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SCHOOL FACILITIES AND EFFECTIVE TEACHING AND LEARNING IN SECONDARY SCHOOLS IN CALABAR SOUTH LOCAL GOVERNMENT AREA OF CROSS RIVER STATE, NIGERIA.

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Abstract
The study investigated the school facilities and effective teaching and learning in secondary schools in Calabar South local government area of Cross River State, Nigeria. It specifically focused on relationship between existence of good classroom buildings and use of functional Information and Communication Technology (ICT) and effective teaching/learning respectively. Relevant and related literature was reviewed based on these themes. The research design adopted was the survey. Data were generated from 372 respondents using a 28-item questionnaire. The census method was adopted for the study. Data obtained were analysed using percentages and Pearson Product Moment Correlation Coefficient. The analyses revealed that a significant relationship exists between the existence of good classroom buildings and efficacious teaching/learning; use of functional ICT and teaching/learning; and effective teaching/learning. It was concluded that school facilities such as existence of good classroom buildings, use of functional ICT, when combined is capable of enhancing effective teaching and learning in schools. The study recommended amongst others that government should ensure that effective class room buildings are available given its role in facilitating teaching and learning in schools.

Keywords: School, Facilities, Effective, Teaching, Classroom.

Introduction
Effective teaching and learning activities 'involve students in their learning and individual development which is therefore associated with students practising how to learn instead of simply piloting information or copying techniques from teachers or other students. Although there are many different ways to teach effectively, good instructors have several qualities in common. They are prepared, with transparent and fair expectations, have a positive attitude, are patient with students, and assess their teaching regularly. Effective teaching and learning focus significantly on learning climate, classroom assessment and reflection, instructional rigour and student engagement, instructional relevance, and content knowledge' (Delvin, et al, 2012).

Effective teaching and learning is the end product of prepared teachers who

> *"set transparent and proper expectations, have positive attitudes, are patient with students, and assess their teaching regularly. They can adjust their teaching strategies to fit the students and the material, recognising that different students learn differently. Students must construct meaning regardless of how teachers or books tell them things. Mostly, a person does this by connecting new information*

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> *and concepts to what they already believe. Ideas—the basic units of human thought—that do not have multiple links with how a student thinks about the world are not likely to be remembered or valuable. Alternatively, if they remain in memory, they will be tucked away in a drawer labelled 'Biology course, 1995' and will not be available to affect thoughts about any other aspect of the world. Concepts are learned best when encountered in various contexts and expressed in various ways, ensuring more opportunities to become embedded in a student's knowledge system*" (Najumba, 2013).

The issues of effective teaching and learning in secondary schools have raised serious concerns among stakeholders in educational growth. This poses a serious concern to both parents and society. Though the government of Cross River State provides tangible resources to raise the standard of the education system, in some secondary schools, students cannot read nor write. Students perform poorly in their Senior School Certificate Examinations. Thus, the bane of our educational pursuits is non-effective teaching and learning. The students, teachers, general public, educational authorities, curriculum planners and government officers express growing concern over the worrisome rate of low performance by students in school.

However, the educational sector in Nigeria has experienced rapid expansion in the area of enrolment amid scarce/inadequate resources and dilapidated educational facilities without corresponding increase in teaching and learning facilities. This recurrent situation makes our children study in the open or under the trees, in empty classrooms in addition to using non-functional instructional materials. Based on these, the study set out to investigate the school facilities and effective teaching and learning in secondary schools in Calabar South Local Government area of Cross River State. The main question that the study sought to answer was: to what extent is school facilities associated with effective teaching and learning in secondary schools?

The objective of the study was to examine the school facilities and effective teaching and learning in secondary schools in Calabar South Local Government Area of Cross River State, Nigeria. Specifically, the study has the following objectives:
Determine the relationship between the existence of good classroom buildings and effective teaching/learning in secondary schools.
Determine the relationship between functional Information and Communication Technology (ICT) laboratory and effective teaching /learning in secondary schools.

The study and its findings will be of benefit to different stakeholders including the parents, guardians, student, school administrators, and policy makers, among others. The findings of this study will benefit the above-listed stakeholders in the sense that it will sensitize educational planners about the importance of school facilities to the teaching/learning process as lack of facilities limit the ability of a student to achieve various learning and extra curricula activities. The teachers will have job satisfaction, which motivates them to teach'.

