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School Infrastructure as a Determinant of Management Efficiency and English Language Academic Outcomes in UBE Schools in Gboko

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Abstract

This study investigated school infrastructure as a determinant of management efficiency and English Language academic outcomes in UBE schools in Gboko, Benue State, Nigeria. Three research questions and three null hypotheses were formulated to guide this study. The study used a survey design. The population of the study consists of 450 UBE teachers and a sample of 135 teachers was selected using a random sampling technique. The instruments for data collection were a self-structured questionnaire as well as direct assessment of availability and conditions of school infrastructure, and students' academic outcomes in English Language (English language examination records). Mean and standard deviation were used in answering research questions 1 and 2, while Spearman's correlation coefficient was employed in answering research question 3 and testing of hypotheses 1 and 2 at 0.05 level of significance. Hypothesis 3 was tested using independent student t-test. The findings rejected all three null hypotheses and revealed that school infrastructural facilities are critical determinants of management efficiency and students' academic outcomes in English Language in UBE schools. The Study recommended that Government should increase funding for the provision and maintenance of school infrastructural facilities in UBE schools. School libraries should be equipped with current textbooks, and ICT facilities.

Keywords: Academic Outcomes in English Language, Management Efficiency, School Infrastructure, Universal Basic Education (UBE)

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INTRODUCTION

The quality of school infrastructure is a fundamental determinant in shaping the overall managerial efficiency of educational system as well as influencing instructional quality. It influences both the teaching-learning environment and the overall effectiveness of educational operations. It consists primarily of physical facilities such as classrooms, libraries, sporting areas, sanitation facilities, and teaching and learning resources. These provide the educational environment and can determine administrative efficiency, affect teacher performance and student engagement (Maratkyzy, 2025). Research evidence indicates that high-quality school infrastructures are associated with improved academic performance as well as better organisational functions within the school system (Cuesta et al., 2016; Ineye-Briggs, 2026). The availability and sufficiency of these infrastructure resources are sometimes a prerequisite for effective school management.

Inadequate school infrastructure remains a persistent challenge for many developing nations, including Nigeria. This undermines the attainment of educational goals. For instance, poor or dilapidated buildings, overcrowded classrooms, and limited instructional materials can hinder effective management as well as the teaching-learning process. This can often contribute to poor students' achievement (Barrett et al., 2019; Yangambi, 2023).

For Universal Basic Education schools (UBE), where foundational literacy skills such as English Language proficiency are developed, the quality of the learning environment can be especially critical. Studies in other Nigerian states have linked deficiencies in school facilities with negative impacts on students' performance and motivation (Ajayi & Adeyemi, 2011; John & Aliyu, 2024).

School infrastructure has an impact on school management efficiency, in addition to students' performance and motivation. A suitable physical environment promotes improved organisation of instructional delivery, material distribution and time management, all of which are required for good school administration (Idris et al., 2025). When facilities are inadequate, school leaders frequently devote a significant amount of time and resources to dealing with infrastructure issues. In the end, pedagogical components and instructional monitoring receive less attention, thereby limiting academic progress. This interplay of infrastructure and managerial efficiency is especially evident in resource-constrained environments like Gboko.

The specific relationship between school infrastructure and English language academic outcomes in UBE schools has been explored in limited but revealing studies. For example, research on the impact of school facilities and class size on students' academic performance in the English language in public secondary schools in Ibadan North Local Government Area, Oyo State, Nigeria, demonstrated that poor facilities and large class sizes negatively correlate with students' achievement in English (Olaleye et al., 2025). Although the findings are limited to secondary education, they illustrate how physical learning environments might influence language outcomes. This is likely to be more prominent in the early grades, where foundational skills are formed.

Consequently, this research seeks to investigate how school infrastructure affects both the management efficiency of UBE schools and students' English language academic outcomes in Gboko. By examining these relationships, the study hopes to provide empirical evidence to support policy reforms and targeted investments in school facilities. Such data would not only expand the educational research literature in Nigeria but also guide stakeholders in creating learning settings that promote effective management and improved students' performance.

