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The Effects of School Facilities on Internal Efficiency: The Case of Selected Bilingual Secondary Schools in Yaounde Centre

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***Abstract*- This study sets out to study the relationship that exists between school facilities and internal efficiency in Government Bilingual Secondary Schools in Yaounde centre. Both the quantitative and the qualitative approaches were used to collect and analyse data. In the quantitative approach, questionnaires were used while in the qualitative approach, an observation guide was elaborated. The simple random sampling and the purposeful sampling techniques were used to select 543 teachers from 10 Government Bilingual Secondary Schools (GBSS). Spearman correlation formula was used to determine the relationship between the variables under study and a correlation index of 0.67 was obtained with level of significance of 0.00< 0.05 This overwhelmingly reveals that school facilities significantly influence the internal efficiency of secondary schools in Yaounde Centre. Some recommendations were made to education stake holders.**

***Index Terms*- *Facilities*,Internal Efficiency,Secondary Schools.**

I. INTRODUCTION

This study sets out to study the effects of school facilities on secondary school internal efficiency. UNESCO (2000) defines efficiency as resource allocation across alternative uses. Four dimensions of school efficiency exist, namely, focus on outcomes, favourable internal management, cost-effectiveness and equity, and these are integral parts of an efficient school. Internal efficiency refers to the ability of the school system to produce the expected results using least available resources. School facilities seem to play a salient role in influencing curriculum implementation within a school and as such, their importance should not be underestimated. This study provides new evidence on the importance of school facilities as a major determinant of students' achievement.

II. STATEMENT OF THE PROBLEM

In spite of the leading role played by formal education in human societies, we still observed that its quality is low especially at the level of secondary education. In secondary schools, student performances or output in diagnostic, formative and summative assessment is poor; especially for government secondary school institutions. Unlike private institutions, public school systems are highly characterized by a lot of repetition and premature drop out of students. Looking at the general output of students in the Cameroon General Certificate of Education (GCE) one will realize that the general repetition rate in the General Certificate of Education (GCE) has been very high in the past years. In 2006 the national percentage pass was 50, 1; in 2007 the percentage dropped to 44,5. In 2008 the national mean rose to 59.7 while in 2009 and 2010 the national percentage pass rates dropped to 46,9 and 42 respectively. These success rates are too weak and easily portrays that something is wrong with the system. Students' failure, repetition and dropout are indicators of internal inefficiency which does not only prevent the school system from attaining its objectives but leads resources wastage scenarios.

Majority of students that are repeating classes, dropping out of school constitutes wastage of resources. This wastage experienced by the system reveals that the objectives of secondary education have not been fully met because students' desire for achievement and transition to tertiary institutions has become very low recently. Fonkeng (2006), posits that *"efficiency as applied to educational achievement combines both qualitative and quantitative variables and relates inputs to outputs. An efficient educational system should enable students graduate within the time frame prescribed. If students spend more time than is required there is wastage*".

This malaise ties with the Education For All Monitoring Report (2005) which stresses that: *the general quality of education is poor and needed to be improved*. This report further indentifies quality education as a fundamental prerequisite for achieving the goals of equity. The Dakar Framework for Action (2000) further declares that quality is at the heart of education.

Poor performances or output further pose a lot of problems to education stake holder. It hinders the attainment of educational objectives. It also contributes to retardations in the process of development in the society. This is because citizens will not become active in the development activities at the required time. This would lead to a slowdown of the nation's economic growth and reduce the Gross Domestic Product (GDP); and as a consequence the nation will stagnate in exasperated poverty which is an index of underdevelopment. Furthermore, when students fail repeatedly, they would likely drop out of the system. Dropout students would certainly joined deviant groups which would bring a lot of social insecurity to the society at large since they cannot fully integrate in the society in which they live. Simmons(1984:45) in Koang (2014) posits that one of the most important factors that enable us to determine high or low internal efficiency is the organization and structure of the school; and that School based factors include school

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facilities, teacher characteristics. School management regulation and guidance and the classroom dynamic or the interaction of the student, teacher and the curriculum are the dominate factors. Based on this backdrop, the following research questions were posed to guide the study.

