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School Plant Planning and Equitable Access to Education for Tertiary Institutions

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ABSTRACT

This study examined plant planning and equitable access to education for all in t in Osun State. The research design was descriptive survey type. Seventy respondents were used for this study from two public-owned universities and one private university. School Plant Planning and Equitable Access to Education for All Questionnaire (SPPEAEQ) was used for data collection. Three research questions were raised for the study and answered using descriptive statistics of frequency, mean scores, and standard deviation. One research hypothesis was tested using Pearson product-moment correlation (PPMC). One of the findings of this study revealed that the majority of the respondents agreed that the level of school plant planning was moderate in universities in Osun State. The result also shows that there was a significant relationship between school plant planning and equitable access to education for all in tertiary in Osun State. Based on these findings, it was recommended among others that, the government of Nigeria should improve and increase the budgetary allocation to the education sector so that adequate provision of school plant planning would be ensured, and this will also improve the level of equitable access to education for all in tertiary institutions.

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1. INTRODUCTION

Education stands as the bedrock and foundational pillar for achieving any meaningful and sustainable development (Mbagwu & Igbegiri, 2019; Msezane, 2020). It serves as a tool through which a nation achieves advancement in its political, scientific, socio-economic, and technological development. It also provides prospects through which individual and entire nations gain empowerment socially, economically, culturally, technologically, and politically. Education is how young people are equipped with the skills and knowledge necessary to access rewarding employment (Ylonen, 2012).

United National Children's Fund posited that education is a crucial component of the push for sustainable development. The individual has an equal right to education, which must be provided to all children equally in the same way that higher education must be made accessible based on merit. Imam (2012) argued that to support these, the government should endeavor to make education accessible, available, equitable, and adaptable from the primary level to the tertiary level of education.

Tertiary education has essentially become the only path to a middle-class lifestyle. It is no longer just the most direct path. This assertion supports the World Bank's in 1999 observation that the development of knowledge, economy, and society across all countries depends on higher education. Therefore, knowledge serves as the pivot around which global economic and social development occurs. Equal access to education for all has been regarded as the cornerstone of any kind of development in humans in any society and as a real tool that can change a person into a positive thinker who can positively impact in well-being of the society. For students to acquire skills that are needed for creativity, competency, productivity, initiative, and innovation after graduation from the universities requires the provision of adequate plant planning.

School plant planning is a veritable tool for the effective delivery of instructions in tertiary institutions (Osaigbovo & Osaigbovo, 2021; Chatterton & Goddard, 2000). School plant planning is a process that involves designing, constructing, and managing the physical facilities and resources of an institution to ensure that the educational goals are achieved. For the accomplishment of educational objectives, school plant planning provides an environment that is cost, secure, safe, accessible, well-illuminated, well-ventilated, and aesthetically pleasing. School plant planning is a crucial part of the conditions for learning, not just a passive container for the educational process. Planning is crucial for improving efficient teaching and learning methods as well as the overall efficiency of the educational system (Myran *et al.*, 2010; Austin, 2020). School plant planning is crucial to the educational system that improves the level of equitable accessibility to education for everyone in universities, so its importance to the success of educational programs cannot be overstated (Amanchukwu & Ololube, 2015).

In an educational institution, facilities include all those things that are important for effective teaching and learning processes. It is the physical expression of the curriculum, that is, the curriculum is manifested in the availability of the facilities in schools that come to play directly or indirectly in educating a child. School plant planning is an essential input that creates a conducive learning atmosphere and facilitates interaction to enhance the achievement of educational objectives, particularly in universities (Amanchukwu & Ololube, 2015). These inputs consist of machinery, permanent and semi-permanent structures, laboratories, classrooms, libraries, whiteboards, laboratory equipment, and computers.

