

## **Survey on Quality of School Sites and Locations of Lagos State Public Schools**

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### **Abstract**

*In this study, a survey on quality of school sites and locations of Lagos State public schools was carried out with specific focus on the level of availability of the facilities with reference to UNESCO prescriptions for school facilities supplemented with Commonwealth Department of Education. Two research questions were raised for the study. Forty-six (46) Schools were randomly sampled from 2 purposively selected educational districts of Lagos State. The study adopted a descriptive survey design because it was concerned with what was on ground and how they conformed to the standards expected of the facilities. The instrument used to collect data and establish the standard and quality of available of school sites/ locations in the sampled schools was Checklist of the Existing School Location and Site (CESLS), whose reliability was found to be 0.83. The data collected were analysed using simple percentages. The findings showed that 97.8% of Public Junior Secondary Schools in Lagos State were located at accessible areas. Between 73.9% and 89.1% of the school plants were averagely good in quality. However, about 37% - 41% of the schools sampled had poor topography, epileptic power supply and irregular water supply. Few of the schools were located far from noisy areas and external distraction. This falls short of UNESCO's standard of 183 metres distance away from sources of noise. Between 32% and 52% of the schools were located close to sources of noise such as hotels, market areas and highways.*

*Key words:* adequacy of school plants, locations, environment, school accessibility, UNESCO prescriptions on school spaces

The role of a good school is to build students that are mentally sound, alert and capable of acquiring values and virtues. It is to build students that will find pleasure in academic activities which is fundamental to life endeavour. It is also to make students pass through the required experiences and to bring about corresponding changes in behaviour through critical thinking. Schooling requires propelling children towards extraordinary changes and transformation that will guide them in developing culture acceptable for human interaction. This accounts for why the qualities of learning environment and academic facilities are vital to the quality of education. Education involves teaching and learning. Learning should be learner-centred and the environment where this takes place should be safe, comfortable, accessible, flexible and appropriate to

the age and developmental stage of learners. Learning environment should be designed not only for learning but also to build up the required political will in the life of children, thereby making the value of learning to be centred on the good condition of the entire system.(Coalson, Dudley, & Hurlay 2011; Ibe-bassey, 2009; Kolawole & Arikpo, 2001; Walden, 2015).

The importance of school plant and location in this study is to bring to realisation that the nature of students' learning environment must be carefully planned to support the educational objectives as well as to provide safe, clean and technologically up-to-date standards (Asiabaka, 2008). The responsibility of a good school is to be a training centre, conducive for instruction and attract students' attention on how to be properly integrated into society. Availability of school buildings and other accessories contribute to effective instruction that would lead to improved academic performance. School sites and location are major parts of educational needs. Therefore, they ought to be orderly, clean and safe for people around. There is the need to keep the school environment clean and beautiful before meaningful learning could take place (Ibe-bassey, 2009; Madumere, 2007; Walden, 2015) A good and clean environment enhances effective teaching and learning and promotes healthy living in schools.

Physical structure refers to the way in which building structures are arranged within the natural environment of a school (Kuuskorpi, Kaarina, & González, 2011; Schneider 2002). Physical environment is also referred to as physical learning environment which includes conventional classrooms and a combination of other structures where learning takes place.

According to UNESCO (1985), siting schools in urban centres does not require specified distance from home. The distance is not an important criterion for site selection because it is assumed that most areas in city centres are likely to be served with modern means of transportation, and the urban students are familiar with traffic, traffic lights and crossing major ways. It is recommended that school plants are to be located at the windward side of industries that are sources of noxious odour and smoke. It is suggested that it should not be less than 400m to the leeward side of such sources of pollution. The proposed site for the construction of school buildings should not be close to sound that could constitute nuisance to classroom instruction. There should be availability of pure drinking water, provision of electricity and main sewage services that are suitable for urban centres. Where main drainage is not available for sewage disposal, the site must be such that it is possible to provide septic tanks and there must be safe provision for the overflow. Septic pits may only be used where there is regular provision for emptying or disposing the content (Aniah, Akaba, Obong, & Okey, 2010; Hunter, 2006; UNESCO, 1985).

