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Investigating the Current State of Educational Facilities in Secondary Schools in Lagos, Nigeria

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Abstract
The present condition of the educational facilities in secondary schools in Lagos, Nigeria, is examined in this study. Classrooms, labs, libraries, sanitary facilities, and ICT tools are all examples of educational infrastructure that are crucial for forming learning environments and affecting academic results. However, many secondary schools in quickly urbanizing areas like Lagos suffer from severe infrastructure problems. The study used a quantitative survey approach, collecting information from 384 respondents from various metropolitan areas, including Lagos Baptist Academy and Caleb British International Schools, using standardized questions. The results show that there are several infrastructure problems, with the main issues being inadequate ICT resources (46%), limited classroom space (47.4%), poor ventilation and lighting (54.17%), and poor sanitation (55.47%). Additionally, 67.71% of participants reported frequent or frequent infrastructure failures, indicating the prevalence of maintenance issues. According to the study's findings, inadequate infrastructure severely lowers educational quality and suggests focused investments in digital tools, ventilation, space extension, sanitation, maintenance systems, and improved public-private partnerships. In order to achieve equitable education in Lagos and safer, more favorable learning environments, these efforts are necessary.

Keywords: ICT, Learning Environment, Maintenance, Sanitation, School Infrastructure Assessment, Secondary Education, Urban Education Planning.

Introduction

The architectural structure that supports the learning process is known as educational infrastructure (Barrett *et al.,* 2018). Together, classrooms, libraries, labs, restrooms, and technology resources create the educational setting and impact student learning results. The accessibility and standard of these facilities are regarded as key markers of a country's dedication to offering high-quality education on a global scale. However, educational infrastructure in developing countries like Nigeria frequently falls short of contemporary standards, which has an impact on students' comfort, safety, and motivation, in addition to how well instruction is delivered (Udeze, 2024).

Encouraging student participation, academic success, and general well-being requires adequate and well-maintained school infrastructure. Effective teaching and learning are greatly influenced by elements including proper lighting, ventilation, classroom space, cleanliness, and access to modern educational technologies (Latip *et al.,* 2024). Teachers report worse effectiveness in teaching, and children frequently express physical discomfort, shorter attention spans, and more absenteeism in settings when these resources are scarce. As a result, school physical condition influences educational standards and results, alongside being an infrastructure issue.

Schools in Lagos State, the most populated and urbanized area in Nigeria, confront significant infrastructure issues (Oguntolu *et al.,* 2021). Many public schools have outdated infrastructure, overcrowded classrooms, little furniture, and subpar water and sanitary services. Even within the private sector, there are inequalities since private schools, although having more resources, frequently put profit margins ahead of infrastructural improvements. Furthermore, Lagos's fast urbanization puts more strain on the city's already-existing educational infrastructure, as demand greatly exceeds supply (Auwalu *et al.,* 2023). As a result, Lagos schools' inadequate infrastructure has emerged as a recurring obstacle to providing inclusive, equitable, high-quality education.

In order to inform urban educational planning and investment strategies, it is essential to evaluate the current condition of educational facilities. Policymakers, planners, and stakeholders can more efficiently allocate resources, prioritize interventions, and create policies that address infrastructure deficits when they have a better understanding of the physical realities of schools (Hasyim, 2025). Regular assessments of school facilities are essential to maintaining educational progress in megacities like Lagos, where population expansion is still exceeding infrastructure development.

Despite the importance of educational infrastructure in improving learning outcomes, there is a lack of methodical, localized assessments concentrating on secondary schools in Lagos. Most previous research addresses infrastructure at the national level or focuses largely on basic and primary education, leaving a gap in understanding the special issues that secondary schools face in fast urbanizing contexts. In Lagos, both public and private schools have overcrowded classrooms, insufficient ventilation, inadequate

sanitation, and limited ICT resources, with maintenance concerns aggravating the situation. The lack of accurate, context-specific data restricts policymakers' and stakeholders' capacity to devise targeted initiatives and efficiently allocate resources to satisfy the expanding demand for urban secondary education.