Statement of the Problem

Adequate school infrastructure is essential to support effective teaching, learning and school administration of UBE school program. However, many UBE schools continue to experience infrastructural deficiencies. The challenge appears to have a negative impact on both school management and students' academic outcomes, particularly in English Language. Managerially, school administrators struggle to successfully execute policies, supervise instruction, keep records, and maintain discipline in poorly structured environments. Similarly, teachers have difficulty providing quality English instruction when classrooms are overcrowded or lack basic learning resources. Consequently, students may exhibit low engagement, poor comprehension abilities, inadequate literacy development and dismal performance in English Language examinations.

Despite the government's significant investment in the UBE program, there is no empirical evidence specifically examining how school infrastructure affects management efficiency and English Language academic outcomes in UBE schools in Gboko. Without such specific data, policymakers, education planners, and school administrators may lack the necessary information to make informed decisions regarding infrastructure development and resource allocation. The basic question is to what extent school infrastructure affects management efficiency and English Language academic outcomes in UBE schools in Gboko.

Objectives of the study

The main objective of this study is to examine school infrastructure as a determinant of management efficiency and English Language academic outcomes in UBE schools in Gboko, Benue State, Nigeria. Specifically, the study seeks to;

i. Determine the extent to which adequate infrastructure influences management efficiency in UBE schools in Gboko.

ii. Examine the relationship between availability of instructional facilities and students' academic outcomes in English Language

iii. Determine the difference in students' academic outcomes between schools with adequate and inadequate infrastructure in English Language

Research Questions

The study will be guided by the following research questions:

i. To what extent does adequate infrastructure influence management efficiency in UBE schools in Gboko?

ii. What is the relationship between the availability of instructional facilities and students' academic outcomes in English Language?

iii. What is the relationship between overall school infrastructure and students' academic outcomes in English Language?

Research Hypotheses

The following null hypotheses will be tested at 0.05 level of significance:

H_{01}: There is no significant relationship between adequate infrastructure and management efficiency in UBE schools in Gboko.

H_{02}: There is no significant relationship between availability of instructional facilities and students' academic outcomes in English Language.

H_{03}: There is no significant difference between the performance of students from UBE schools with adequate school infrastructure and the UBE schools with inadequate school infrastructure.

Significance of the Study

The findings of the study will be beneficial to the school administrators, teachers, government and education policymakers and researchers.

i. The findings of the study will be useful to school administrators because the data will enable them to ascertain the state of their school infrastructure and how it affects management efficiency. This will guide them in better planning and resource utilisation.

ii. Teachers will benefit from the findings because they will provide insights on how infrastructural facilities affect teaching effectiveness.

iii. It will provide government and education policymakers with empirical evidence to guide policy formulation, budgeting and infrastructure development under the UBE program.

iv. The findings of the work will also serve as reference material for further research on environmental resources, educational management and language education.

LITERATURE REVIEW

The school infrastructure, which is viewed as physical facilities, is considered a critical input in the teaching–learning process. According to Mbonimana (2018), school infrastructure is teaching support facility that is used to increase instructional effectiveness. They are organisational factors that influence and improve educational outputs. Ogundu (2022) considered school infrastructure as not merely the presence of buildings but the adequacy, functionality, safety, and conduciveness of physical facilities that support curriculum implementation and overall school effectiveness.

Empirically, research consistently shows a significant relationship between the quality of school infrastructure and students' academic outcomes and teacher effectiveness. For instance, Schneider (2002) reported how factors such as lighting, ventilation, temperature control and classroom design significantly affect learning outcomes. It has been established that in developing countries, inadequate infrastructure such as overcrowded classrooms, insufficient furniture, lack of instructional spaces, etc. have been linked with reduced management efficiency and poor academic performance (Uline & Tschannen-Moran, 2008).

Maratkyzy (2025) investigated how school infrastructure influences student learning in an empirical study conducted in Asian countries. The study was aimed at understanding how different schools and classroom-level facilities such as classroom design, temperature, air quality, school size, school type, availability of gender-separated toilets, libraries, and overall school environment affect students' performance. A qualitative systematic literature review

was used to answer the research question: "What is the impact of school infrastructure on students' learning in Asian countries?" The findings revealed that learning environments with adequate physical conditions significantly improve students' academic outcomes, while poor infrastructure is strongly associated with lower performance, especially in rural schools. The work also showed that Asia consistently emphasises the importance of safe, well-maintained and supportive facilities for effective learning. The work recommended improvement of school infrastructure as a key priority for governments, school leaders, and educators to ensure equitable and high-quality learning environments for all students. The study is related to the present study because it is concerned with school infrastructure and its influence on students' learning but was carried out in an Asian location.