A. Research questions

Q_1. What is the state of educational facilities in Government Bilingual Secondary Schools (GBSS) in Yaounde Centre

Q_2. Does school facilities influence internal efficiency in the secondary school?

B. Research Hypotheses

Ha_1. The state of educational facilities in government Bilingual secondary schools in Yaounde Centre is poor.

Ha_2. There is a relationship between educational facilities and internal efficiency in the secondary school.

III. LITERATURE REVIEW

The existence of large class sizes can be explained by a higher demand in education due to fast population growth. This increase in population has not meet corresponding adequate school infrastructures in terms of classrooms to harbour the students. (Effah; 2003).

Within the framework of this study, school facilities is seen in terms of adequacy of classroom resources, enough sitting places, school libraries, School laboratories, toilets, availability and nature of dispensary. Jagero (2013) opines that the quality and quantity of school input, status and process variables are the major determinants of the quality of output. This implies that the quality of facilities supplied to the school, the efficiency in the utilisation of such facilities would certainly influence the quality of the outputs. So the school administration has to consider the management of school facility as a priority and should thus be actively involved in the definition of relevant facilities based on school objectives, planning and controlling the utilisation and maintenances processes of facilities. This is because proper teaching learning cannot take place without adequate instruments that are fundamental in fostering conduisive environments both for teachers and students in academic settings. It is part of their professional ethics that they should not divert money for procurement to another use.

Olagboye (2004) In Abdulkareem & Fasasi(2013) states that educational facilities consist of instructional resources such as audio and visual aids, graphics, printed materials, display materials and consumable materials. They also include physical resources such as land, building, furniture, equipment, machinery, vehicles, electricity and water supply infrastructure. In another dimension Ojedele (2004) In Abdulkareem & Fasasi(2013) identified three components of educational facilities. These are school infrastructure, such as buildings and playgrounds; instructional facilities. Based on these definitions above, one can conclude that there is a slide difference between school infrastructures and facilities. Considering Ojedele's definition, educational infrastructures constitute part of educational facilities; and this is how these concepts are employed in this study.

From the facility management approach developed by Abdulkareem & Fasasi (2013), planning, organizing, staffing, leading and controlling the processes of supply, utilization, maintenance and improvement of educational facilities in secondary Schools are important functions of school administration as far as facility management is concerned.He equally highlights that planning of educational facilities involves decision making on future actions.

Also, Fielding, (2000) in his study found out that natural lighting, or daylight, has shown to be effective in improving the quality and quantity of lighting in instructional areas. Daylight has been and is still the standard by which artificial light is measured. Fielding (2000) reports that studies by Kuller & Lindsten (1992) and the Heschong Mahone Group (1999), indicate a positive correlation between day lighting and academic performance. While the issue of lighting cannot singularly address all academic success variables. It is important to note that quality lighting increases the comfort of students and that comfort often translates into higher scores and increased performance (Rodgers, 1998). Design experts also promote the consideration of the developmental stages of students when establishing lighting systems (Bushweller, 1998). Design factors such as lighting can create an atmosphere where students are physically supported to concentrate on academic endeavours. Recently, the focus on effective learning environments has shone on healthy physical surroundings. (O'Neill, 2000).

It could be possible that the school environment impact students' health because the quality of air and light in the classroom can influence students' sight and physical and psychological comfortability which could in turn affect teaching and learning processes adversely. Proper windows placed on the classroom could be very important as it facilitates the ventilation process especially when the class size is very large. When many individuals are concentrated in a room without proper ventilation system, it leads to a high emission of carbon dioxide by the human beings there in. lack of proper ventilation will lead a rise in classroom temperatures which would certainly worsen breathing conditions, cause dizziness, weakness and tiredness and possible unrest both for teachers and learners; thus, impeding their endeavours in carrying out their responsibilities as required. Mojela (2013)identified several factors that contribute to the deplorable conditions of public schools infrastructure in South Africa. These include inadequate government intervention, no sense of ownership by stakeholders, inadequate funding, and vandalism. Furthermore, lack of maintenance, neglect, deferred maintenance and overcrowding were also identified.