Stakeholders in the education sector worldwide seem to show a high level of concern for education, since no nation can exist in isolation. There is bound to be interaction among nations which can bring about collaboration and exchange programmes. Wealthy and developed nations with qualitative educational systems always contribute or render assistance to the development

of education in less developed nations. Nigeria belongs to global organizations such as United Nation International Emergency Fund (UNICEF), World Health Organisation (WHO), United Nation Education Scientific and Cultural Organisation (UNESCO), World Bank among others and these bodies in one way or the other have been deeply involved in the educational development of the country. Nigeria has witnessed a lot of political challenges as a result of military interventions in politics and the failure of political class to raise the level of education to the required standards. The budgetary allocation for education yearly has been very low and far from the UNESCO's required standard. Nigeria has not been able to meet the suggested UNESCO's required standard of minimum of 30 per cent of the national budget for education (Atueyi, 2017).

However, the involvement of Nigeria in those international bodies has attracted intervention from such bodies for the funding of education. Some of the interventions are either for short-term or long-term. Among these interventions are the Community Participation for Action in Social Sector (COMPASS), Education Sector Support Programme in Nigeria (ESSPIN), an inclusive educational approach in Nigeria, and Lagos Eko Secondary Education Project (LESEP). COMPASS is a product of Strategic Objective Agreement (SOA 13) between the Federal Government of Nigeria and United States Agency for International Development (USAID). Among other responsibilities addressed by these various agencies in many social and environmental issues are the quality and use of education in Nigeria.

In 2005 the World Bank began an intervention in education, a project designed to cover four states in Nigeria namely Bauchi, Kano, Lagos and Nasarawa including the Federal Capital Territory (FCT). As part of the rationale for this World Bank Project is the need for strong political ownership and commitment to the education sector, that led to the commitment of N12Billion spent between June 2001-2007 (COMPASS, 2009).

It is worthy of note that this kind of assistance is directed to secondary education because this level of education has been seen as a cornerstone of the educational system. This is because secondary education has the peculiarities of being the terminal and preparatory, compulsory and post compulsory education and it is also a transition stage to higher education as well as a shifting stage to the labour market (COMPASS, 2009). It could be because of the realization of the relevance of secondary education in child upbringing that made the international communities have interest in providing series of interventions to improve the standard of this aspect of Nigeria educational system (Kayode & Adediran, 2012).

The peculiarity of the nature of Lagos State made it necessary for the intervention to be extended to her horizon. Lagos state being the commercial nerve centre of Nigerian economy and a state in Nigeria federation where education thrives most – judging from its enrolment it has the highest enrolment

of secondary school students with: 565,245 in 2014, 564,758 in 2015, 591,113 in 2016, and 559,786 in 2017 (Lagos State Nigeria, 2014-2017).

The most popular among these interventions is Lagos EKO Secondary Education Project (LESEP) in which the state went into partnership with the World Bank. This project is of paramount importance to this study because according to Lagos State 2012 educational report, the partnership was credited with the recent rise in students' high academic performance. This was the manifestation of the primary goal of improving the quality of Junior and Senior Secondary School Education. The project supported more than 500,000 public school students and 7,000 teachers and school administrators in 637 schools in Lagos state (World Bank, 2012). Since Lagos State has enjoyed this kind of international support, the study sought to examine the extent of improvement which these series of interventions have brought to school facilities in Lagos state.

In relation to this intervention, Lagos state government deemed it fit that the new approach to the issues of education was to embark on making provision for conducive learning environment through setting up adequate educational facilities (Oladunjoye, 2015). Prior to the commencement of World Bank/LESEP interventions in Lagos State, school-based research reports revealed that schools had diverse challenges associated with school facilities. These challenges included among others; poor environmental conditions, low levels of instructional resources available and inadequate classrooms in schools. A lot of schools were generally ill-equipped for instruction and equally lacked good seats and desks for students to write, while some were overcrowded. The standard for learning space was not maintained. Teachers' seats and staff rooms were below standard. Most shutters and doors were already broken to the extent that teachers and students were exposed to environmental hazards in both hot and cold weather succinctly to say that school facilities were below standard (Nwaboku, 2006; Olaniyonu, 2007).