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Literature Review

Education is a tool for national development, the single most potent weapon against poverty, and a fundamental human right to which we all are entitled. It allows people to improve health, raise productivity and help foster participation in civil society. Education is a process of keeping the world and our community intact and promoting the development and growth upon which human survival and progress depend" (National Policy on Education 1979).

The result from data gathered to check the impact of school-related variables and quality of academic outcome. The analysis revealed a significant correlation between teacher's quality, classroom ergonometric and student learning outcome. Hence there is a need for improvement in the school environment climate, especially classroom designs and its atmosphere (Etana et al 2022). School facilities are material resources in the school which are enablers of teaching and learning which will increase the production of results. Combined with adequate quality and quantity resources, it constitutes vital inputs for achieving desired educational goals (Kenneth, 2023).

Review of related literature

Good classroom building and efficacious teaching/learning in secondary schools

The belief is that teaching is most effective when lessons are planned and designed with the knowledge of students, including evidence-based practices and strategies, and offer learning goals and instructional activities that are directly related to expectations for what a student should know and be able to do at the end of the instructional chunk (Akube, 1991). When 'this belief is upheld, educators create classroom blocks and environments that encourage engagement by designing lessons based on their knowledge of child and adolescent development to offer age-appropriate learning experiences and grouping. A positive classroom environment helps improve attention, reduces anxiety, and supports students' emotional and behavioural regulation. When educators foster a positive learning culture, learners are more likely to acquire higher motivation, which leads to excellent learning outcomes' (Asiyai, 2012).

The 'classroom environment is one of the most critical factors that affect student learning. An ideal learning classroom is when students view their classrooms as positive and supportive. It is a space where they feel safe and secure. A positive, nurturing environment is an indispensable part of learning. A positive environment makes a student feel comfortable, where healthy relationships with peers and teacher's flourish. In a positive environment, the learning process becomes something that students quickly adapt to and look forward to. To achieve this environment, young students must be nurtured with love, Care and Support' (Deniyi et al, 2016).

Functional Information and Communication Technology (ICT) and effective teaching/learning

The ICT-Driven 'Instructional Aids mostly adopted by Nigerian institutions those days are in the form of prepared lectures on floppy diskettes and CD-ROMs that can be played when needed. This has limited advantages because of the number of students per computer system in which most of these facilities are not interactive enough as compared with when the lecture is received in real time over the internet' (Kamba, 2009). As 'the case is with most new generations' standard institutions, especially in the advanced societies. Today, some basic ICT-Driven

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Instructional Aids echo in our minds when we talk of ICT-Driven Instructional Aids would not be far from the following: Television, Scientific Tools, Computers, Mobile Phones, Satellite Receivers, Technical Instruments, Storage Devices, Memory Reader, Radio, Medical Apparatus, Internet/ email/ social media iPod, Projectors/Beams Art Costumes, Robots, iPhone etc.

The use of ICT-driven instructional aids in any educational process has been stated y many scholars as a necessity (Kamba, 2009). ICT-driven instructional aid media has enhanced teaching and learning through its dynamic, interactive, and engaging content, providing real opportunities for individualised instruction. Information and communication technology (ICT) driven instructional aid have the potential to accelerate, enrich, and deepen skills; motivate and engage students in learning; help to relate school experiences to work practices; help to create economic viability for tomorrow's workers; contribute to radical changes in school; strengthen teaching, and provide opportunities for connection between the school and the world. Information communication technology (ICT) can make the school more efficient and productive, thereby engendering a variety of tools to enhance and facilitate teachers' professional activities' (Yusuf, 2005).

The importance and usefulness of ICT-driven instructional aids in teaching and learning are examined by (Yusuf, 2005 & Okam, 2013) below:
Stimulation of Students' Interest**:** In the teaching-learning process, there is the need to generate, arouse, motivate and maintain students' interest. Learning can take place effectively if the learners' interest is built correctly. ICT-driven instructional aides have the potential if effectively used, to regulate the pace of information flow among different classes of learners in the same classroom. ICT-driven instructional aid address individual differences. Students are aroused by nature and the beautiful appearance of the materials, which will make them Settle down and learn what the teacher has prepared to teach (Yusuf ,2005; Okam 2013). Nzewi (2008) agreed and, based on investigations, that pictures-stimulates and help further study, helping children to take an active interest in the topic presented

Social learning theory

The 'social learning theory was propounded by Bandura and Walters (1977) and is the preferred theory for this study. The social learning theory is based on modelling and limitation, the belief that learning occurs through observing other people, things and events in the environment. The information gained from observing other people influences the way we act' (Elliot et al, 2000). The "major point of this theory is that learners must interact with the environment for learning to take place. There should be a significant relationship between the learner and the environment. Learning takes place in a social context, that is, through interaction. Children learn about somebody or something from something or somebody. Thus, this theory is commonly referred to as observational or imitation theory. The relevance of this theory is that teachers learn how to use different educational amenities to become more efficacious in teaching, and students are rewarded with good results or learning outcomes" (Bandura, 1986).