Schools are situated in different localities. This is to give education access to all school-age children in the different localities of the nation. The schools are to be provided with adequate

plant planning for the accomplishment of instructional goals. This calls for principles of equitable distribution of plant planning. The principle of equitable distribution advocates equitability in the distribution of and accessibility to all provided learning resources no matter where the school is located. All schools in the country should be provided with adequate planning and adequate facilities. The policy also points out that these educational facilities would in no small measure help learners (students) to aspire higher in their educational pursuit and inspire them with a desire for self-determination and attainment of distinction.

Similarly, understanding equity as a concept in education is crucial because it emphasizes how crucial it is to create fair access to education for everyone. Equity in educational contexts denotes the fundamental notion of justice. Inequalities in educational performance and outcomes are a result of biased, unfair policies, practices, programs, or circumstances because of injustices. The terms equity and equality, along with the corresponding quality principle, are frequently used interchangeably. However, equity covers a comprehensive range of educational models, initiatives, and tactics that aim to be equitable but aren't always the same. According to a saying, "Equity means to that end, while equality is the goal." This distinction highlights the fact that strict equality in distribution may not always follow what is fair and just in educating students. Having seen how important school plant planning and equitable access to education for all are in the educational system and other spheres of life, it is important to examine how well it is incorporated into the Nigerian educational system, particularly when it comes to the delivery of educational services in universities.

The objective of every school plant planning in tertiary institutions is to generally create facilities that will create a favorable learning environment for effective teaching-learning experiences to improve students' academic performance through proper policy making. Poor policy implementation is one of the issues affecting school plant planning. The situation in Nigeria to achieve equitable access to education for all is no different, as poor policy implementation has created a significant gap between intended outcomes and actual outcomes. The inability of policymakers to evaluate the current political, social, economic, and administrative conditions during the formulation policy process is the main contributor to the implementation farce. This also is reflected in the education policy in Nigeria, which has yet to prove to be effective.

Education remains the authentic tool and a veritable machinery for national development. This is because of the roles played by the literates in the development of social, economic, political, and technological development in the 21st century. Despite the importance of education and the universal state obligations to improve equitable access to education for all, many people are still at a disadvantage. The goals of education and societal development can be achieved if equitable access to education for all is of paramount significance and utmost importance. As such, it continues to be a global challenge. In this regard, the study examined the influence of school plant planning on equitable access to education for all in Nigerian tertiary institutions particularly in universities in Osun State.

The main purpose of this study was to evaluate school plant planning and equitable access to education for all in universities in Osun State. Specifically, the purposes were to:

- (i) find out the level of school plant planning in universities in Osun State,
- (ii) investigate the level of equitable access to education for all in universities in Osun State, and
- (iii) determine the challenges facing plant planning on equitable access to education for all in universities in Osun State.

Three research questions were raised to guide the conduct of this study

- (i) What is the level of plant planning in universities in Osun State?

- (ii) What is the level of equitable access to education for all in universities in Osun State?
- (iii) What are the challenges facing plant planning on equitable access to education for all in universities in Osun State?

The research hypothesis is the point that there will be no statistically significant relationship between school plant planning and equitable access to education for all in universities in Osun State.

2. LITERATURE REVIEW

2.1. Conceptual Review on Equitable Admission to University Education in Nigeria

The number of universities and applicants for admission was small in the early years of Nigeria as a nation. However, since governments have continuously placed a high value on education from the 1980s to the 2000s, there has been a growing demand for higher education and the accompanying need for more universities. There are currently 104 tertiary institutions in Nigeria, and there are 1,937,493 students enrolled in them. The rate of higher education involvement, however, is 8.1%.

Equitable admission to university education was defined as the chance for enrollment, assistance with admission, and reinforcement of ongoing enrollment by students in appropriate educational programs. Thus, according to Roberts (2013), admission requires qualities such as sincerity toward a diverse population, support for a different custom, and the importance of diverse contributions.