The quality of a school is expected to guarantee the quality of education offered to students. In addition, schooling is not only about acquiring reading skills but entails the acquisition of right values, skills and competencies to make children responsible adults. This is far-fetched where the needed facilities are not available or inadequate. It is against this background that this researcher embarked on a survey of adequacy of school plants in Lagos State public schools. The study also assessed the quality of available school plants between 2008 till present date. The study further examined school accessibility, site and locations as well as adequacy of classroom environment as provided by Lagos state with reference to UNESCO and Commonwealth Department of Education. Therefore, the study examined the discrepancy between school accessibility, sites and locations provided by the school authorities in Lagos State with reference to UNESCO and Commonwealth Department of Education. It also identified the discrepancy between the adequacy of learning environment and

ancillary spaces as provided by the school authorities in Lagos State with reference to UNESCO and Commonwealth Department of Education.

The study was guided by the following research questions:

1. How suitable are school accessibility, sites and locations in Lagos state public secondary schools?
2. What is the level of adequacy of school spaces in Lagos state public secondary schools?

### **Methodology**

The study design was a cross-sectional survey and employed quantitative research approach. Inspection of school plants as well as locations was carried out. Data were collected on various school sites and locations. On each of the tables of the rating scales and checklists of the instruments, a column was provided for the raters to pass comments on personal observation. This was done to augment what was recorded against the items examined. The population of the study consisted of all public Junior Secondary Schools in Lagos State Educational Districts. Lagos State was chosen for this study because it would be easy to use the findings of this study to predict the situation of the rest of the country due to the peculiar nature of the state as being the administrative division of Nigeria. It is located in the south-western part of the country and has an area of 356,861 hectares of which 75,755 hectares are wetlands, yet it has the highest population in the country. Lagos State has six Educational Districts, consisting of different zones. Two Educational Districts (District 1 and District 5) were purposively selected out of the six for this study.

The rationale for the selection of the districts was based on the satisfaction of the criteria for the sample selection, that is, urban, rural and waterside area of the state. The urban part of the state has the largest population who reside in District 1, and in District 5 comprises the rural and waterside area of the state. The schools in riverine/waterside area of the state are those that are located at places where students have to travel on water via canoes or flying boats before they get to their schools. The schools were stratified in regards to urban, rural and water side schools. Twenty-eight schools from urban centres, fifteen schools from rural areas, and three schools from waterside areas were selected. Aside from the waterside/riverine area where all the three available schools were used because the researcher had limited number of schools to pick from, each part of urban and rural schools were picked by simple random sampling.

The instrument for data gathering was quantitative in nature. The quantitative research instrument used was the Rating Scales. This involved obtaining corresponding information in relation to school plant/location. In describing school site, the parameters were based on the extent to which the land is drained, plain, undulating, grassy, sloppy and how waterlogged is the land. For description of location a survey was made on how close the schools were to market, railway, beer parlour, motor park and highways. Accessibility

of schools to people was determined by rating how the schools could be accessed by road, river, and railway or on foot.

It should be noted that these intrinsic worth/ qualities- 1=Very poor, 2=Poor, 3=Good, 4=Very good were used to indicate the level of conformity to each claim. Good and Very good qualities stand for positive and they also revealed the level at which each of the sampled schools conformed to the expected descriptions, while Very Poor and Poor qualities stand for negative which revealed the level at which each of the sampled schools dissented from the required expectations.

For dimension, the rate at which sampled schools conformed to the expected standard was rated by taking the measurements of the sampled schools' land area and classrooms. The dimensions were taken with tape measure by calculating the area by meter from the measurement of length and breadth taken.