IV. METHODOLOGY

A. Population of Study

The population of study is the totality of individuals having common characteristics on which the researcher bases to make inference and test the set research hypotheses. The target population here is the sum total of the teachers in government bilingual secondary schools in the Yaounde. The Accessible population constitutes all teachers from Bilingual Government Secondary Schools in the Mfoundi division. These individuals are of different sexes and of various religious and cultural backgrounds. A general characteristic of this population is that they are teachers at the secondary school level. It is on this population that the results of the

findings will be generalized. The teachers working in the public sector are all civil servants.

- **The Simple Random Sampling Technique**

The simple Random Sampling (SRS) is a sample obtained from the population in such a way that samples of the same size have equal chances of being selected. Within the precincts of this sampling technique, we used the lottery method to pick random samples from the population size. Names of schools were written on tags and placed in a container and stirred afterward. A tag was then drawn from the container and the process continued till the required tags were obtained. With this technique 8 schools were selected for the study.

- **Quota or Proportionate sampling**

Proportionate sampling here consists in taking representative proportions out of the population to constitute a sample for the study. From the ten selected schools we had to proceed to select 10 percent of teachers from each selected school to make up our respondents for the study. In each school these individuals were made up of trained teachers either from lower of higher teachers training college and were made up of men and women from various cultural and religious backgrounds. The rationale for using this sampling technique was based on the impossibility of having access to lists of members of the population of interest.

1) The Sample

Our sample in this study was made up of 543 teachers in the secondary school. These individuals had different characteristics; some were principals, trained and untrained teachers from public secondary schools.

B. Instrumentation

In order to collect data about the problem under study, two instruments were constructed. They are questionnaire, observation guide, interview guide and focus group discussion. These instruments belong to the quantitative and the qualitative approaches.

- **Questionnaire**

The questionnaire is a standardized instrument constructed by the researcher about the research Problem under investigation which is to be used to collect information from respondents. Our questionnaire is divided into three parts. The first part enhances on respondents background information. The second part of the questionnaires deals with items on the independent variable while the third part looks at the questions on the dependent variable. The questionnaire was used to facilitate data collection and also to economise time and finances. Also, they offer the surest means on anonymity to the respondents.

- ***Reliability of questionnaire***

In order to establish the reliability of the instrument, we used the test retest reliability type or the stability reliability type. We first administered the instrument to a group of twenty teachers.

Cronbach's coefficient alpha

$$\alpha = \frac{k}{k-1}\left(1 - \frac{\sum \sigma \frac{2}{k}}{\sigma^2}\right)$$

Where:

$\sum \sigma \frac{2}{k}$ is the sum of the variances of the k parts which are the items of the test or instrument.

σ = standard deviation of the test or instrument.

Table 1. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,986	,936	54

After two weeks we re-administered the instrument to the same group of people. The scores were computed to obtain a coefficient of stability index of 0.9. This coefficient stability is significant. This shows that the instrument had a good test re-test reliability.

- *Data Collection with Questionnaire*

As already mentioned above, the rationale for using questionnaire in this study is based on the fact that they facilitate data collection thereby economizing time and financial resources. A total number of 550 questionnaires were administered to respondents with the intension of data collection. In order to do this, we sought the collaboration of school authorities who gave us the right to contact the teachers and distribute the instrument to them in their respective schools. Some of the questionnaires were collected on spot for those who had time to fill them while the rest were collected on rendez-vous. The collection of data with the questionnaire took us a time span of about two months. This was based on the fact that the field of study was vast.

V. DESCRIPTIVE STATISTICS

Table 2. Adequacy of ICTs for Instruction

	N	Min	Max	Mean	Std. Deviation
Computers	518	1	5	3,78	1,137
coursewares	415	1	5	4,98	1,086
Internet	528	1	5	4,12	,815
Other ICTs like	497	1	5	4,35	,520
Valid N (listwise)	518				

Source: Field data, 2016.(1= very good, 2= good, 3= moderate, 4=poor, 5= very poor)

Respondents indicate that the state of computers in their school is moderately adequate to instruction with the mean of 3.78. Computers are used to teach computer science which is superficially done.In terms of teaching other subjects, the nature of computers is very poor because computer machines are not equipped in respective classes and it will be difficult to take students to the computer laboratory always given the high computer student ratio. Concerning the adequacy of coursewares, internet and other ICTs, respondents indicate that they are poor. (Means = 4.98, 4.98, 4.35 respectively).