Assoumpta and Andala (2020) investigated the relationship between school infrastructure and students' academic performance in twelve years' basic education in Rwanda. They employed a correlation research design and used a sample size of 200 people. A questionnaire and guided interview were used as the research instruments. The data collected from the questionnaire were analysed by using SPSS software version 21 and the data collected from the guided interview were analysed by using thematic method. The findings showed that the school infrastructures play a significant role in the development of both school performance and students' academic performance. The study found that there is a significant low positive correlation between school infrastructures and students' academic performance, with a Pearson coefficient of correlation (r) of 0.408. The qualitative findings revealed that school infrastructures were inadequate; this may account for the low positive correlation. The study is related to the present study because it is concerned with school infrastructure and students' academic performance in twelve years' basic education, but the study was carried out in Rwanda.

John and Aliyu (2024) examined how school facilities affect students' performance in Nigeria. The study focuses on the importance of physical resources such as classrooms, libraries, and laboratories and their effects on students' performance. The data for the study were obtained from surveys and interviews in various states. Quantitative data from the surveys were analysed using descriptive statistics to identify trends and relationships between infrastructure quality and students' performance, while qualitative data were analysed thematically using focus group discussions, field observations, interviews and observations to look deeply into recurring themes related to infrastructure challenges and policy gaps. The findings show differences in school infrastructure between urban and rural schools and how these differences impact learning because students attending schools with better infrastructure performed better on average in standardised tests. The study recommended the need for policy changes to improve facilities, especially in areas that lack funding, in order to help students to perform better and have more educational opportunities. The study is related to the present study because it is concerned with school infrastructure and its effect on students' performance in Nigeria.

Adewole et al. (2024) explored the relationship between school facilities and resources and students' academic achievement in public senior secondary schools within Badagry Local Government Area, Lagos State, Nigeria. The study utilised a descriptive survey research design. The data from 150 students across five selected schools on school facilities, resources and students' academic achievement were collected through a questionnaire. The data were analysed through chi-square statistical methods. The findings revealed three significant results: firstly, that school facilities have a notable impact on students' academic performance; secondly, the availability and adequacy of resources in these schools are substantial; and thirdly, there is a significant correlation between the school facilities and resources and the academic success of students. The study demonstrates the importance of adequate educational

infrastructure and resources in enhancing students' academic outcomes in the region and concludes that it is important to invest in school facilities and resources to enhance students' academic performance in the state. It then recommended that there is need to ensure the provision of sufficient availability of resources such as textbooks, computers, and educational materials in public senior secondary schools in Lagos State, Nigeria, to support students' learning. Also, there is a need to implement regular maintenance and upgrades of school facilities and resources to ensure they remain conducive to students' academic achievement.

METHODOLOGY

This study employed a descriptive research design to describe the school infrastructure available in UBE schools in Gboko and a correlation research design to establish the relationship between school infrastructure and management efficiency on one hand and school infrastructure and students' academic outcomes in English language on the other hand. The target population of the study consists of 450 UBE teachers. A sample of 135 of the teachers' population was selectedfrom ten (10) sampled schools using a random sampling technique. A proportionate method was used to identify two strata of the sampled population, which comprise school head teachers and class teachers. The instruments for data collection were a self-structured questionnaire, direct assessment of availability and conditions of school infrastructure as well as a proforma to obtain students' academic outcomes in English Language (English language examination records for the last term) from the schools. A pilot test was carried out on 30 teachers in three UBE schools selected outside the study area. Data analysis of pilot study using Cronbach's alpha statistics for reliability tests yielded 0.87 which is statistically significant. Mean and standard deviation were employed in answering the research questions 1 and 2, while Spearman's correlation coefficient was used in answering research question 3 and testing of hypotheses 1 and 2 at 0.05 level of significance. Hypothesis 3 was tested using independent student t-test.