### **Validation of the Instrument**

The instrument was assessed by four experts in Educational Technology and one in Test and Measurement for content and construct validity.

### **Reliability of the Instrument**

Inter-rater reliability was used to determine the reliability of the instrument. Two research assistants (raters) were employed to administer the instruments for pilot testing in 10 randomly selected schools in a neutral District in the state. The research assistants were exposed to training on how to administer the instrument. After observations by the raters, the ratings of these two raters were subjected to statistical computation, through SPSS. The reliability index of the instruments was found to be .83, which was adjudged to be reliable.

### **Findings**

From Table 1, the mean scores and the percentage indicate that most school plants were averagely good in quality in terms of the indicator variables used. However, some concern is indicated for topography, power source and water supply. Only 17 out 46 schools sampled had poor supply of water, this can be health threatening. Power source and supply are of great importance to any setting yet 19 (41.3%) schools lacked good source of power supply meaning that some levels of conduciveness required to work in these schools were completely absent. It is worrisome to note that over one third of the sampled schools had poor topography; this could constitute danger to structures within the school premises.

Some of the observations from the schools revealed that in some schools, boreholes were not good and public taps were not functioning. In some other schools there were irregular supplies of water because in most cases the source of water supply is water tankers. A lot of these schools had poor and epileptic power supply, there was nothing captivating about most of the schools.

Table 1  
*Suitability of School Plant*

S/N	Description of plants	Poor (%)	Good (%)	Total (%)
1	Drainage	12 (26.0)	34 (73.9) +	46 (100.0)
2	Topography of The Land	19 (41.3) **	27 (58.7)	46 (100.0)
3	Shape/Structure of The Land	7 (15.20)	39 (84.8) ++	46 (100.0)
4	State of the Building	5 (10.9)	41 (89.1) ++	46 (100.0)
5	Water Source/Supply	17 (37.0) *	29 (63.0)	46 (100.0)
6	Power Source and Supply	19(41.3) **	27 (58.7)	46 (100.0)

The numbers of stars indicate the severity of the situation. Flash points highlighted by (\*\*) on items on the table suggest the need for serious attention. On the converse and likewise plus (++) signs are used to indicate the level of desirable quality.

While some building structures were old and dilapidated, parts of the compound of the sampled schools were water logged with some of them affected by flood during the rainy season. Based on the above information some school plants in Lagos State Junior Secondary Schools were not exactly suitable for school activities. It should also be noted that these school spaces were shared with Senior Secondary Schools.

Table 2  
*Suitability of School Location*

S/N	Description of school location	Close (%)	Far (%)	Total (%)
1	To Market	15 (32.6)*	31 (67.4)	46 (100)
2	To Railway	1 (2.2)	45 (97.8) +++	46 (100)
3	To Beer Parlour	19 (41.3) **	27 (58.7)	46 (100)
4	To Motor Park	14 (30.4) *	32 (69.6)	46 (100)
5	To Highway	24 (52.2) ***	22 (47.8)	46 (100)
6	To Mosques	17 (37.0)	29 (63.0)	46 (100)
7	To Churches	22 (47.8) **	24 (52.2)	46 (100)
8	To Cinema House	4 (8.7)	42 (91.3) +++	46 (100)
9	To Brothel	8 (17.4)	38 (82.6) ++	46 (100)

The number of stars indicates the severity of the situation. Flash points highlighted by (\*\*\*) on items on the table suggest the need for serious attention. On the converse and likewise plus (++) signs are used to indicate the level of desirable quality.

