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SCHOOL WORKING FACILITIES AND STUDENTS' MOTIVATION TOWARDS LEARNING ORAL FRENCH LANGUAGE IN SENIOR SECONDARY SCHOOLS IN SOUTHWEST, NIGERIA

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ABSTRACT

In the South-West geopolitical zone of Nigeria, there has been an observable decline in secondary school students' motivation to learn French as a foreign language. This situation is reflected in the low rate of student enrolment in French classes in many secondary schools and the poor performance recorded in national examinations such as the West African Senior School Certificate Examination (WASSCE). In several Nigerian schools, particularly public schools, effective instructional supervision is often inadequate. This deficiency has contributed to the use of routine and unengaging teaching methods that fail to stimulate students' interest in subjects like French. Against this background, the present study examined school working facilities as a determinant of students' motivation towards learning oral French language in senior secondary schools in Southwest Nigeria. Data for the study were gathered using a researcher-developed questionnaire titled Students' Motivation towards Learning Oral French Language Questionnaire (SMLOFLQ), which yielded a reliability coefficient of 0.878. The findings indicated a moderate level of students' interest ($\bar{x}$ = 2.975), persistence ($\bar{x}$ = 3.218), and engagement ($\bar{x}$ = 2.794) in learning oral French among secondary school students in Southwest Nigeria. Furthermore, the study revealed moderate ratings for school physical environment ($\bar{x}$ = 2.868), collaborative learning space ($\bar{x}$ = 2.532), French language laboratory ($\bar{x}$ = 2.186), and access to technological resources ($\bar{x}$ = 2.676). These findings suggest that infrastructural factors play important roles in shaping students' motivation towards learning oral French in secondary schools within the region. It was recommended that schools management should ensure and provide adequate and effective working facilities in order to support the teaching of French in the secondary schools. The students should be encouraged to build up their interest in French language.

Keywords: School Working Facilities, Students' Motivation to Learn

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Introduction

Students' motivation to learn Oral French is both challenging and essential. Motivation plays a key role in language acquisition, particularly for second-language learners, as it drives learners to invest the necessary effort and commitment needed to develop Oral communication skills. In Nigerian secondary schools, motivation to learn oral French is a crucial yet often neglected factor that significantly influences both students' academic achievement and their ability to use the language in real life contexts. Oral proficiency, comprising speaking and listening skills, is a major outcome of language learning, especially in a globalized world where French serves as a tool for communication in diplomacy, trade, and education.

Motivation remains central to effective learning, and addressing the barriers that hinder students' motivation in oral French is necessary for achieving meaningful educational outcomes. When learners are adequately motivated students tend to invest more effort, persist despite difficulties, and actively participate in communicative activities that develop practical language skills (Reindl, 2021). Conversely, low motivation can result in disinterest, disengagement, and poor performance. Improving motivation in oral French learning therefore goes beyond examination success; it shapes students' overall attitude towards the language. In a multilingual country like Nigeria, where regional integration and access to international opportunities often require French proficiency, enhancing students' motivation to learn the language also supports wider social, economic, and diplomatic goals (Wentzel, 2022).

The standard of school facilities plays a subtle but significant role in determining educational outcomes. A properly equipped school setting, with functional classrooms, readily available learning materials, adequate ventilation, and a safe and visually appealing environment, creates the necessary conditions for effective teaching and active student participation (Vathanavong et al., 2024). Such facilities are not simply supportive elements of learning; rather, they form the structural base that shapes students' cognitive, emotional, and social involvement in academic activities (Hussain et al., 2024).

According to Alfin (2023), the physical learning environment has a direct and meaningful effect on students' concentration, participation, and academic performance. Classrooms that are overcrowded, poorly illuminated, or lacking essential instructional resources often lead to student disengagement, fatigue, and disruptive behavioral problems, which can hinder academic progress. In contrast, well-planned and properly maintained facilities can enhance students' sense of belonging, encourage intellectual curiosity, and nurture a positive culture of learning (Sung-Yeon J & Hyoun-Kyoung, 2022).

The presence or absence of a supportive school physical learning environment within the school can exert either a positively or negative influence on students' motivation to

learn Oral French. Despite the importance of examining how the school environment affects students' motivation to learn, there is a notable shortage of local studies exploring its influence on motivation for learning oral French. Many existing studies have mainly examined the relationship between the school physical environment and teachers' job performance (Sari et al., 2021).