This study therefore, aims to investigate the current state of educational facilities within selected secondary school in Lagos, Nigeria. The objectives are to identify the main infrastructure problems that impact learning environments, such as inadequate classroom space, poor ventilation, unsanitary conditions, and restricted access to ICT resources. Examining the frequency and seriousness of maintenance-related problems these schools encounter is another goal of the study. It also assesses the adequate amount and accessibility of contemporary learning support resources, giving special attention to ICT and digital materials that affect the effectiveness of instruction and learning.

Literature Review

Overview of Educational Facilities in Nigeria

The physical and technological resources that assist in the teaching and learning processes in schools are referred to as educational facilities (Frameiliada *et al.,* 2023). Classrooms, science labs, libraries, administrative offices, restrooms, and, more and more, ICT resources like computers, projectors, and internet connectivity are examples of these vital facilities. These facilities have an impact on student safety, well-being, and learning outcomes in addition to being instructional spaces in secondary school (Qadeer *et al.,* 2024). Hence, assessing educational facilities entails looking at their physical state as well as their accessibility.

Nigeria's educational infrastructure has always developed unevenly. Public school construction was heavily funded during the post-independence era, but maintenance has frequently been neglected, causing many facilities to deteriorate (Adeoye *et al.,* 2024). Increased school enrollment resulted from the implementation of Universal Basic Education (UBE); however, there was no corresponding increase in the capacity of the infrastructure (Bello, 2021). Private secondary schools are becoming more and more common, particularly in urban areas like Lagos, yet the infrastructure of these establishments varies greatly. In contrast, public secondary schools and some private schools frequently struggle with overcrowding, deteriorating infrastructure, and a lack of resources (Hassan *et al.,* 2022).

Nigeria's school infrastructure often falls behind international norms when compared to global benchmarks (Angwaomaodoko, 2023). A functional laboratory, well-ventilated classrooms, a dependable power source, and enough sanitary facilities are only a few of the minimum safety, health, and educational standards that are expected to be met by appropriate educational facilities worldwide (THAMI, 2024). However, there are still many overcrowded classrooms, poorly furnished or non-operational laboratories, and restricted access to sanitary facilities and clean water in Nigerian schools. It has been determined that this infrastructure deficit is a major obstacle to obtaining high-quality education.

Although there are specific initiatives in Lagos to improve school infrastructure, their implementation has been inconsistent. Periodically, the Lagos State Ministry of Education expands classrooms and conducts school restoration programs. However, these initiatives are frequently outpaced by the fast urbanization and growing student populations. Many local schools nevertheless function in inadequate physical circumstances, even as some major secondary schools and model institutions undergo infrastructural improvements (Oguntolu et al., 2021)

In Lagos, the infrastructure of public and private schools differs noticeably as well. Competition-driven private schools can occasionally provide superior physical settings, especially in mid-range and upscale establishments (Lawal *et al.,* 2025). Nevertheless, a lot of small private schools are housed in converted homes with little regard for infrastructure. Despite being in charge of a sizable student body, public schools frequently suffer from inadequate funding and deteriorating infrastructure due to economic constraints (Herath *et al.,* 2022). Therefore, different infrastructure realities are presented by public and private schools, each of which requires a methodical evaluation.

Educational Infrastructure and Learning Outcomes

There is a continuous relationship between student achievement and the quality of educational infrastructure. Well-equipped schools offer spaces that support focus, involvement, and general academic engagement. The ability of pupils to concentrate and participate in courses is directly impacted by classroom ventilation, adequate lighting, desk spacing, and useful teaching tools (Orun, 2024). On the other hand, crowded classrooms, poorly lit spaces, and decaying buildings cause discomfort and distractions, which lower academic performance.

Physical infrastructure and student attendance and focus are clearly related, according to studies looking into the impact of school surroundings (Yangambi, 2023). For instance, poor sanitary facilities deter students from attending school, particularly female pupils. In the same way, poorly kept classrooms and non-functional labs restrict chances for experiential education, which lowers student interest and participation (LihayLihay *et al.,* 2024). The condition of physical facilities has a big impact on how secondary school pupils study since they use both theoretical and practical approaches.