RESULTS

Table 1: Mean Ratings on School Infrastructural facilities

Infrastructure Item	N	SA	A	D	SD	Mean	Std. Dev.	**Decision**
Sufficient classroom buildings for effective teaching and learning	135	54	68	09	04	3.27	0.717	Agree
The classrooms are spacious and conducive for learning	135	09	54	68	04	2.50	0.668	Agree
Adequate furniture for pupils and teachers	135	81	41	04	09	3.44	0.843	Agree
Functional library with relevant and adequate learning materials	135	17	14	90	14	2.25	0.808	Disagree
Functional toilet facilities for staff and pupils	135	81	41	09	04	3.47	0.751	Agree
Reliable water supply	135	27	40	54	14	2.59	0.925	Agree
Adequate office	135	81	41	09	04	3.47	0.751	Agree

accommodation								
Buildings are regularly maintained	135	07	28	67	23	2.07	0.812	Disagree
Sports and recreational facilities are available and adequate	135	20	81	34	00	2.27	1.003	Disagree
Information and communication technology (ICT) facilities availability	135	10	42	45	38	2.18	0.929	Disagree

Grand Mean 2.75

Table 1 shows the mean and standard deviation of responses on the availability of infrastructural facilities in UBE schools in Gboko. The grand mean of **2.75** from the table indicates that the respondents generally perceived infrastructure in UBE schools as moderately adequate. However, libraries, maintenance, sports facilities, and ICT facilities were rated inadequate.

Table 2: Mean Ratings on Management Efficiency

S/N	Management Efficiency Item	Category	SA	A	D	SD	Mean	Std. Dev	Decision
1	Administrators effectively coordinate staff activities	Head teachers	04	03	03	00	3.00	1.054	Agree
		Class teachers	86	14	11	14	3.38	1.045	Agree
2	Teaching and learning properly supervised	Head teachers	06	04	00	00	3.60	0.516	Agree
		Class teachers	102	10	09	04	3.68	0.747	Agree
3	School records adequately maintained	Head teachers	04	03	03	00	3.10	0.876	Agree
		Class teachers	90	24	11	00	3.63	0.642	Agree
4	Communication among stakeholders is effective	Head teachers	05	02	03	00	3.20	0.919	Agree
		Class teachers	89	12	24	00	3.52	0.799	Agree
5	Rules and regulations consistently enforced	Head teachers	06	04	00	00	3.60	0.516	Agree
		Class teachers	75	50	00	00	3.60	0.492	Agree
6	Decision-making is timely and effective	Head teachers	04	06	00	00	3.40	0.516	Agree
		Class teachers	50	75	00	00	3.40	0.492	Agree
7	School maintains a safe learning environment.	Head teachers	07	03	00	00	3.70	0.483	Agree
		Class teachers	87	38	00	00	3.70	0.462	Agree
8	Teachers are motivated and	Head teachers	02	06	02	00	3.00	0.667	Agree

S/N	Management Efficiency Item	Category	SA	A	D	SD	Mean	Std. Dev	Decision
	supported	Class teachers	25	75	25	00	3.00	0.635	Agree

Grand Mean 3.48

The results in Table 2 indicate a strong consensus among head teachers and class teachers that there is efficiency in the management of UBE schools in Gboko, as reflected in the strong grand mean score of 3.48. All management items listed recorded mean values of 3.00 and above for both head teachers and class teachers, suggesting generally that there is a high level of management efficiency in UBE schools. Effective supervision, record keeping, communication, and enforcement of school rules in these schools contribute positively to school administrative efficiency.

Research Question 1

To what extent does adequate infrastructure influence management efficiency in UBE schools in Gboko?

The results presented in Tables 1 indicate that infrastructure facilities are moderately adequate in UBE schools in Gboko, while management efficiency presented in Tables 2, is rated at a high level. The findings suggest that adequate infrastructure exists to a moderate extent alongside a high level of management efficiency in UBE schools in Gboko. The availability of essential facilities such as classrooms, furniture, toilets, water, and office accommodation may provide a supportive environment for administrative activities and school management. Nevertheless, deficiencies in libraries, building maintenance, sports facilities, and ICT indicate infrastructural gaps that may constrain management effectiveness to some extent.

Research Question 2

How does the availability of instructional facilities affect students' academic outcomes in English Language?

Table 3: Infrastructure Quality and English Language Performance

School	Infrastructure Quality	English Mean Score
1	Adequate	76.5
2	Adequate	81.2
3	Adequate	76.3
4	Inadequate	40.8
5	Inadequate	60.7
6	Adequate	74.2
7	Inadequate	50.8
8	Inadequate	62.4
9	Adequate	75.6
10	Adequate	71.3

Table 3 shows infrastructure quality and average scores of students' performance in English Language as obtained from the school records. The quality of infrastructure in sampled schools

and mean performance records are summarised in Table 4.