A collaborative learning space refers to a learning environment that promotes teamwork, effective communication, and mutual support among students, educators, and professionals. Students are more likely to exihibit higher levels of motivation when their learning spaces support active participation, creativity, and problem-solving through collaborative tasks and group projects. When classrooms are designed with flexible layouts and adaptable furniture that accommodate different group sizes and learning activities can significantly increase students' motivation to learn.

Another important indicator of school facilities is access to technological resources. This refers to the availability of modern technological tools that support both individual learning and educational communities. Examples include educational software, mobile network connectivity, laptops, desktop computers, and smartphones. Such resources enable both students and teachers to enhance communication, collaboration, and social interaction within and beyond the classroom. Furthermore, access to technological resources provides improved opportunities to obtain a wide range of information, services, and educational materials.

Aim and Objectives of the Study

The aim of this study is to investigate school working facilities as determinant of students' motivation towards learning oral French in senior secondary school in Southwest, Nigeria, the objectives are to:

(i) identify the level of students' motivation (engagement, persistence and students' interest) toward learning oral French language in senior secondary school, Southwest, Nigeria;

(ii) assess the level of school working facilities (physical learning environment, collaborative learning space and access to technological resource) in public senior secondary schools in Southwest, Nigeria;

Research Questions

The following questions are posed in order to achieve the study's objectives:

(1) What is the level of students' motivation (engagement, persistence and students' interest) towards learning oral French language in senior secondary schools in Southwest, Nigeria?

(2) What is the level of school working facilities (physical learning environment, collaborative learning space, French language laboratory and access to technological resource) in public senior secondary schools in Southwest, Nigeria?

Literature Review

Motivation has attracted considerable attention from educational psychologists because of the significant role it plays in students' learning processes and academic achievement. However, the form of motivation examined within educational settings differs in nature from the broader types of motivation studied in other areas of psychology (Tashlanovna et al., 2020). In the context of education, motivation strongly influences how students approach learning and how they respond to specific subjects, including oral proficiency in the French language.

In many secondary schools, the teaching of Oral French still relies largely on conventional instructional methods that focused mainly on written assessments and grammar exercises. Such approaches often provide limited opportunities for students to practice speaking in real-life contexts, which reduces their confidence and fluency in the language. Research has shown that when students engage in Oral French practice within well-organized and motivating learning environments, such as interactive classrooms, about 75% of learners demonstrate noticeable improvements in pronunciation, intonation, and fluency (Ibrahim et al., 2020). Furthermore, motivational strategies such as teacher encouragement, contextualized learning, and the use of rewards have been identified as important factors that enhance students' oral language proficiency (Baribor, 2020).

Working facilities refer to the materials, equipment, or infrastructure that provide support and convenience for an organization, institution, or individual in carrying out tasks. They include tools, equipment, and plants that are utilized to facilitate work within an organization. In simple terms, working facilities are the resources available in a firm, industry, or institution that enable operations to function effectively. Within the school context, working facilities comprise all the resources and assets available in a school that help promote effective teaching and learning while also ensuring the physical safety and well-being of those within the environment. In public secondary schools, school working facilities represent the essential resources and structures that enable the educational system to function efficiently (Mbazor, 2020).

School working facilities also include French laboratory facilities, which are equipped with workstations, laboratory chairs, desks, and storage cabinets that directly or indirectly support the teaching and learning of the French language. These facilities provide the physical resources needed to enhance instructional activities and students' practical engagement with the language. French laboratory facilities refer to specialized sections of school infrastructure where the practical aspects of learning French are carried out beyond the regular classroom setting. Such laboratories often combine instructional practice with structured learning frameworks that guide language exercises and activities (Robia, 2024). They serve as supportive environments where students can develop speaking, listening, and pronunciation skills through guided practice. French laboratories play an important role in

strengthening language learning by providing opportunities for practical engagement and skill development. Through structured activities and collaborative learning, they contribute to improved language proficiency. In many cases, language laboratories also encourage cooperation and knowledge sharing among learners, thereby enhancing the overall effectiveness of language education (Delaunay et al., 2025).