Methods

In this study, the researcher employed the survey research design. This is due to the nature of the study whereby the opinion and views of people are sampled. According to Singleton and Straits, (2009), Survey research can use quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or

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both strategies (i.e., mixed methods). As it is often used to describe and explore human behaviour, surveys are therefore frequently used in social and psychological research' (Singleton and Straits, 2009). Thus, it was 'used to study availability of educational amenity and efficacious teaching/learning in secondary schools in Calabar South Local Government Area of Cross River State, Nigeria.

The study population, thus, comprised public secondary school teachers in Calabar South local government area of Cross River State, Nigeria. The total population being 323 teachers. The public secondary schools are: Government secondary school, Henshaw Town; Government Secondary School Anantigha; Pinn Margeret Secondary Commercial School, Atakpa; Government Secondary School Atu; Government Secondary School, Idang; Government Secondary School, Uwanse; Government Secondary School, Lagos Stret and Government Secondary School, Howell Street'.

The sample of 'the study was made up of 372 respondents that were selected from 8 secondary schools (public) in the study area. The study comprised secondary school teachers. A census sampling technique was employed to select respondents for this study. The census method was adopted because only 372 respondents were available in the 8 public secondary schools. Based on this statistical list, all members of the population participated in the study. This implied that data were collected for each and every respondent in the study area. This method is also known as complete enumeration or 100 percent enumeration or complete survey.

Firstly, the 12 wards in Calabar South local government area constituted the 12 strata of the study. Purposive sampling procedure was used to study all the eight (8) public secondary schools from these strata. Thus, the 8 public schools represented the eight clusters of the study. Therefore, Henshaw Town represented cluster 1; Government Secondary School Anantigha represented cluster 2; Pinn Margeret Secondary Commercial School, Atakpa represented cluster 3; Government Secondary School Atu represented cluster 4; Government Secondary School, Idang represented cluster 5; Government Secondary School, Uwanse 6; Government Secondary School, Lagos Street represented cluster 7 and Government Secondary School, Howell Street represented cluster 8. From cluster 1, total number of respondents was 46; cluster2 total number of respondents was 41; in cluster 3, total number of respondents was 58; in cluster 4, total number of respondent was72, in cluster 5, total number of respondents was 36, in cluster 6, total number of respondents was 44; in cluster 7, total number of respondents was 51and in cluster 8, total number of respondents was 24. Thus, the overall total was 372 respondents'.

Data 'used in the study were collected from both primary and secondary sources. Primary source was direct information obtained from respondents in the field, while the secondary source comprised information obtained through the use of internet materials, journal articles and textbooks.

The main instrument was a 28-item questionnaire entitled ''School facilities and Effective Teaching/Learning in Secondary Schools Questionnaire.'' It consisted of three sections.
Section A: This section contained 5 items drawn from the participant's demographic data which include: age, sex, marital status, religion, educational qualification.
Section B: This was made up of 16 items that measured opinion of the teachers about educational facility in effective teaching/learning. The section was further subdivided into 2 sub sections (sub-scale) that measured educational amenity variables.

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Sub-scale B1: Good classroom building
Sub-scale B2: Functional ICT laboratory
Items in these sub-scales were measured in a 4-point Likert scale of:
SA for Strongly Agree
A for Agree
D for Disagree
SD for Strongly Disagree

The 'questionnaire was administered to the 372 purposively selected respondents in Calabar South Local Government Area with three research assistants. A self-introduction by the researcher and her assistants was done to the participants in their offices and explanation of their mission. The copies of the questionnaire were then distributed to the secondary school teachers of the study area. This method was adopted to ensure accurate response. They were retrieved same day in each of the clusters visited. This was to ensure 100 percent questionnaire return rate for the study'.