Table 4: Summary of Infrastructure Quality and English Language Performance

Group Statistics					
	Infrastructure Quality	N	Mean	Std. Deviation	Std. Error Mean
Mean English Score	Inadequate	4	53.675	9.9918	4.9959
	Adequate	6	75.850	3.2476	1.3258

The findings presented in Table 4 revealed that students in UBE schools with adequate infrastructure obtained a higher mean English score of 75.85 and standard deviation of 3.25 than their counterparts in schools with inadequate infrastructure with a lower mean English score of 53.68 and standard deviation of 9.99. The mean score difference of 22.18 suggests that school infrastructures have a positive influence on students' academic outcomes.

Research Question 3

What is the relationship between overall school infrastructure and students' academic outcomes in English Language?

Table 5: Relationship between Infrastructure and English Performance

Correlations			Mean English Score
Spearman's rho	Infrastructure Quality	Correlation Coefficient	0.853
		Sig. (2-tailed)	0.002
		N	10

Table 5 presents the Spearman's rho correlation coefficient (r) to answer to the research question. It shows that a strong and significant positive relationship exists between overall school infrastructure and students' academic outcomes in English Language with $r = 0.853$, p-value = 0.002 which is less than the 0.05 level of significance ($p < 0.05$). This implies that improvements in school infrastructure are associated with better academic performance in English Language among students.

Test of Hypotheses

Hypothesis 1

H_{01}: There is no significant relationship between adequate infrastructure and management efficiency in UBE schools in Gboko.

Table 6: Adequate Infrastructure and Management Efficiency

Variables	Spearman's rho	p-value	Decision
Adequate Infrastructure and Management Efficiency	0.987	0.001	Significant

Table 6 presents the results of Spearman's rho correlation coefficient (r) showing the relationship between adequate infrastructure and management efficiency in UBE schools in Gboko. The results indicate a strong positive and statistically significant relationship, a correlation coefficient (r) of 0.987, signifies a strong positive relationship between adequate infrastructural facilities and management efficiency. This suggests that improvements in the adequacy of school infrastructure tend to be associated with higher levels of management efficiency. The table also shows a p-value of 0.001 which is less than the 0.05 level of significance ($p < 0.05$), revealing that the relationship was statistically significant. Based on the results, the null hypothesis, which states that there is no significant relationship between adequate infrastructure and management efficiency, is rejected. Thus, the finding therefore indicates that adequate infrastructure is significantly related to management efficiency in UBE schools in Gboko, Benue State.

Hypothesis 2

H_{02}: There is no significant relationship between availability of instructional facilities and students' academic outcomes in English Language.

Table 7: Availability of Instructional Facilities and Students' Academic Outcomes in English Language.

Variables	Spearman's rho	p-value	Decision
Instructional Facilities and English Performance	0.934	0.001	Significant

Table 7 shows a Spearman's rho correlation coefficient (r) of 0.934 between availability of instructional facilities and students' academic outcomes in English Language. This indicates a very strong positive relationship between the two variables. The corresponding p-value of 0.001 as indicated in the table is less than the 0.05 level of significance, showing that the relationship is statistically significant. Thus, the null hypothesis which states that there is no significant relationship between the availability of instructional facilities and students' academic outcomes in English Language is rejected. This implies that increased availability of instructional facilities is associated with improved academic outcomes in English Language among students.

Hypothesis 3

H_{03}: There is no significant difference between the performance of students from UBE schools with adequate infrastructure and those with inadequate infrastructure.

Table 8: Comparison of Mean Performance

Independent Samples t-Test								
		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Diff.	Std Error Diff.	95% Confidence Interval of the Difference	
							Lower	Upper
Mean English Score	Equal variances not assumed	-4.290	3.427	.018	-22.18	5.1688	-37.523	-6.827

The independent samples t-test results presented in Table 8 shows a statistically significant difference between the two groups, t = -4.290, df = 3.427 and p-value = 0.018 which is less than the 0.05 significance level and the null hypothesis is rejected. Thus, there is a significant difference in the English Language performance of students based on the quality of school infrastructure, with students in adequately equipped schools performing better.