Also teachers' attitude towards the integration of information and communication technologies is positive even though they lack the efficacy of using this tool as didactic materials. This shows that the availability of these tools could optimise acquisition of such skills by teachers to a certain extent as the school administration could easily organise training sessions within the framework of teacher professional development or growth. The availability of ICT facilities does not only benefit the teacher for teaching but would also enable him to carry out research in order to upgrade his knowledge on subject matter. Students can equally use the computer through the internet to carry out meaningful research. Even though ICTs also have negative repercussions mostly on the students but measures can be taken to mitigate them.

- The ***state of secondary school facilities in government bilingual secondary schools in Yaounde centre.***

Table 3. Information from direct observation

items	Description
classrooms	Majority of classrooms are not electrified. They lack enough ventilation and natural light coming in from the surrounding environments. Classrooms meant for 60 students harbour up to 180 students. This brings in a major problem of sitting space for both teachers and students.
Didactic materials	They are generally rudimentary.
Toilets	Toilets are not enough both for teachers and students. They are mostly pit toilets which are always very dirty on regular basis.
Sports infrastructure	Schools lack adequate and modern sporting facilities especially in terms of playgrounds.
School libraries	Most of the few documents in the libraries do not match the present curriculum. They are all obsolete.
laboratories	School laboratories are still under construction in some schools. While most of the existing ones are poorly equipped.

It is clear from the table above that the available school facilities are generally old, dilapidated, and unattractive both to teachers and students, obsolete and are void of quality.

Table 4. Descriptive statistics on school infrastructures based on teachers views.

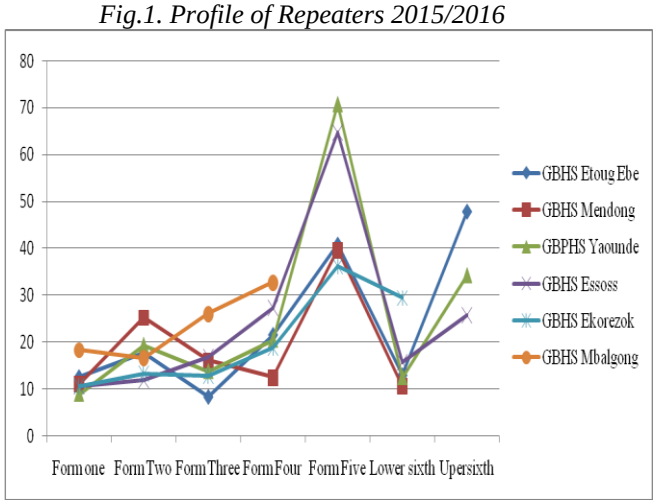
	N	Min.	Max.	Mean	Std. Deviation
Classrooms are adequate for teaching and learning processes	543	1,00	5,00	4,1897	1,19258
Classroom resources such as board, chalk rulers, dusters etc are readily available.	543	1,00	5,00	3,3812	1,42337
Library facilities are adequate and documentation matches the syllabuses of various disciplines.	541	1,00	5,00	4,2983	0,42957
Students and teachers have easy access to the library.	541	1,00	5,00	3,3683	1,46442
Laboratory facilities are fully adequate	537	1,00	5,00	3,2302	1,08189
Toilet facilities are enough and hygienic	543	1,00	5,00	4,4107	0,35520
Availability of medical dispensary and medical trained staff in school	543	1,00	5,00	3,3278	1,37160
School infrastructures are properly managed by school authorities.	543	1,00	5,00	4,4236	1,38826
Portable and electricity supply are readily available	541	1,00	5,00	3,1091	1,52787
Valid N (listwise)	541				

(1= strongly agree, 2= Agree, 3= disagree, 4=strongly disagree),
Source: Teachers' questionnaire, 2016.