Descriptive and inferential statistics were used to analyse the data. Percentages were used to report the demographic characteristics of respondents while the hypotheses were tested at 0.05 level of statistical significance using the Chi-square Statistics as implied in the hypotheses.
In computing the questionnaire items, the response scale and their corresponding values were as follows:

Scaling points	Values
Strongly Agree (SA)	4
Agreed (A)	3
Disagreed (D)	2
Strongly Disagreed (SD)	1

Analysis was done hypothesis by hypothesis testing each one at 0.05 level of significance using Pearson Product Moment Correlation Coefficient.

Hypothesis one
The existence of good classroom buildings has no significant relationship with effective teaching/learning in secondary schools.
Pearson Product Moment Correlation Coefficient was used to measure the relationship between the variables

Hypothesis two
There is no relationship between functional Information and Communication Technology (ICT) laboratory and effective teaching/learning in secondary schools.
Pearson Product Moment Correlation Coefficient was used to measure the relationship between the variables.
The data are presented in tables showing simple percentages statistical analysis.
Table 1.1.1 revealed the respondents' responses on personal and demographic information is indicated. It is observed in age category that 34 (9.1 percent) aged 17-21 years; 56 (14.9 percent) fell between age brackets of 22-26; 103 (27.5 percent) were within the age brackets of 27-31; 132 (35.2 percent) were between 32-36 years while 50 (13.3 percent) respondents were between the age brackets of 37-41 years. The table indicated that majority of respondents, 210 (56.8 percent) were female while 162 (43.2 percent) were female teachers. It implied that majority of

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respondents were female teachers. Again, this may also indicate that most of our teachers in the state are of the female sex.

In terms of 'religious affiliation, it shows that 373 (99.5 percent) respondents were Christians while 2 (0.5 percent) respondents were others. This means that the majority of respondents were Christians. Responses on marital status showed that 11 (2.9 percent) respondents were single; 337 (90.7 percent) respondents were married; 7 (1.9 percent) respondents were divorced while 6 (1.6 percent) respondents were others. 11(2.9 percent) respondents were widows. This means that the majority of respondents were mothers or married women. They show keen interest to the questionnaire items.

In respect to educational level, it is observed that 70 (18.66 percent) respondents had obtained NCE/OND in terms of educational attainment; 293 (78.13 percent) respondents had obtained BSc/BEd/HND while 22 (5.86 percent) respondents had obtained MSc/Med/PGDE education. This implies that majority of the teachers had obtained BSc/MEd/HND educational qualifications.

Table 1.1.1 Respondents response on personal and demographic information

S/n	Items	Variables	No of respondents	Percentage (percent)
1.	Age	17-21	34	9.1
		22-26	53	14.24
		27-31	103	27.68
		32-36	132	35.48
		37-41	50	13.44
		Total	372	100
2.	Sex	Male	162	43.2
		Female	210	56.8
		Total	372	100
3	Religion	Christianity		
		Islam	-	-
		Traditional religion	-	-
		Others (Specify)		0.5
		Total	372	100
4	Marital status	Single	11	2.9
		Married	337	90.7
		Divorced	7	1.9
		Widows	11	2.9
		Others (Specify)	6	1.6
		Total	372	100
5.	Educational qualifications	NCE/OND	70	18.66
		BSc/HND/BA	290	78.13
		MSc/MEd	22	5.86
		Total	372	100

Source: Field survey, 2024

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Is there any relationship between good classroom buildings and efficacious teaching/learning in secondary schools?

Table 1.1.2: Responses on good classroom building/environment and effective teaching/learning in secondary school.

S/N	Items	Responses		
		SA/A (%)	SD/D (%)	Total (%)
6	It is necessary to create good classroom blocks that encourage creativity	322 (86.66%)	50 (13.33%)	372(100)
7	Students participate well in learning where classrooms are conducive	342 (92%)	30 (8.6%)	372(100)
8	A positive classroom environment helps improve attention and reduces anxiety	362 (97.33%)	10 (8.6%)	372(100)
9	When educators foster a positive learning environment/culture, learners are more likely to acquire higher motivation for learning.	342 (92%)	30 (6.7%)	372 (100)
10	A good classroom makes teaching enjoyable as teachers are able to assess students' learning needs.	342 (92%) 348 (93%)	30 (6.7%)	372 (100)

Source: Field survey, 2024

Responses in Table 1.1.2 were categorized into two: (SA and A for Strongly Agree and Agree) and (SD and D for Strongly Disagree and Disagree). Based on the table, 86.66 per cent (N=322) agreed that it is necessary to create classroom blocks and environments that encourage students' engagement with teachers, on the other hand, 13.33 per cent (N=50) disagreed. The table indicates that 92 per cent (N=342) of total respondents agreed that students participate well in learning where classrooms are conducive while 8.6 per cent (N=30) admitted on the contrary. Again, 97.33 per cent (N=362) decided that a positive classroom environment helps improve attention and reduce stress. However, 8.6 per cent (N=30) disagreed.