In recent years, there has also been an increase in interest in the function of smart technology systems in secondary education. Having access to computers, the internet, and interactive learning resources improves student engagement and creates opportunities for creative teaching methods. Without this kind of infrastructure, schools could struggle to appropriately prepare their pupils for the demands of the modern classroom and workplace. ICT resources are therefore becoming more and more recognized as essential parts of secondary school infrastructure, enhancing conventional learning spaces and impacting academic results (Timotheou *et al.,* 2022).

Existing Assessments and Frameworks

A number of frameworks and techniques have been created worldwide to evaluate school infrastructure (Fernández *et al.,* 2023). Usually, these frameworks assess the adequate amount and condition of vital facilities, including classrooms, labs, libraries, and restrooms. However, thorough assessments are rather rare in Nigeria and are frequently restricted to state-led audits or particular initiatives. Current evaluations rarely concentrate on physical structures, but rather on examining how teachers and students use them or integrating contemporary learning support resources like ICT infrastructure (Lomos *et al.,* 2023).

Comparative research from different African cities sheds light on the infrastructure issues that urban learning environments face. For example, evaluations carried out in sub-Saharan Africa countries show comparable patterns of overcrowding in public schools, deteriorating infrastructure, and notable differences between public and private establishments (Romuald, 2023). These studies highlight how crucial it is to conduct context-specific infrastructure assessments in order to guide policy choices and focused interventions in urban education systems.

It is uncommon for Lagos's current infrastructure evaluations to offer thorough information on both public and private secondary schools (Oguntolu *et al.,* 2021). Studies that are currently available frequently concentrate on government-owned schools or evaluate the overall quality of education without paying particular attention to infrastructure. This limits the efficacy of policy responses and infrastructure improvement activities by creating a knowledge gap on the existing state of secondary school facilities in Lagos.

Challenges and Research Gaps

The building and maintenance of suitable instructional facilities in Lagos secondary schools are still hampered by a number of issues. Inadequate funding, weak implementation of policies, fast urbanization, and demographic pressures that put stress on the infrastructure of schools are some of the main issues (Semako *et al.,* 2025). The increasing demand for classrooms, labs, and sanitary facilities frequently exceeds budgetary allocations for educational infrastructure. Furthermore, due to conflicting urban development agendas and a lack of regulatory capacity, measures intended to standardize school infrastructure are difficult to implement (Lawanson *et al.,* 2021).

The existing state of Lagos secondary schools' infrastructure has not been sufficiently examined in previous research to assist evidence-based development (Lawal *et al.,* 2025). Specific examinations that thoroughly examine infrastructure are required, taking into account both the physical state and user viewpoints. This study fills a significant vacuum in the literature by concentrating on a small number of secondary schools in Lagos. It also offers information that helps direct realistic infrastructure improvement plans in the state.

Methodology

The methodology used in this study clearly states the design, population, and sampling procedure, with purposive sampling chosen to ensure that the focus stayed on schools that reflected the research goals. The questionnaire was thoroughly divided into sections, including multiple-choice and Likert-scale items to capture both categorical and attitude replies. For example, Section B, which addressed current difficulties in educational facilities, included questions such as: How would you rank the status of educational facilities at your school? (Excellent, Good, Fair, Poor, Very Poor) and items asking respondents to rate their level of agreement on concerns such as poor ventilation and lighting, insufficient classroom space, poor cleanliness, a lack of ICT and digital learning tools, inadequate security measures, and high energy usage.

To assure dependability, the instrument received preliminary evaluation with a selected number of respondents before the main survey. Cronbach's alpha was used to assess internal consistency and ensure item suitability. Validity was established through expert evaluation by academics and professionals in architecture and education, assuring content validity, while construct validity was strengthened by connecting the questions with the concepts of smart building technology and their anticipated benefits.