Table 2 shows result on the data collected on the adequacy of nearness of school to distracting factors like noisy zones or insecure or distracting sites like churches and mosques which in Nigeria are noisy. Taking a tally of all numbers of schools near to different noise factors, the result indicates that some of the schools were under threat from a multiple of these factors at the same time. As further highlighted in the findings and observations made it was seen that despite the fact that few of the schools were located far from noisy area and external distraction, some of the schools were located to noisy and other places that are offensive to school location, such as hotels, market area and highway. In a few of the schools it was observed that food vendors were at the school gate

and most of these schools lacked walled fences around the school compound. There were some peculiar cases of record of frequent lateness and truancy in schools and a handful of students come to school through water transportation because there were no other accessible schools in their area. Based on this result, it could be inferred that to some extent, the state of affairs of Lagos State Junior Secondary Schools' locations were not adequately suitable. Some school locations were below standard as some schools were surrounded by churches, the routes to them were either waterlogged or dusty because of some level of reconstruction going on along these routes, and dangerous because a number of students had to cross highways and water ways to get to their schools.

Table 3  
*Suitability of School Accessibility.*

S/N	Description of school accessibility	Poor range (%)	Good range (%)	Total (%)
1	Location within the Community Served	1 (2.2)	45 (97.8) +++	46 (100)
2	Transportation by Learners and Nature of Transportation	By rail/ By water 1 (2.2)	By foot/ By road 45 (97.8) +++	46 (100)
3	Lateness and Truancy Issues	12 (25.11) **	34 (73.9) +	46 (100)

The number of stars indicate the severity of the situation. Flash points highlighted by (\*\*\*) on items on the tables suggest the need for serious attention. On the converse and likewise plus (++) signs are used to indicate the level of desirable quality.

The result in Table 3 revealed that, in terms of quality of accessibility of schools in Lagos state, majority of the sampled schools were easily accessible, out of 46 schools 45 schools could be accessed by road/foot. In essence the schools were easily accessible suitable for both learners and teachers but with certain peculiarities. In the observation made, it was also noted that few of the schools were regarded as groups of schools in which three, four or five different schools were located on the same space of land. This is very important to Lagos state government especially in maximising the use of available land. These groups of schools were exclusive in one way or the other because some of them were sited close to the communities they served, which were developed and organized communities. From observation, it was revealed that some of these places were residential areas occupied by the middle-income earners. Some schools were close to the roadside, highways and busy areas. Despite these, the schools were easily accessible to learners with good road network because distances from these schools to the adjunct roads to students' homes were trekkable, transportation was by foot and road therefore students seldom came late to school. Another set of schools were located in remote areas very far from distraction. Some schools were sited in quiet atmosphere and were situated in the heart of the communities they served. It could be inferred that the state of



Table 4

*Adequacy of School and Classroom Spaces in Schools*

S/N	Total Schools Space/Acre	Population of Schools
1	7.12	127
2	5.88	795
3	1.98	1350
4	0.64	3020
5	7.12	1984
6	0.32	600
7	4.80	400
8	3.56	1338
9	0.34	1538
10	0.50	1205
11	0.64	846
12	2.47	3120
13	4.00	900
14	2.00	3005
15	3.00	950
16	6.23	532
17	0.33	453
18	3.55	538
19	0.24	1405
20	3.92	982
21	5.76	781
22	9.79	896
23	5.50	296
24	9.88	920
25	3.56	1018
26	0.65	986
27	5.34	2482
28	9.79	915
29	2.20	847
30	8.60	2800
31	0.62	1575
32	3.56	1132
33	3.56	660
34	6.23	868
35	9.61	791
36	0.98	1105
37	8.03	2212
38	0.35	1300
39	5.00	887
40	0.33	1199
41	2.69	1205
42	9.79	1368
43	10.38	1380
44	7.76	2500
45	3.92	1700
46	3.56	1800
<b>Average</b>	<b>4.24</b>	<b>1276.3</b>

affairs of school accessibility in Lagos State Junior Secondary schools was to a larger extent in compliance with the required standard.

The result in Table 4 reveals the level of adequacy of school and classroom spaces indicating the average spaces for schools in Lagos State Junior Secondary Schools to be 4.24 acres for an average of 1276 places. The result also reveals that none of the schools had up to 10 acres and none had the ultimate enrolment of 500 to 900 students – the required standard for establishing a school (Commonwealth Dept. of Education, 2013). The recommended student's area ratio is 65.036sqm per place (Commonwealth Dept. of Education, 2013).

