.	Access to modern laboratory equipment and technology positively impacts my academic performance	3.28	0.71	HE
5.	The availability of resources in the laboratory facilitates better comprehension of scientific concepts	3.24	0.75	HE
6.	The laboratory activities are well-integrated with the theoretical aspects of the curriculum.	3.22	0.79	HE
7.	The cleanliness and organization of the laboratory environment contribute to a positive learning atmosphere.	3.22	0.77	HE
8.	Thereare overall condition and maintenance of the school laboratories significantly affect my interest in scientific subjects.	3.20	0.76	HE
9.	Bolbs are well fix and there is always constant light in the school laboratories for both teachers and students	3.34	0.75	HE
10.	My school laboratories is adequately furnish with toilet seat and mirror given conducive environment.	3.45	0.61	HE
	Grand mean	**3.27**	**0.07**	HE

Source: Field Survey 2024

Results in Table 3 show all the items have a mean rating scale above the 3.00, including the grand mean. This is an indication that school laboratories influences on students' academic performancein public secondary schools.This research aligns with Omiko (2015) observed that the utilization of the laboratory in Ebonyi State, Nigeria, fosters scientific attitudes among students in their study of Chemistry. The results concurred with Odutuyi (2015), whose research shown a significant correlation between the laboratory learning environment and students' academic achievement in Chemistry.

Research question four: *To what extent does school physical environment influence students' academic performance in public secondary schools in Jalingo Education Zone, Taraba State, Nigeria?*

Table 4. Mean and standard deviations of rating scale on the extent to which school physical environment influences students' academic performance in public secondary schools in Jalingo Education Zone, Taraba State, Nigeria (N = 250)

S/N	Statement	Mean	SD	Remark
1.	There are enough offices for staff which enhance teaching and learning	3.36	0.62	HE
2.	The are reading rooms for students in my school which enhance academic performance of students	3.34	0.68	HE
3.	We have Dinninghall for students in the school which gives provide enabling environment for teaching and learning	3.30	0.73	HE
4.	My school have enough classroom spaces for teaching students in the school which help students academic performance.	3.19	0.83	HE
5.	My school have common room for teachers with available space for their relaxation	3.27	0.76	HE
6.	My school has available Hall for Exams which provides enabling environment for students academic performance	3.40	0.72	HE
7.	The are adequate and spacious classroom spaces for teaching students in the school which help students academic performance.	3.38	0.66	HE
8.	The are adequate rest room in the school which enhance academic performance of students	3.34	0.78	HE
9.	My school have available playground which provides enabling environment for students academic performance	3.40	0.66	HE
10.	My school has tap water for teachers and students in the school which helpstudents academic performance	3.46	0.64	HE
	Grand mean	**3.35**	**0.07**	HE

Source: Field Survey 2024

Results in Table 4 show all the items have a mean rating scale above the 3.00, including the grand mean. This is an indication thatschool physical environment influences students' academic performance in public secondary schoolsin Jalingo Education Zone, Taraba State, Nigeria.The current study concurs with Torupere (2016) in Bayelsa State, Nigeria, whose findings indicated that the aesthetic appeal of the school and infrastructure conditions greatly affect pupils' academic performance. Likewise, school equipment, instructional resources, and location significantly impacted pupils' academic achievement.

CONCLUSION AND RECOMMENDATIONS

This study underscores the substantial impact of the school environment on students' academic achievement in public secondary schools within the Jalingo Education Zone, Taraba State, Nigeria. The caliber of physical facilities, resources, and infrastructure in a school environment significantly influences students' educational outcomes. Ample classroom space, well-equipped laboratories, accessible libraries, and technological resources were recognized as essential contributing factors. Moreover, well maintained school infrastructure and the presence of supportive amenities were observed to enhance kids' academic achievement. This study led to the following recommendations:

1. The government and school administrators must prioritize investments in enhancing the physical infrastructure and resources of public secondary schools in the Jalingo Education Zone.
2. Sufficient financing must be designated to guarantee the presence of well-equipped laboratories, libraries, and educational technologies in educational institutions.

Regular maintenance and restoration of educational facilities should be conducted to foster an optimal learning environment for students.

3. Efforts must be undertaken to furnish adequate classroom space to meet the increasing student population and guarantee optimal teacher-student ratios.
4. The building and enhancement of supportive facilities, including sports fields, playgrounds, and extracurricular resources, should be advocated to foster students' comprehensive development.

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