Here is a constraint on equitable admission to university education in Nigeria at all educational levels, with clear disparities manifesting themselves. Nigeria's policy of universal access to education is unequal when compared to countries with similar economic problems as South Africa (17%), Indonesia (11%), and Brazil (12%). According to a Federal Ministry of Education (Nigeria) report, in 2008, 800,000 applicants completed the requirements for university admission (23% success rate). Still, Nigerian universities could only admit 248,323 students (14%) because of capacity limitations (FRN, 2009).

As a result, there is an enormous disparity between the number of applicants who take the university matriculation exam each year and those who are accepted. According to data made public by JAMB, there were many candidates from 1999 to 2004. Of 199,593,670 applicants, 64,358 were accepted and 529,312 were rejected. This translates to a success rate of 10.8% and a failure rate of 89.2%. In 2000, 467,490 applications were received; 45,681 were accepted, while 421,809 were rejected. This resulted in a pass/fail ratio of 9.8% and 90.2%. In 2001, 749,727 people applied, 90 769 were admitted, 658 958 were rejected, 12.1% were successful, but 87.9% failed.

In 2002, there were 994,381 applicants; 51,845 were accepted, and 942,536 had their applications rejected. This resulted in a success rate of 5.2% and a failure rate of 94.8%. In 2003, there were 1,046,950 applicants. Of those, 105,157 were accepted and 941,793 were rejected, for a success rate of 10.0% and a failure rate of 90.0% respectively. A 14.5% success rate and an 85.5% failure rate were recorded in 2006 when 841,878 candidates applied. Of those, 122,492 were accepted while 719,386 were turned down. In 2007, there were 916,371 applicants, 76,984 of whom were accepted, while 839,387 were turned down. This equates to an 8.4% success rate and a 91.6% failure rate. A total of 803,472 applicants submitted applications in 2008; 88,524 were accepted, 714,948 were rejected, and 11.0% were accepted while 89.0% were rejected. In 2007, 1,028,984 applicants applied, 129,445 were accepted, and 899,539 were rejected. This means that 12.6% of applicants passed and 87.4% failed. The number of applicants in 2009 was 1,192,050.

2.2. School Plant Planning

School plant planning has been defined from different perspectives by different authorities. The perspectives have been given for a better understanding of what facilities represent. Plant planning is the complete school plan that the school managers, teachers, and students use for the charming and proficient management of any educational organization, for the main unbiased of getting about the effective and persistent teaching and learning experience (Asiyai, 2012).

School plant planning is the measurable resource delivered for staff and students to elevate their efficiency in the teaching and learning process. Plant planning is the material as well as physical resources that uphold effective teaching and learning in institutes. Plant planning is the things that allow a skillful teacher to acquire a level of instructional effectiveness when they are provided rather than when they are not available. In the same vein, Knezevich as cited in the implication one can deduct from the definition that the school facility gives significance to the scheduled curricular and co-curricular accomplishments carried out in the institute. It means that without the school facilities, the implementation of the institute curriculum for teaching and learning cannot be achieved. Khan and Iqbal in 2012 cued into this view when they opined that suitable and excellent plant planning remains the basic components for excellent education and to attain the proposed objective of the school package. Non-availability of plant planning will make teaching unproductive, and the needed learning will not be realized.

Plant planning can be classified as serving an instructional function, recreational function, residential function, general-purpose function, and health function towards equitable access to education for all in universities

- (i) **Instructional Facilities:** refer to all educational facilities that aid directly in the teaching and learning process. They comprise lecture halls, laboratories, libraries, experimental equipment, chalkboard or whiteboard, audio-visual learning apparatus, projector, and zoological garden in addition to experimental agricultural ranches. Instructional facilities are considered of prime priority among other educational facilities because of their direct role in teaching and learning activities.
- (ii) **Recreational Facilities:** Recreational facilities are those resources that are put in place during the teaching and learning procedure that could similarly be interacted through by the staff and then students during their relaxation hours in the school sites. These are places, lawns, fields, pitches, and tools for sports, games, and broad recreation like a card game, chess, snooker, table tennis, etc. (indoor and outdoor game facilities). They aid in the general fitness of both staff and students. Apart from emerging specific services, they also develop a good education socio psychological as well as emotional environment through relaxation.
- (iii) **Residential Facilities:** Residential facilities such as plant planning include hostels, staff residences, refectory, and other associated amenities meant to provide residential suitability for staff and students. It also provides shelter for staff, students, and even guests. There is a need to offer residential facilities in our secondary schools so that students can concentrate on their academics and decide what they want to be in the future after completing their secondary education. However, apart from time and energy lost in the journey to and from school, some families are not in a position to bear the recurring cost of such transportation if students come from their homes. In other to take care of such children, hostels should be established for boys and girls to provide need-based housing assistance to the students at a reasonable cost.