School working facilities also include collaborative learning spaces, which emphasize shared work areas and interactive environments that encourage cooperation and collective learning. These spaces are designed to promote teamwork, communication, and active engagement among students, teachers, and other educational participants. Collaborative learning spaces provide environments where learners can work together, exchange ideas, and participate in group-based academic activities. Such spaces support interdisciplinary interaction and help students develop problem-solving and critical thinking skills through shared learning experiences. Facilities within collaborative learning spaces often include access to digital technologies such as interactive whiteboards, collaboration software, and multimedia resources. These tools enhance communication, stimulate creativity, and promote effective knowledge sharing among learners (Chang et al., 2025).

Access to technological resources represents another important component of school working facilities that directly supports teaching and learning activities, particularly within the classroom. It refers to the availability and effective use of technological tools such as hardware, software, and reliable internet connectivity that assist both educational activities and everyday tasks. Access to technological resources helps bridge the digital divide that often exists among individuals from different socio-economic backgrounds (Adedoyin & Altinay, 2023). By providing students and teachers with modern technological tools, schools can improve learning opportunities and enhance digital literacy. Research has also shown that access to technological resources enables individuals to acquire new skills, explore employment opportunities, and actively participate in the digital economy (Arthur-Nyarko et al., 2020). Consequently, integrating technological resources into the educational environment can significantly improve the quality and effectiveness of teaching and learning.

The school physical environment includes elements within the school surroundings that are outside classroom buildings and are not classified as instructional materials or infrastructure used directly for teaching. These are facilities present within the school premises that support the general functioning and comfort of the school environment. Examples include sports fields, school shops, kiosks, parking areas, playgrounds, electricity supply, Wi-Fi facilities, agricultural farms, and water supply systems available within the school compound but not directly used in classroom instruction. In addition, the school physical environment also comprises mechanical and support

facilities such as technological machines, generators, photocopiers, plumbing installations like water taps, and electrical or telecommunication equipment such as speakers. It also includes security networks and fire suppression systems within the school premises. Although these facilities may not directly influence classroom instruction, they contribute to convenience, safety, and a supportive atmosphere for both teachers and students during teaching and learning activities in the school (Sam-Kalagbor, 2021).

Methodology

This study employed a survey research design because it enables the researcher to examine the relationship between the independent variables, instructional supervision and school working facilities, and the dependent variable, students' motivation towards learning. Primary data were collected from selected respondents through a structured questionnaire. The study did not involve manipulation of variables, ensuring that responses reflected the participants' genuine opinions and experiences.

The population comprised all students offering French and French teachers in public senior secondary schools across the six states in the South-West geopolitical zone of Nigeria: Lagos State, Oyo State, Ogun State, Osun State, Ondo State, and Ekiti State. As of 2025, there were 2,269 public senior secondary schools, with 27,957 French students and 406 French teachers, according to records from the Teaching Service Commission (TESCOM) in the respective states. A multi-stage sampling technique was adopted. First, three states were selected from the six using stratified random sampling due to feasibility constraints. One state was chosen from each pair of neighbouring states: Lagos from Lagos/Ogun, Osun from Oyo/Osun, and Ondo from Ekiti/Ondo, given their cultural and linguistic similarities. In the second stage, the Taro Yamane (1967) formula with a 5% precision level determined the number of schools. Third, total enumeration was used for French teachers in the selected states because of their manageable number. Finally, 10% of French students were selected through proportionate sampling. In total, the sample comprised 809 schools, 202 teachers, and 1,455 students.

Results

Research Question One: What is the level of students' motivation (engagement, persistence and students' interest) towards learning oral French language in senior secondary schools in Southwest, Nigeria?

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Table 4.1: Level of Students' Motivation towards Learning Oral French Language in Senior Secondary schools (Engagement) (n = 1455)

S/N	Engagement	HL	ML	L	VLL	Mean $\bar{x}$	Std.Dev.
1	I attend oral French classes regularly and arrive on time	420 (29.0%)	675 (46.3%)	207 (14.2%)	153 (10.5%)	2.936	0.781
2	I ask questions and seek help when I need it	445 (30.6%)	628 (43.2%)	157 (10.8%)	225 (15.5%)	2.888	0.793
3	I participate in extracurricular activities and French clubs related to my academic interest	303 (20.8%)	455 (31.3%)	307 (21.1%)	390 (26.8%)	2.461	0.616
4	I make connections between the course material and my prior knowledge and experience	350 (24.1%)	604 (41.5%)	278 (19.1%)	223 (15.3%)	2.742	0.823
5	I feel motivated to learn and succeed in my studies	397 (27.3%)	564 (38.7%)	232 (16.0%)	262 (18.0%)	2.816	0.801
6	I make sure I participate fully in the classes	460 (31.6%)	583 (40.1%)	252 (17.3%)	160 (11.0%)	2.923	0.820

Criterion Mean = 2.500; Weighted Mean = 2.794; S.D = 0.752; Overall Decision = (Moderate)

Source: Field Work, 2025

KEY: – High Level (HL) – 4 points, Moderate Level (ML) – 3 points, Low Level (LL) – 2points, Very Low Level (VLL) – 1 point.