## **Discussion**

### **School Accessibility**

The result of the study showed that to a larger extent, the accessibility of some schools in Lagos State Junior Secondary schools could be reached easily by both students and teachers. Some schools in Lagos State were accessible and close enough to the community they served. This means that the accessibility of school location in Lagos State Junior School did not discriminate nor put one group of people in a more advantageous situation over the others. The UNESCO (1985) recommendation on convenience of the distance that should be covered by children from their homes is between 1.5 and 4.8 kilometres. To an extent it could be stated that the accessibility of Junior Secondary Schools in Lagos gives creed to social justice which brought quality and distinction. This agrees with Brown (2007) who argued that in school operation all students should be served well and encouraged to perform at their highest levels.

If a public school should be accessible within the state, they are to be at convenient distance for students and teachers. The road leading to school should not constitute any danger to students therefore flooded land area should be avoided in siting schools. And if there is need to site schools in such area of land, construction of canals and water ways would be highly required to provide easy access to the schools.

### **School Location**

The study further revealed that some schools were not adequately located, some were surrounded by places of worship, markets and motor parks, noisy areas like brothels, cinema houses, highways, beer parlours, and railways. In essence, these schools were affected by noise from these noisy areas and this certainly would affect academic activities within the schools. As it is obvious that this kind of situation of school environment would hinder effectiveness in classroom instruction during school period. School curriculum implementation would be hampered because classroom instruction would be invaded by unwanted noises which could hinder student memory and concentration. And it would make students to be exposed to immoral conduct and unscrupulous character which are not expected of the elites. The UNESCO standard regulation is specified as 183 metres minimum distance between a school site and a shop selling alcoholic drinks (UNESCO, 1985).

To buttress this point further the findings of Coalson, Dudley and Hurley (2011) revealed that children are more susceptible to the negative effects of noise pollution than adults and that exposure to noise pollution could cause fatigue, irritation and loss of teaching time (from noisy interruptions) which were common complaints from teachers in loud classrooms. Noise from adjacent classrooms or nearby facilities (such as highways, airports, or construction sites) could drastically impact on the acoustic profile of a school building. Badejo and Olaniyonu (2004) also lent credence to this stating that environmental influence played paramount roles in students' academic performance and that when a school setting failed to offer descent environment it would make students to be exposed to all demoralizing influence.

If school locations are to be suitable, proprietors of schools should realise that improper location of schools at unwarranted places would expose students to all sorts of behaviour and character that could not be found of gentlemen and ladies since this is the purpose of education.

### **School Plants**

It was found that some school plants in Lagos State Junior Secondary Schools were not completely suitable for school activities. Some of them had old dilapidated buildings; most schools sampled had no source of water supply and were with poor and epileptic power supply. The UNESCO standard is that site for school building should be on an elevated level and should be well-drained and in clean and healthy surroundings. Land under wet cultivation or made with soil or soil retentive of moisture should be avoided..." (UNESCO, 1985, p.8). It should be noted that resources expected in an ideal school should be made available in the school environment, where they are not available students would be made to learn in abnormal conditions which contradicts the expected culture of school. This fact was buttressed further by Aniah et al. (2010) that school site must be such that it is possible to provide pure drinking water, electricity, main drainage septic tanks and there must be safe provision for the overflow of septic tanks.

It was recorded that the nature of the landscape and the ground were not in good shape and this is a pointer to the fact that some schools did not have good drainage especially during the rainy season, some schools and roads leading to these schools were affected by flood. The consequential effect of this condition may lead to negativity on the teaching learning process. Twigg (2007) corroborated this fact by stating that there should be preference for school environment in school plants, and natural hazards such as flood, technological hazards should be avoided as well as other atrocities such as criminality or unrest. Unlike what the present situation is now, the site where schooling takes place would be suitable with these considerations: Among which that structures of school building should be solid and edifying; required amenities like clean water, regular power supply, well designed and painted buildings are to be provided. School plants are to have well drained land for it to give room for students to play and interact among themselves.