From the table again, 92 per cent (N=342) of 'total respondents asserted that when educators foster a positive learning environment /culture, learners are more likely to acquire higher motivation for better learning'. Again, 92 per cent (N=342) admitted that a good classroom environment facilitates one –one-meeting with students while 8.06 percent (N=30) had a contrary opinion. Finally, 93 percent (N=348) accepted that a good classroom makes teaching enjoyable as teachers are able to access students' learning process.

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4.2.2: To what extent is adoption of functional Information and Communication Technology (ICT) significantly related with efficacious teaching/learning in secondary schools?

Table 1.2.2: Responses on adoption of functional Information and Communication Technology (ICT) and effective teaching/learning in secondary schools.

S/N	Items	Responses		
		SA/A (%)	SD/D (%)	Total (%)
11	Use of ICT makes learning more effective	351 (94.35%)	21 (5.64%)	372(100)
12	Use of ICT driven instructional aids explain graphics maps, video, picture etc better	346 (93%)	26 (7%)	372(100)
13	ICT provides opportunities for individualized instructions.	352 (95%)	20 (5.37%)	372(100)
14	ICT accelerates, enriches and deepens skills.	347 (93.27%)	25 (6.7%)	372 (100)
15	ICT relates school experiences to work practices.	350 (94%)	22 (6%)	372 (100)
16	ICT strengthens teaching and provides opportunities for connection between the school and world of work.	346 (93%)	26 (7%)	372(100)

Source: Field Data (2024).

From Table 1.2.2, responses indicating a relationship between 'adoption of Information and Communication Technology (ICT) efficacious teaching/learning in secondary schools are indicated'. Responses on question 12 showed that 93.35 percent (N=351) respondents agreed that use of ICT makes learning engaging, interactive and dynamic in content while 5.64 percent (N=21) responded in the negative. In question 13, 93 percent (N=346) respondents agreed that use of ICT driven instructional aids explain graphics maps, video, picture etc better while 7 percent (N=26) respondents responded in the negative. In question 14, 95 percent (N=352) admitted that ICT provides opportunities for individualized instructions while 5.37 percent (N=20) disagreed. In question 15, 93.27 percent (N=347) agreed that ICT accelerates, enriches and deepens skills while 6.7 percent (N=25) responded in the negative. In question 16, 94 percent (N=350) agreed that ICT relates school experiences to work practices while 6 percent (N=22) responded in the negative. Finally, in question 17, 93 percent (N=346) responded 'that the adoption of ICT strengthens teaching and provides opportunities for connection between the school and the world of work'.

Test of hypotheses

This section deals with the testing of research hypotheses. In this section, hypotheses were re-stated in null form. Variables as well as analytical technique adopted for the hypotheses were

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presented. The 0.05 level of significance was used for statistical measuring of the hypothesis for the study.

Hypothesis one

The independent variable was existence of good classroom/environment while the dependent variable was efficacious teaching /learning in secondary schools. To test this hypothesis, Pearson Product Moment Correlation Coefficient was used. The result is as presented in tables 1.3.1.

TABLE 1.3.1

Pearson product moment correlation analysis of the relationship between existence of good classroom building/environment and effective teaching/learning in secondary schools (N=372)

Variable	**Σx**	**Σx²**		
			Σxy	**r-cal**
	Σy	**Σy²**		
Existence of good classroom buildings (x_1)	1580	6455		
			5945	0.786*
Effective teach./learning (y)	1480	5550		

*Significant at <0.05, df=370, Crit-r = 0.195

From table 1.3.1, the 'summarized results of the statistical analysis showed that the calculated r-value of 0.786 was found to be greater than the critical r-value of 0.195, needed at 0.05 level of significance, with 398 degrees of freedom. With this result, it means that the null hypothesis is rejected while the alternate hypothesis is accepted'. This implies that good classroom building/environment has a significant relationship with effective teaching/learning in secondary schools in Calabar South Local Government area of Cross River State, Nigeria.