The table above presents means and standard deviations on teachers' views on school facilities. The distance between the standard deviations and the means are not too great and this adds more credibility to the mean values. The mean value of 3 and above as seen on the table above shows that respondents' responses fall in the area of disagreement; and looking at the means, it becomes clear that respondents disagree with all the statements that are posed. This gives us the right to conclude that the condition of school facilities in government bilingual secondary schools in the centre region is not adequate as required. This poor

condition of infrastructures will certainly affect not only pedagogic processes but will also hamper students academic performances greatly.

Fig.1. Profile of Repeaters 2015/2016



This graph presents the profile of some repeaters in some Government Bilingual High schools (GBHS) in the centre region. A focus on the trends reveals that the rates of students' stagnation ranges between less than 10 percent to slidely more than 70 percent. The least repetition rates are registered in the early forms while the highest repetition rates are registered in form five and upper sixth. This fact that stagnation rates for students are higher in examination classes is based on the fact that students are not able to meet up with official examination requirements. This automatically puts into question the quality of teaching and learning processes right from the first form; even though this may not be the only determining factor. The statistics presented in this figure clearly indicate that teachers are not carrying out effective quantitative and qualitative curriculum implementation in their respective disciplines. Inadequate school infrastructures could certainly be a major determinant of ineffective curriculum implementation. Repetition rates in lower classes are lower compared to higher classes. Based on this we are tempted to conclude that the quality of assessment practices carried out by teachers either in terms of examination setting, test administration lack quality and validity and may not reflect the standards of official examinations. Above all poor teacher to a greater extent is influenced by poor didactic materials and other infrastructures.

VI. INFERENTIAL STATISTICS

Hypothesis one

Ha_1. The state of educational facilities in government Bilingual secondary schools in Yaounde Centre is poor.

Ha_2. There is a relationship between educational facilities and internal efficiency in the secondary school.

Table 5. Correlations

			School Efficiency	School facilities
Spearman's rho	School Efficiency	Correlation Coefficient	1,000	,672**
		Sig. (2-tailed)	.	,000
		N	543	543
	School facilities	Correlation Coefficient	,672**	1,000
		Sig. (2-tailed)	,000	.
		N	543	546

**. Correlation is significant at the 0.01 level (2-tailed).

From the correlation table above we discover that the relationship between teachers' characteristics and education quality is significant. This is based on the fact that the level of significance is 0.00 thus less than 0.05 which is the alpha and the standard error margin. Alternatively looking at the spearman rank correlation table, the correlation coefficient of 0.672 reveals that the relationship is positively and moderately strong. The results reveal that school facilities significantly influence educational quality in the secondary school.

VII. DISCUSSIONS

Based on the results of the analyses, it was concluded that there is a significant relationship existing between school infrastructures and school efficiency in Cameroon secondary schools. Using the Spearman Rank correlation to assess the relationship we obtained a two tailed significance of 0.00. Thus p-value < 0.05. Alternatively, the classical approach gives a calculated value of 0. 672 which is close to 1.This results tally with the findings of Kirjavainen, (2009) who found out those physical facilities may affect student learning if there is lack of equipment or materials. In addition, if the physical condition of the school premises is poor or the space in the classrooms is too limited it may have consequences on learning through students' and teachers' satisfaction.

This demonstrates that we have no chance of making and errors if we accept that there is a link between the variables under study which are school infrastructures and school efficiency. From this we conclude that school infrastructure significantly influences the efficiency of secondary schools. The following aspects were found responsible for inefficiency of the school system to a certain degree.

- Classrooms are highly inadequate for teaching and learning to take place in a satisfactory manner.
- Classrooms are highly over-crowded leading to high teacher-student ratio
- Many students find it difficult to sit properly due to lack of space to add desks. Also packing space is also insufficient.

- Electrical installations in most classroom are damaged and in some is not exiting.
- School toilets are not only very insufficient but are poorly kept and unhygienic.
- The buildings are old and dilapidated and have not been innovated for long. Some of them leak during rainfall.
- Didactic materials are still very traditional.
- The pedagogical integration of ICTs is seriously lacking.

Generally we can say that majority of secondary school infrastructure is obsolete and is not attractive for the teaching and learning transaction. This can act as a source of de-motivation to the teacher as well as the learner; and as a consequent leads to poor performance and inefficiency.