### **Level of Adequacy of School Space**

On school spaces, the result shows that none of the schools had up to 10 acres and none had the ultimate enrolment at 500 to 900 students within those 10 acres which is the required standard for establishing a school as recommended by Commonwealth Department of Education, (2013). The regulation of UNESCO is that primary enrolment should be seen as a factor in deciding on site size, thus: 26 to 50 places which is 0.25 hectares. 51 to 80 places which is 0.30 hectares and so on were set as required standard. Most school plants visited were not adequate especially if compared with the ratio of users, the schools in Lagos would not only be unable to provide suitable school spaces they would also be unable to give the required amenities for schooling.

A standard quality school plant is expected to take into consideration safety of the land, whether it is solid enough to have buildings with the average height suitable for instructional spaces, toilet spaces and other ancillary spaces. Such consideration should cover clean atmosphere required for good ventilation and consider if potable water would be uniformly distributed. Spaces for instruction outside classroom are also required on school site. Furniture and equipment that are in good condition, suitable for the age and size of the students for the purposes of instruction should also be provided (Commonwealth Department of Education, 2013; UNESCO, 1985). To buttress this point further, Gislason (2009) stressed in his work titled “mapping school design” that educators and architects should engage in the planning process with an understanding of how specific architectural designs can help or hinder different educational programs.

It should be expressed that a school plant should conform to community desires and standards, so that the presence of the school within the community could be appreciated and be useful to the people. This assertion was corroborated by Oyesola (2007), who stated that the main objective of school plants planning is to satisfy educational goals which had been pre-determined by educational planners. It was emphasised that better planned school plants would enhance better school programmes and the community needs by providing a place for psychological and physical satisfaction for students and teachers which in turn would enhance the quality of instruction. To have adequate spaces that are conducive for school operation incomplete sentence. There should be enough pieces of ground to accommodate people and materials. The land spaces for school ought to be large enough not only for existing buildings but also for future expansion. There should be consideration for each member of school in terms of space provision. School spaces should tally with the required space for each individual, there should be capacity for each member without putting them under stress.

### **Conclusion**

From the finding of the study, the accessibility of Lagos State Junior Secondary Schools was not completely suitable, some schools were close to the communities they served and the school operations depended on the conditions

that surrounded the school plants. Most school locations of Lagos State Junior Secondary Schools were unsuitable where some students were distracted by noises and other unrequired factors for school location due to their closeness to noisy places like motor parks and markets. Some school sites of Lagos State Junior Secondary Schools were not entirely suitable, because there were ineffective public taps, poor boreholes, poor topography, poor power sources, inadequate water supply, old, dilapidated buildings, and some compounds were water logged and affected by flood during the raining season. Also, the level of adequacy of learning environment and ancillary spaces in Lagos State Junior Secondary Schools revealed that none of the schools had the required minimum land for establishing a school.

### **Recommendations**

In respect to the findings of this study, the following recommendations were put forward:

1. Government and stakeholders in public schools' operations should ensure that the accessibility of public schools location should be of uniform standard, class distinction should be avoided as much as possible.
2. There should be equal opportunity for all students in terms of provision of equal standard of required spaces and conducive learning environment. All students should be served well and encouraged to perform at their highest levels.
3. School vans or buses should be provided for schools.
4. Schools should be located far away from noise pollution, especially far away from places like churches and mosques, which in Nigeria at times are too noisy for school operation.
5. Schools should be located in quiet environment and very far from any form of distraction.
6. Most school plants should be relocated to quiet areas and government should enforce compliance by all stakeholders in school affairs.
7. School plants must be such that it is possible to provide pure drinking water, and health centres with at least a school nurse are highly required in each school.
8. Government could assist by providing Public School Transport Services to carry both students and teachers. In addition, special arrangements should be made for disabled students by providing wheel chair spaces for them in the vehicle.

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