Hypothesis 2

The independent variable was adoption of Information and Communication Technology (ICT) while the dependent variable was effective teaching /learning in secondary schools. To test this hypothesis, Pearson Product Moment Correlation Coefficient was used. The result is as presented in tables 4.3.2.

Table 1.3.2

Pearson Product-Moment Correlation analysis of the relationship between adoption of information and Communication Technology (ICT) and effective teaching/learning in secondary schools (N=372)

Variable	Σx	Σx²		
	Σy	Σy²	Σxy	r-cal
Information and Communication	2223	3516		
Technology (ICT) (x_2)			7255	0.619
Effective teaching/learning in	1480	5550		
secondary schools (y)				

Significant p<0.05, df=370, crit-r=0.195

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From table 4.3.2, the 'summarized results of the statistical analysis showed that the calculated r-value of 0.786 was found to be greater than the critical r-value of 0.195, needed at 0.05 level of significance, with 398 degrees of freedom. With this result, it means that the null hypothesis is rejected while the alternate hypothesis is accepted. This implies that Information and Communication Technology (ICT) has a significant relationship with efficacious teaching/learning in secondary schools in Calabar South Local Government area of Cross River State, Nigeria. This means that adoption of Information and Communication Technology makes teaching and learning very effective in secondary school. The result therefore implies that adoption of Information and Communication Technology has a significant association with effective teaching and learning in secondary schools. This means that these materials assist teachers to logically and sequentially present lessons to learners.

Discussion of findings

Good classroom buildings and efficacious teaching/learning.

The'result of hypothesis one indicated that a good classroom building and environment has a significant relationship with efficacious teaching and learning in secondary schools'**.** The findings 'are in consonance with the earlier observations of Akube (1991**)** that teaching is most effective when lessons are planned and designed with knowledge of students, including evidence-based practices and strategies, and offer learning goals and instructional activities that are directly related to expectations for what a student should know and be able to do at the end of the instructional chunk' (Akube 1991).

Also, the findings of this study links to Asiyai (2012) 'emphasized that when assumptions about effective teachings are upheld, educators create classroom blocks and environments that encourage engagement by designing lessons that are based upon their knowledge of child and adolescent development to offer age-appropriate learning experiences and grouping. A positive classroom environment helps improve attention, reduce anxiety, and supports emotional and behavioural regulation of students. When educators foster a positive learning culture; learners are more likely to acquire higher motivation that leads to wonderful learning outcomes.

Use of functional Information and Communication Technology and effective teaching/learning.

The analysis 'of hypothesis two stated that a significant relationship exists between the adoption of Information and Communication Technology (ICT) and efficacious teaching and learning in secondary school'. The findings support Yusuf (2005) 'that ICT-driven instructional aids media has enhanced teaching and learning through its dynamic, interactive, and engaging content; it has provided real opportunities for individualized instruction. Information and communication technology (ICT) driven instructional aids has the potential to accelerate, enrich, and deepen skills; motivate and engage students in learning; help to relate school experiences to work practices; help to create economic viability for tomorrow's workers; contribute to radical changes in school; strengthen teaching, and provide opportunities for connection between the school and the world. Information communication technology (ICT) can make the school more efficient and productive, thereby engendering a variety of tools to enhance and facilitate teachers professional activities' (Yusuf, 2005).

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Conclusion

The benefits of school facilities in teaching and learning has been empirically confirmed. These 'are material resources in the school which are physical and spatial enablers of teaching and learning which will increase the production of positive results. When combined with other resources in adequate quality and quantities, constitutes vital inputs for achieving desired educational goals. Based on this completed study, it is validated that educational amenities such as existence of good classroom buildings and use of ICT when combined is capable of enhancing effective teaching and learning in schools.

Recommendations

In view of the importance of a good class room block/environment, educators should endeavour to 'foster a positive learning culture so that learners are able to acquire higher motivation that leads to wonderful learning outcomes. Since the importance and the usefulness of ICT-driven instructional aids in teaching and learning in stimulation of students' interest cannot be underestimated there is the need for the school to ensure a functional ICT unit to generate, arouse, motivate and maintain students' interest. This will ensure that the learners' interest is built properly for learning to take place effectively'.

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