The results of this study corroborate with the findings of Cash (1993) who found that air conditioning, absence of graffiti, condition of science laboratories, locker accommodations, condition of classroom furniture, wall colour and acoustic levels correlated with student achievement at a significant level when controlling for socio-economic status of students. Chan (1996) conducted a similar study of the impact of physical environment on student success. This study classified 165 Georgia schools into one of three categories: Modern Learning, Obsolete Learning, or Half Modern Learning Environment. Other than building age, differences in the three categories included lighting, colour schemes, air control and acoustic levels (Chan, 1996). As one might expect, Chan (1996) found student achievement to be highest in Modern Learning Environments and lowest in Obsolete Learning Environments. Chan (1996) concluded that technology and adaptabilities of modern environments better equip students for success. This implies that the learning environment is a factor which cannot be under estimated as far as school efficiency is concerned. Good environments would possibly attract teachers and students to effectively teach and learn in a calm and pleasant arena. According to Oni (1992) in Owoeye & Yara (2011), facilities constitute a strategic factor in organizational functioning. This is so because they determine to a very large extent the smooth functioning of any social organization or system including education. He further stated that their availability, adequacy and relevance influence efficiency and high productivity. Writing on how to improve education in developing countries, World Bank publication (1990), citing Mwamwenda & Mwamwenda (1987) linked performance of students to the provision of adequate facilities and that students performed significantly better on academic tests when they had adequate classrooms, desks and books.

All these factors render the school milieu an unsafe environment for learning to take place both on the part of the teachers and the students. It is obvious that when the teachers and the students are not at ease with the available infrastructures that constitute the environment, it will be very difficult for them to ensure quality and efficiency through the exercise of their respective responsibilities. There is interest in the specific aspects of design that may impact on teacher practice and student learning outcomes with regard to environmental factors and how specific environmental conditions impact upon student learning such as noise, temperature, air quality, ventilation and lighting (Durán-Narucki, 2008; Higgins et al., 2005; Keep, 2002; Lackney and Jacobs, 2004; Earthman, 2004). Simon, Evans and Maxwell (2007) concluded that much research linking school building quality to child development suffers from conceptual and methodological problems because it ignores both the quality of old and new buildings and children's response to new buildings. (Fuller et al., 2009).

Sitting places were not enough for most students. Maintenance enhances the quality of building structure to meet modern requirements, in order to prolong the life span of building. It is required to ensure the safety of building occupants. This is also confirmed by Olagunju (2011) that lack of appropriate tool for predictive maintenance of existing buildings and infrastructure can have a detrimental effect in the future. It is necessary to carry out maintenance works for the safety of the users and properties in the buildings, while also preserving the physical conditions of the building and supporting infrastructure in operational state at all times. These standards can be achieved by providing maintenance tools especially for public secondary schools in our communities. Maintenance issues play a major role in the performance of public secondary schools. Isyaku (2003) also observed that lucrative building maintenance contracts are awarded without due process which also contributes to poor maintenance of buildings. Zubairu (2010) attributed the array of abandoned and epileptically functioning of facilities in the public buildings in Nigeria to poor or lack of maintenance.

Besides, educational infrastructure is not limited to school buildings but extends to teaching facilities like different teaching laboratories that respond to the needs of modern times. For instance, New Information Technology is no longer a novelty in schools. (Banfegha, 2014).The demands of education require that all schools should afford to impart basic skills of Information and Communication Technology (ICTS) in the learners. This requirement poses a problem of equity in the democratization process of education in Cameroon. Less than half of secondary schools are fully engaged in the teaching and practice of ICTs. (Banfegha, 2014).

There are many conditions associated to this problem. It is not only the availability of computers, but also the facilities that go along with these appliances. Fairness in education cannot be attained if teachers do not possess the basic skills required for research and teaching. The introduction of new technology in education is not narrowed to audio-visual aids. It includes the use of the computer and other information tools. Unfortunately, the training of teachers has not laid emphasis on this aspect of teacher formation. The inevitable effect is that there are many teachers who do not employ these facilities for research. (Banfegha, 2014).