DISCUSSION

The findings on school infrastructural facilities in UBE schools in Gboko, Benue State, reveal that the facilities were moderately adequate, as reflected in Table 1. The result suggests that although some basic facilities were available, the overall infrastructure did not appear sufficiently comprehensive to support all dimensions for effective teaching-learning and school administration. This finding is consistent with a study by Oparaji et al. (2024) who found that school facilities in public secondary schools in Ohaji, Imo State, were generally poor and concluded that improving facilities was important for enhancing students' academic achievement. Similarly, Olaleye et al. (2025) in their study of public secondary schools in Ibadan North, Oyo State, reported limited availability of school facilities and identified school facilities as significantly associated with students' academic performance.

The findings in Table 2 show a relatively high level of management efficiency in UBE schools in Gboko. Both head teachers and class teachers generally agreed that administrators effectively coordinate staff activities, supervise teaching and learning, among others. This finding is important because it suggests that management efficiency cannot be explained solely on the basis of the quantity of physical facilities. School leaders may still maintain effective administrative practices even where some facilities are inadequate. However, the coexistence of a high management-efficiency rating with only moderate infrastructural adequacy should not be interpreted as evidence that infrastructure is unimportant. Rather, the findings suggest that effective school management may partly involve the ability of administrators and teachers to organise available resources and sustain teaching and learning despite infrastructural limitations. The subsequent correlation analysis provides stronger evidence concerning the relationship between infrastructure and management efficiency.

The finding that head teachers and class teachers rated management efficiency very high despite only moderate infrastructural adequacy is consistent with a study by Anand et al. (2023), in their systematic review of school management in low- and middle-income countries, found that effective school leadership practices significantly improve school functioning and students' outcomes even in resource-constrained environments. They were of the opinion that school leaders often compensate for infrastructural deficiencies through effective organisation, supervision, and management of available resources. Likewise, Imanyi et al. (2026) observed that school facilities had a significant but weak positive influence on principals' administrative job performance in public secondary schools in Cross River State. The study concluded that administrators could still perform many administrative duties effectively despite infrastructural inadequacies. However, improved facilities enhanced efficiency and reduced operational challenges. These findings closely align with the present study, which suggests that management efficiency is not determined solely by the quantity of physical facilities available.

The findings of this study also revealed that the availability of instructional facilities significantly influences students' academic outcomes in English Language. The Spearman's rho correlation coefficient of 0.934 indicated a very strong positive relationship between instructional facilities and students' performance, while the p-value of 0.001 confirmed that

the relationship was statistically significant. This implies that schools with adequate infrastructural and instructional resources, such as libraries, adequate office accommodation and furniture, reliable water supply, conducive classrooms and maintenance are more likely to record better academic outcomes in English Language than schools where such facilities are lacking. The result is consistent with studies that emphasised the importance of instructional facilities in enhancing students' learning outcomes (Bitrus & Ibanga, 2024; Ineye-Briggs, 2026; Yusuf & Jinjiri, 2024). They argued that instructional materials facilitate understanding, increase learner engagement, and improve retention of concepts. A well-equipped school enhances both management effectiveness and students' learning outcomes. Therefore, the present findings suggest that improvement of instructional facilities available in UBE schools could significantly enhance management efficiency, students' mastery of English Language and overall academic performance.

CONCLUSION

In conclusion, school infrastructure is a critical determinant of management efficiency and students' academic outcomes in English Language in UBE schools. Therefore, sustained investment in educational infrastructure and instructional facilities is essential for improving the quality of education, promoting academic excellence, and achieving better learning outcomes among students. Such efforts will not only strengthen teaching and learning processes but also contribute to the overall effectiveness and productivity of the education system.

Recommendations

The following recommendations were made for implementation to improve school infrastructural facilities, and enhance management efficiency, English Language academic outcomes and general performance in other subjects:

- Government should increase funding for the provision and maintenance of school infrastructure in UBE schools.
- School libraries should be equipped with current textbooks and learning resources. Also sports as well as recreational and ICT facilities be made available to support effective teaching and learning since these facilities were found to be inadequate.
- School administrators should continue strengthening supervisory practices and staff support systems to sustain management efficiency.

Suggestions for Further Studies

The present study investigated school infrastructure as a determinant of management efficiency and English Language academic outcomes in UBE schools in Gboko, Benue State, Nigeria. Future studies can be employed at private secondary schools as well as on students' academic performance in other subjects.

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Declaration

- The authors declare no conflict of interest.
- The authors declare that no AI tools were used in the preparation of this manuscript.

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