- (iv) **General Persistence Amenities:** These are amenities that can be used for a purpose other than those for which they are originally meant; that is, use of classrooms for religious activities, school auditorium for a reception during occasions, etc. Amenities can easily be converted to other uses apart from their unique use. Most times, these facilities are made of open space facilities, which can be divided into two categories: developed spaces and undeveloped spaces. Open spaces that have been developed include those used as parking lots, access roads, school farms, fields for sports, and so on.
- (v) **Health Facilities:** Health facilities are places that offer health care. They include clinics, sick bays, hospitals, casualty care axes, and specialized care centers such as birthing and psychiatric care axes. A health facility is required in every school to give medical treatment to students when they have health issues. A school nurse is always in charge of the school clinic. The quantity and quality of health facilities in a country is one mutual portion of that area's prosperity and quality of life.

2.3. Equitable Distribution of Plant Planning

When it comes to the distribution of plant planning, “justice and equivalence” are exactly dissimilar. The idea of equality indicates if per-student funding at every school should be the same. While equity centers on whether less advantageous students should get more to catch up. The students who are the most behind- most often are students from rural areas and they require additional facilities to hook up, prosper, and finally close the accomplishment gap. Giving students who come to school covered academically (as of some features separate from the school's mechanism) the same facilities as students in the urban areas will not close the achievement gap. But making sure that schools in rural areas have access to exceptional teachers and other facilities they need to succeed will continue to bridge the gap. Ensuring that schools that more to attain success need to obtain those facilities and prospects illustrates justice in action. The equitable distribution of plant planning here refers to the allocation of facilities in all school districts, independent of their location. As a principle, equitable distribution advocates equitability in the distribution of and accessibility to all provided learning resources no matter where the school is located.

Equitable distribution ensures that plant planning is appropriately channeled to areas where they are required in the right quality and quantity to avoid over or under-utilization which amounts to wastage. This guarantees effective operation and maintenance of standards in the educational system. This enables all children to reach empowering and rigorous learning outcomes. In this regard, leaders are anxious not only with the level of possessions and how they are dispersed across regions, schools, and classrooms but also with how these investments convert into improved learning. The provision of equitable access to education for all and plant planning therefore cannot be overemphasized in universities in Nigeria.

2.4. Problems of Plant Planning in Universities

Plant planning distribution in universities in recent times has determined the present state of equitable access to education for all in the country. However, some problems or challenges inhibit the proper distribution of plant planning in universities as follows:

- (i) **Poor budgetary distribution to the education sector:** The percentage of the national budget allocated to education depends on certain factors which when considered will make or mar the education system. Such factors include the rate of national economic growth, the condition of the world market specifically the price of oil, which is the major foreign exchange product, the race of other sectors of the budget, and the nature of

revenue for education. Budgetary distribution by the Nigerian government to the education sector is below the suggested 26% of the Gross Domestic Product (GDP) of each country in the world as identified by UNESCO. This will no doubt impact negatively on the financial and material resources available in schools. It needs not be overemphasized that the funding of education is becoming a burden for the government, being the major financier.