It is assumed that good architectural and educational design leads to good teaching practice and improved learning because the quality of the building design has flow on effects on teacher and student behaviour, morale and practices and therefore learning outcomes. More recent studies of innovative learning environments, while not focusing on built environment, do indicate that built environments do matter

but less directly with respect to some learning outcomes than assumed (OECD, 2013).

Looking at the systems theory, a symbiotic relationship is supposed to exist between all the inputs that come in the school system. But when the infrastructures are not sufficient to enhance effective teaching and learning, there is a rupture in the school production chain and lead to poor student performances. When a school fails or is inefficient to achieve educational objectives, it is inevitable that there is wastage of human learning, school buildings, equipment and other instructional materials and the labour of teachers. This means that when the degree of wastage is high, the internal efficiency of the system becomes low and vice versa.

Whole school efficiency could be achieved by taking all the resources that a school has and deploying them in the way that best supports pupil outputs. According to this review ensuring whole efficiency would require the deployment of the workforce effectively, with a focus on developing high quality teachers, make use of evidence to determine the right mix of teaching and education support staff, employ or have access to a skilled school business manager who takes on a leadership role, make good use of financial benchmarking information, to inform the school's own spending decisions, make use of school clusters, sharing expertise, experience and data, as well as accessing economies of scale when making shared purchases, manage down back office costs and running costs, have in place a strong governing body and leadership team that challenges the school's spending.

Adeboyeje (1999) corroborated this through his definition of physical facilities as the essential materials that must be put in place and into consideration for the objectives of the school system to be accomplished. He stressed further that the availability of these facilities determines the quality of instruction and performance of students in the school. On Physical and material resources, its importance, need and relevance towards the success of every educational programme cannot be overemphasized. The availability of adequate school buildings, classrooms, chairs, desks and other facilities are necessary for the attainment of educational objectives. (Akinsolu, 2012). The very importance of libraries in the school system cannot be underestimated. Owoeye & Yara (2011) Library is an essential factor in teaching-learning process. It forms one of the most important educational services. The educational process functions in a world of books. The chief purpose of a school library is to make available to the pupil, at his easy convenience, all books, periodicals and other reproduced materials which are of interest and value to him but which are not provided or assigned to him as basic or supplementary textbooks. But it is noticed with a lot of dismay that the libraries in our schools are not up to standard and students do not well informed on library facilities neither do they have enough access to it. This would certainly hamper their academic output in every aspect.

Conclusions

Quality Teaching and learning are the basic requirements of the in the 21st century. For this objective to be attained, the procurement of school facilities need to be guided by the principle of quality that fit within the precincts of stated objectives of the educational system. When school facilities are in good state, the teachers and learners will be motivated and committed to carry out their respective responsibilities. This will go a long way to optimise educational internal efficiency. However, school internal efficiency cannot be determined by adequate facilities alone. Teacher quality, learner quality and a host of other factors are also important.

VIII. RECOMMENDATIONS

Decision has to be made on facilities to be provided in order to ensure relevance, adequacy and quality. Planning also entails consideration of appropriate time to supply a particular item to the school. Utilization, maintenance and improvement of the facilities should be planned in order to guide against wastages, malfunctioning and total abandonment of school facilities.

Provision of facilities should be coordinated in order to avoid duplication of efforts from stakeholders. Also, through coordination, facility can be utilized by many people at different times without one clashing with the other. Maintenance and, improvement efforts should also be coordinated to guide against duplication and wastages. This entails that proper coordination would certainly avert enough wastages of scarce resources.

Experts in a particular field should he assigned to procurement of facilities for the school. The recruitment of expert would be important in the maintenance and improvement services on school facilities. In spite of the fact that administrators have to delegate some of their responsibilities, they still have to influence all procedures at all stages in facility management. Leading roles are also played in maintenance and improvement services in order to enhance quality and durability. Controlling implies regulating the supply of facilities in terms of quality and quantity. It is meant to ensure that facility provision, and utilization are in line with school objectives. Controlling here would also imply checking the state of facilities supplied, monitoring their utilization processes and proper book-keeping.

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