The operationalization of variables was designed to match the study's objectives. The independent variable was the implementation of smart building concepts, such as energy-efficient systems, water-saving technology, and the incorporation of digital learning aids. The dependent variables were cost efficiency, operational efficiency, and learning efficiency, as measured by lower energy and maintenance costs, enhanced school building functionality, and increased student performance and engagement. Administrative regulations and the quality of existing infrastructure were considered moderating variables since they might either enhance or diminish the impact of smart building adoption. To ensure comparability, geography was handled as a controlled variable, and the study focused solely on secondary schools.

The data was analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, particularly percentages, were used to summaries replies since they are effective at clearly presenting large samples and identifying trends understandably. The findings were organized into tables and charts for simple interpretation and to provide a clear link between the data obtained and the research objectives.

Research Design

In order to evaluate the current condition of the educational facilities in a few secondary schools in Lagos, Nigeria, this study used a quantitative survey-based research design. The major method for gathering numerical data on the state, challenges, and maintenance procedures of the schools' infrastructure was a standardized questionnaire. Through the systematic measurement and comparison of infrastructure quality made possible by this approach, designs and challenges across the examined schools could be statistically investigated.

Study Area

In order to provide insights into the infrastructure realities of both older missionary-founded schools and contemporary private educational institutions, the study was carried out in Lagos State, Nigeria, with a focus on three secondary schools: Lagos Baptist Academy and Caleb British International School. These two schools were specifically chosen from Lagos' two main urban zones, the Island and the Mainland, to provide geographical diversity and represent various urban contexts within the city.

Population and Sampling

Given that they are the main users of school facilities, the target group included teachers as well as pupils from the chosen secondary schools. In order to guarantee that only individuals who had firsthand knowledge of the actual school environments participated in the study, a purposive sampling technique was used. 384 people in all took part, which is a suitable sample size for statistical analysis based on Cochran's formula for determining sample size at a 95% confidence level and a 5% margin of error.

Population and Sampling

The main tool for gathering data was structured questionnaires. Quantitative information on classroom quality, sanitary facilities, ventilation, lighting, ICT infrastructure, maintenance procedures, and general opinions of the school environment were all intended to be gathered by the questionnaire. Similar scales and categorical responses were used in the majority of closed-ended questions to make data processing simple.

Data Analysis

Descriptive statistical techniques, such as frequency distributions and percentages, were used to evaluate the questionnaire data in order to compile information about the demographics of the respondents and their opinions of the school facilities. To improve clarity, the results were displayed in tables and charts. To find infrastructure differences and shared difficulties, a comparative study of schools was carried out.

Ethical Considerations

All respondents gave their informed agreement, and participation in the study was entirely voluntary. To preserve responder anonymity, all personal identifiers were eliminated, and data confidentiality was upheld. Throughout the study, complete compliance to ethical principles for educational research was maintained.

Results and Discussion

Overview

This section presents the findings, analysis, and discussion of the research data, structured by the study's objectives. Section 1 displays the demography of the respondents, while Section 2

provides a detailed interpretation of these results. It also includes a site and environmental analysis section.

Section 1

Demography of Respondents

Table 1 presents the frequency and percentage distribution for Age, Gender, Occupation, and School across 384 responses.

Table 1: Demography of Respondents

Variable	Category	Frequency	Percentage (%)
Age	13-16	267	69.53%
	10-12	70	18.23%
	Below 10	23	5.99%
	17-19	12	3.13%
	Above 20	12	3.13%
Gender	Male	323	84.11%
	Female	61	15.89%
Occupation	Student	378	98.44%
	Teacher	6	1.56%
School	Lagos Baptist Academy	216	56.25%
	Caleb British International School	162	42.19%
	Caleb International College	6	1.56%

Source: Author (2025)

69.53% of respondents are aged 13-16, indicating this survey primarily reflects the perspectives of mid-teens. Male dominance (84.11%), suggesting potential sampling bias or higher male enrollment in surveyed schools. Overwhelmingly students (98.44%), with teachers comprising only 1.56%. Lagos Baptist Academy (56.25%) and Caleb British International School (42.19%) were the primary institutions surveyed. Caleb International College had minimal representation (1.56%).