- (ii) Poor human resource recruitment: Another challenge is the recruitment of staff. Recruitment connotes all those activities designed to search for and attract the desired quality and quantity of staff to satisfy the established needs. Given the strategic role of teachers in the education process and the level of inadequacy in schools, the government should recruit additional teachers and distribute them to schools where there are not enough majorly in rural schools. Oftentimes, this process is poorly carried out in the sense that some of the teachers recruited are not qualified for the position or do not have the experience to handle the facilities provided. This creates a big encounter for the educational planners as well as the school.
- (iii) Incorrect data: Data is a veritable tool an educational planner needs to make good decisions and provision of educational facilities. The prevalent collection of data in education has given an increase to huge amounts of data. "Data gives us the roadmap to improvement". It tells us where we are, where we essential to go, and who most is at menace" (US Department of Education, 2009). For any facility to be adequately distributed there is the need for correct or actual data. Incorrect data is a problem confronting the distribution plant planning. Without sufficient and up-to-date information on the population for whom such facilities are to be provided, there cannot be an efficient and equitable distribution of the plant planning.

2.5. Theoretical Framework

John Rawls' Distributive Theory of Social Justice from 1971 served as the foundation for this investigation. According to John Rawls' ethical theory, which defines justice as fairness, general principles can adequately describe the traits of a just society. The only requirement for a society to be just, in Rawls' view, is that it be fair. According to Rawls, a morally upright society is one with a strong foundation. The principles are the most accurate depiction of a social structure devoid of particular interests or morally absolute convictions. Aspects of John Rawls' Distributive Theory of Social Justice that are relevant.

To demonstrate how Rawls' hypothetical theory of justice as fairness is based upon a strong notion of equality, this study uses key elements of this theory of social justice. In the hypothetical situation, equality is the best way to conceptualize justice as fairness. All social primary goods, such as freedom and opportunity, wealth and income, and the foundations of one's self-respect, according to Rawls, should be distributed equally unless doing so would benefit the least favored group.

3. METHODS

This study adopted a descriptive research survey design. Three approved and accredited universities in Osun State were used for this study which includes one Federal university, one State university, and one private university respectively. For this study, two public-owned universities and one private university were used based on ownership which are Osun State University: Obafemi Awolowo University, and Joseph Ayodele Babalola University.

Thus, the population of this study comprised all the Heads of Department of the three selected universities in Osun State. A purposive sampling technique was used to select 25

HODs at Osun State University, 30 HODs at Obafemi Awolowo University, and 15 HODs at Joseph Ayodele Babalola University respectively. A purposive sampling technique was used to find the characteristics of interest of the respondents in the sampled universities. As a result of this, 70 Heads of Department were randomly selected for the study. The Plant Planning and Equitable Access to Education for All Questionnaire (PPEAEQ) was used to collect data for this study from the respondents. The instrument was designed based on the indicators of the variable to assess the extent of plant planning on equitable education for all in universities in Osun State. A coefficient of 0.64 was obtained showing that the instrument was reliable for data collection.

Descriptive statistics of frequency counts, percentages, mean, and standard deviation were used to analyze the data collected and answer the research questions raised for the study. Items within the mean range between 2.00 and 3.00 were considered high or regular in the questionnaire which was accepted while any item with a mean score below 2.00 was considered low or irregular which was rejected. The research hypothesis formulated was tested using inferential statistics of Pearson product-moment correlation statistics at a 0.05 level of significance. This was used to determine the relationship between the two variables.

4. RESULTS AND DISCUSSION

4.1. Results

4.1.1. Research Question 1: What is the level of school plant planning in universities in Osun State?

Table 1 shows the responses of the respondents on the level of school plant planning in universities in Osun State. Therefore, the items have mean ratings of 3.48, 3.68, and 3.02 with the standard deviation of 0.587, 0.614, and 0.644 respectively. The mean of 3.68 with a standard deviation of 0.614 was ranked first on the level of moderate, 3.48 with a standard deviation of 0.587 was ranked second on the level of high, and 3.02 with the standard deviation of 0.644 was ranked third on the level of low respectively. The majority of the respondents agreed that; the level of plant planning was moderate in universities in Osun State.