***** Threshold:** If the mean is 1.000-1.999 = Very Low Level; 2.000-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500 to 4.499 = High Level.

Table 4.1 presents the level of students' motivation toward learning oral French language in terms of students' interest in senior secondary schools in Southwest Nigeria using descriptive statistics such as mean, standard deviation, frequency, and percentage. A four-point Likert rating scale consisting of Very Low Level (1), Low Level (2), Moderate Level (3), and High Level (4) was used, with a criterion mean of 2.50. Six positive items were designed to determine the level of students' motivation toward learning oral French language based on students' interest, as reported by the respondents.

The results showed that the majority of the students agreed at a moderate level with several statements relating to their interest in oral French language learning. Specifically, students indicated that they enjoy learning new things in French language class ($\bar{x}$ = 3.008), find oral French lessons interesting and engaging ($\bar{x}$ = 2.989), feel motivated to learn more about oral French language ($\bar{x}$ = 2.817), and consider the subject matter relevant to their interests and goals ($\bar{x}$ = 2.843). In addition, students moderately agreed that they enjoy participating in class discussions and activities related to oral French language ($\bar{x}$ = 3.167) and feel happy when attending oral

French classes ($\bar{x}$ = 3.028). The overall weighted mean of 2.975 with a standard deviation of 0.792 indicates that students generally exhibit a moderate level of motivation toward learning oral French language in terms of interest in senior secondary schools in Southwest Nigeria.

Table 4.2: Level of Students' Motivation towards Learning Oral French Language in Senior secondary schools (Persistence) (n = 1455)

S/N	Items	HL	ML	L	VLL	Mean $\bar{x}$	Std. Dev.
1	I am willing to ask for help when I need it	470 (32.3%)	516 (35.5%)	211 (14.5%)	258 (17.7%)	2.823	0.781
2	I am confident in my ability to overcome obstacles and challenges	645 (44.3%)	578 (39.7%)	157 (10.8%)	75 (05.2%)	3.232	0.793
3	I am willing to put in extra effort to achieve my academic goals	613 (42.1%)	580 (40.0%)	107 (07.4%)	155 (10.6%)	3.821	0.616
4	I am able to adapt to changes and challenges in academic environment	450 (31.0%)	679 (46.7%)	178 (12.2%)	148 (10.1%)	2.983	0.823
5	I am able to cope with the challenging in the oral French classes	487 (33.5%)	599 (41.1%)	232 (16.0%)	137 (09.4%)	3.085	0.801
6	I have the boldness to overcome problems in the oral French classes	360 (24.7%)	633 (43.5%)	282 (19.4%)	180 (12.4%)	3.369	0.820

Criterion Mean = 2.500; Weighted Mean = 3.218; S.D = 0.772; Overall Decision = (Moderate)

Source: Field Work, 2025

KEY: – High Level (HL) – 4 points, Moderate Level (ML) – 3 points, Low Level (LL) – 2points, Very Low Level (VLL) – 1 point.

***** Threshold:** If the mean is 1.000-1.999 = Very Low Level; 2.000-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500 to 4.499 = High Level.

Table 4.2 presents the level of students' motivation toward learning oral French language in terms of persistence among senior secondary school students in Southwest Nigeria using descriptive statistics such as mean, standard deviation, frequency, and percentage. A four-point Likert scale comprising Very Low Level (1), Low Level (2), Moderate Level (3), and High Level (4) was adopted, with the criterion mean set at 2.50. Six positive items were used to determine the level of students' motivation in terms of persistence as reported by the respondents. The findings indicate that the majority of the students agreed at a moderate level with the statements measuring persistence in learning oral French. Specifically, students reported that they are willing to ask for help when needed ($\bar{x}$ = 2.823), are confident in

their ability to overcome obstacles and challenges ($\bar{x}$ = 3.232), feel motivated to learn more about oral French language ($\bar{x}$ = 3.821), are willing to put in extra effort to achieve their academic goals ($\bar{x}$ = 2.983), are able to adapt to changes and challenges in the academic environment ($\bar{x}$ = 3.085), and have the courage to overcome problems encountered in oral French classes ($\bar{x}$ = 3.369). The overall weighted mean of 3.218 with a standard deviation of 0.722 indicates that students demonstrate a moderate level of motivation toward learning oral French language in terms of persistence in senior secondary schools in Southwest Nigeria.