Section 2

Analysis of Results by Objectives

Table 2: Condition of Educational Facilities

Rating	Frequency	Percentage (%)
Excellent	45	11.72%
Good	158	41.15%
Fair	112	29.17%
Poor	39	10.16%
Very Poor	30	7.81%
Total	384	100%

Source: Author (2025)

41.15% rated facilities as "Good," but 29.17% reported "Fair," and 17.97% reported "Poor" or "Very Poor.

Table 3: Major Infrastructure Challenges

Challenge	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
Poor ventilation and lighting	96 (25.00%)	112 (29.17%)	85 (22.14%)	66 (17.19%)	25 (6.51%)
Inadequate classroom space	87 (22.66%)	95 (24.74%)	98 (25.52%)	72 (18.75%)	32 (8.33%)
Poor sanitation and hygiene	117 (30.47%)	96 (25.00%)	73 (19.01%)	67 (17.45%)	31 (8.07%)
Lack of ICT/digital tools	79 (20.57%)	98 (25.52%)	103 (26.82%)	74 (19.27%)	30 (7.81%)
Poor security measures	78 (20.31%)	93 (24.22%)	103 (26.82%)	76 (19.79%)	34 (8.85%)
High energy consumption	94 (24.48%)	92 (23.96%)	102 (26.56%)	65 (16.93%)	31 (8.07%)
(Agreement Scale: 1 = Strongly Agree, 5 = Strongly Disagree)					

Source: Author (2025)

Sanitation/Hygiene is the top concern: 55.47% (117 + 96) strongly agree/agree. Ventilation/Lighting follows closely: 54.17% (96 + 112) strongly agree/agree. ICT/Digital Tools and Security show moderate agreement (~46% combined agree/strongly agree).

Table 4: Frequency of Maintenance Issues

Frequency	Responses	Percentage (%)
Frequently	167	43.49%
Occasionally	93	24.22%
Rarely	101	26.30%
Never	23	5.99%
Total	384	100%

Source: Author (2025)

67.71% (167 + 93) face maintenance issues "Frequently" or "Occasionally," indicating widespread infrastructure management problems.

Discussion

Overall, the results show that although some Lagos secondary schools have improved their facilities, there are still large gaps in lighting, ventilation, sanitation, and ICT availability. These difficulties are made even worse by frequent maintenance issues. These shortcomings have an adverse effect on students' comfort, well-being, and academic preparedness,

highlighting the pressing need for focused infrastructure improvements and reliable facility management processes.

Conclusion and Recommendation

The evaluation of a few chosen secondary schools in Lagos shows that while the facilities are generally in a moderate state, there are notable infrastructure shortcomings that make it difficult to provide excellent education. The main problems are inadequate classroom space, inadequate ventilation, poor cleanliness, and restricted access to digital learning resources. The infrastructural difficulties are made worse by frequent maintenance issues.

From these results, the following suggestions are put out to improve the educational facilities in Lagos:

i. Make Sanitation and Hygiene Improvements a Priority: Government organizations and school administrations should make an urgent investment in restoring sanitation infrastructure and implementing hygienic regulations in all schools.
ii. Upgrade Lighting and Ventilation Systems: To create healthier and more comfortable learning environments, facilities should be updated with energy-efficient lighting systems, cross ventilation, and natural lighting.
iii. Expand Classroom Spaces: To reduce overcrowding and enhance learning environments, current spaces should be rearranged and new classrooms built when needed.
iv. Improve ICT Infrastructure: To promote digital literacy and contemporary teaching techniques, schools should place a high priority on providing computers, internet access, and interactive learning resources.
v. Strengthen Maintenance Systems: To handle recurring infrastructure problems, regular preventive maintenance plans should be created, with specific funds set aside for facility improvements and repairs.
vi. Strengthen Security Measures: To guarantee the safety of students and employees, schools should implement stronger security procedures and infrastructure improvements.
vii. Government and Private Sector Partnership: By working together, public and private entities, as well as school administration, can raise the funds required for infrastructure development and repair.
viii. Routine Infrastructure Assessment: To guarantee continuous observation and focused intervention in areas of concern, schools should evaluate their physical facilities once a year.

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