Table 1. Responses on the Level of School Plant Planning in Universities in Osun State.

S/N	Items	SA %	A%	D%	SD%	Total %	Mean	SD	Ranking
1	High	19(27.1)	23(32.9)	13(18.6)	15(21.4)	70(100)	3.48	0.587	2 nd
2	Moderate	50(71.4)	13(18.6)	2(2.9)	5(7.1)	70(100)	3.68	0.614	1 st
3	Low	9(12.9)	7(10.0)	36(51.4)	18(25.7)	70(100)	3.02	0.644	3 rd

4.1.2. Research Question 2: What is the level of equitable access to education for all in universities in Osun State?

Table 2 shows the responses of the respondents on the level of equitable access to education for all in universities in Osun State. Therefore, the items have mean ratings of 2.99, 3.15, and 3.50 with the standard deviation of 0.471, 0.582, and 0.539 respectively. The table shows that the mean of 3.50 with a standard deviation of 0.539 was ranked first on the level of low, 3.15 with a standard deviation of 0.582 was ranked second on the level of moderate while 2.99 with a standard deviation of 0.471 was ranked third on the level of high respectively. The majority of the respondents agreed that; the level of equitable access to education for all in universities was low in Osun State.

Table 2. Responses on the Level of Equitable Access to Education for All in Universities in Osun State.

S/N	Items	SA %	A%	D%	SD%	Total %	Mean	SD	Ranking
1	High	10(14.3)	16(22.9)	40(57.1)	4(5.7)	70(100)	2.99	0.471	3 rd
2	Moderate	14(20.0)	18(25.7)	17(24.3)	21(30.0)	70(100)	3.15	0.582	2 nd
3	Low	31(44.3)	27(38.6)	8(11.4)	4(5.7)	70(100)	3.50	0.539	1 st

4.1.3. Research Question 3: What are the challenges facing school plant planning on equitable access to education for all in universities in Osun State?

Table 3 shows the responses of the respondents on the mean ratings of the challenges facing school plant planning on equitable access to education for all in universities in Osun State. Thus, the items have mean ratings of 3.88, 2.95, 3.70, 3.78, 3.05, 3.45, and 2.55 with the standard deviations of .995, .501, .672, .890, .396, .678 and .555 respectively. The analysis implies that the mean ratings of these items are greater than the mean range between 2.00 and 3.00 benchmark which were all accepted. Poor budgetary allocation to the education sector was ranked 1st with a mean of 3.88, Politicization was ranked 2nd with a mean of 3.78, and Location of schools was ranked 4th with a mean of 3.45 respectively. Findings reveal that school plant planning on equitable access to education for all in universities faced some challenges in Osun State.

Table 3. Mean ratings and standard deviations of challenges of school plant planning on equitable access to education for all in universities in Osun state.

S/N	Items	SA %	A%	D%	SD%	Total %	Mean	SD	Decision	Ranking
1	Poor budgetary allocation to the education sector	25 (35.7)	30(42.9)	10(14.3)	5 (7.1)	70(100)	3.88	0.995	Accepted	1 st
2	Poor human resource recruitment	13 (18.6)	19(27.1)	16(22.9)	22 (31.4)	70(100)	2.95	0.501	Accepted	6 th
3	Incorrect data	23 (32.9)	10(14.3)	16(22.8)	21 (30.0)	70(100)	3.70	0.672	Accepted	3 rd
4	Politicization	36 (51.4)	20(28.6)	5(7.1)	9 (12.9)	70(100)	3.78	0.890	Accepted	2 nd
5	Poor supervision and maintenance	10 (14.3)	33(47.1)	18(25.7)	9 (12.9)	70(100)	3.05	0.396	Accepted	5 th
6	Location of schools	15 (21.4)	10(14.3)	13(18.6)	32 (45.7)	70(100)	3.45	0.678	Accepted	4 th
7	Rural-Urban migration	17 (24.2)	16(22.9)	23(32.9)	14 (20.0)	70(100)	2.55	0.555	Accepted	7 th

4.1.4. Research Hypothesis: There is no significant relationship between school plant planning and equitable access to education for all in universities in Osun State.

Table 4 shows that the p-value of 0.00 was less than the significant level at 0.05 for 68 degrees of freedom. Therefore, the null hypothesis which states that there is no significant relationship between school plant planning and equitable access to education for all in universities in Osun State was rejected. This suggests that there was a significant relationship between school plant planning and equitable access to education for all in universities in Osun State. This implies that adequate provision of school plant planning influences the level of equitable access to education for all in universities by ensuring that the number of students to be admitted to the universities will be high on the carrying capacity of universities.

Table 4. School Plant Planning and Equitable Access to Education for All in Universities in Osun State.

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
School Plant Planning	70	9.87	2.02	68	0.438	0.00	Ho Rejected
Equitable Access to Education for all	70	5.56	2.81				

***P*<0.05**

4.2. Discussion

The findings of research question one revealed that 58.6% of the respondents constituted the majority who agreed that the level of plant planning was moderate in universities in Osun State. The result of this finding was supported by the findings of Ehaimetalor (2018) who concluded that the provision of adequate school plant planning for higher education enables students to acquire skills that are then directed toward productivity, creativity, competence, initiative, innovation, and inventiveness after graduation from universities. [Amanchukwu and Ololube \(2015\)](#) agreed that school plant planning is an essential input that creates a favorable learning environment, facilitates interaction, and enhances the achievement of educational objectives in universities.

Results of research question two indicated that 55.7% of the respondents constituted the majority who agreed that the level of equitable access to education for all in universities was low in Osun State. Equitable access to education for all has been regarded as the bedrock of any form of structural or human development in any society and a veritable tool that can transform the individual to a positive thinking person who can contribute positively to the social economy, political development and well-being of the society.

The findings of research question three revealed that school plant planning faced some challenges to equitable access to education for all in universities in Osun State. The principle of equitable distribution advocates equitability in the distribution of and accessibility to all provided learning resources no matter where the school is located. Poor budgetary allocation to the education sector, politicization, poor supervision and maintenance, and incorrect data among others affected the proper distribution of school plant planning on equitable access to education for all in universities.

The findings of the hypothesis revealed that there was a significant relationship between school plant planning and equitable access to education for all in universities in Osun State. This is in line with the findings of [Amanchukwu and Ololube \(2015\)](#) that, the contribution of

school plant planning to the success of educational programs cannot be overemphasized because they are critical in the educational system that enhances the level of equitable access to education for all in universities.

5. CONCLUSION

It was concluded from the findings of this study that, adequate and accessibility of school plant planning significantly influenced and improved the level of equitable access to education for all in universities in Osun State. This study examined that the provision and distribution of school plant planning are very essential and are of paramount importance to all levels of education especially in universities. For equitable access to education for all in universities to be achieved, the problem of underfunding, infrastructural facilities, and shortage of qualified lecturers among others must be addressed. This can be done through the collaborative efforts of all the stakeholders in education, although the responsibility remains that of the government.

Based on these findings, the following recommendations were put forward:

- (i) The proper procedure for the distribution of school plant planning to universities should be developed by the planning section of the Federal Ministry of Education and monitored strictly when distributing to school facilities.
- (ii) University principals should ensure that comprehensive assessment and regular supervision of the school plants are carried out to determine the areas of need for university students.
- (iii) University principals should ensure that adequate data on the school population is made available for proper educational planning and resource allocation to the universities.
- (iv) The government should formulate and review appropriate educational policies that will influence the involvement of different key educational stakeholders, increase the amount of funds for running public universities' activities, to recruit more lecturers to increase the number of students admitted to universities by ensuring equitable access to education for all in universities.
- (v) The government of Nigeria should improve and increase the budgetary allocation to the education sector so that adequate provision of school plant planning would be provided and this will also improve the level of equitable access to education for all in universities, particularly in Osun State.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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