Table 4.3: Level of Students' Motivation towards Learning Oral French Language in Senior secondary schools (Students' Interest) (n = 1455)

S/N	Items	HL	ML	LL	VLL	Mean $\bar{x}$	Std. Dev.
1	I enjoy learning new things in French language class	426 (29.3%)	753 (51.8%)	138 (09.4%)	138 (09.5%)	3.008	0.881
2	I find the lessons in oral French language class interesting and engaging	420 (28.9%)	764 (52.5%)	107 (07.4%)	164 (11.2%)	2.989	0.671
3	I feel motivated to learn more about oral French language	323 (22.2%)	787 (54.1%)	301 (20.7%)	44 (03.0%)	2.817	0.901
4	The subject matter in oral French language is relevant to my interests and goals	403 (27.7%)	649 (44.6%)	175 (13.6%)	228 (12.0%)	2.843	0.631
5	I enjoy participating in class discussions and activities related to oral French language	487 (30.2%)	699 (39.0%)	163 (11.2%)	106 (07.3%)	3.167	0.951
6	I am always happy having oral French class	600 (41.2%)	461 (31.7%)	229 (15.7%)	165 (11.3%)	3.028	0.720

Criterion Mean = 2.500; Weighted Mean = 2.975; S.D = 0.792; Overall Decision (Moderate)

Source: Field Work, 2025

KEY: – High Level (HL) – 4 points, Moderate Level (ML) – 3 points, Low Level (LL) – 2points, Very Low Level (VLL) – 1 point.

***** Threshold:** If the mean is 1.000-1.999 = Very Low Level; 2.000-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500 to 4.499 = High Level.

Table 4.3 presents the level of students' motivation toward learning oral French language in terms of students' interest among senior secondary school students in Southwest Nigeria using descriptive statistics such as mean, standard deviation, frequency, and percentage. A four-point Likert rating scale consisting of Very Low Level (1), Low Level (2), Moderate Level (3), and High Level (4) was employed, with the criterion mean set at 2.50. Six positive items were used to determine the level of students' motivation

toward learning oral French language based on their interest, as reported by the students.

The findings indicate that the majority of the students agreed at a moderate level with the statements relating to their interest in oral French language learning. Specifically, students indicated that they enjoy learning new things in French language class ($\bar{x}$ = 3.008), find oral French lessons interesting and engaging ($\bar{x}$ = 2.989), feel motivated to learn more about oral French language ($\bar{x}$ = 2.817), and consider the subject matter in oral French language relevant to their interests and goals ($\bar{x}$ = 2.843). In addition, students moderately agreed that they enjoy participating in class discussions and activities related to oral French language ($\bar{x}$ = 3.167) and are always happy when attending oral French classes ($\bar{x}$ = 3.028).

The overall weighted mean of 2.975 with a standard deviation of 0.792 indicates that students exhibit a moderate level of motivation toward learning oral French language in terms of interest in senior secondary schools in Southwest Nigeria.

Research Question Two: What is the level of school working facilities (physical learning environment, collaborative learning space, French language laboratory and access to technological resource) in public senior secondary schools in Southwest, Nigeria?

Table 4.4: Level of School Working Facilities in Public Senior Secondary Schools in Southwest, Nigeria (n = 202)

S/N	School Physical Learning Environment	SA	A	D	SD	Mean $\bar{x}$	Std.Dev.
1	Sports field for inter-house sports and physical education exercises	49 (24.3%)	73 (36.1%)	27 (13.4%)	53 (26.2%)	2.584	0.681
2	Electricity for teachers' comfort	65 (32.1%)	88 (44.6%)	29 (14.4%)	20 (09.9%)	2.980	0.793
3	Water supply for teachers and students' use	62 (30.7%)	80 (39.6%)	38 (18.8%)	22 (10.9%)	3.297	0.816
4	Wi-Fi facility for teachers' use	30 (14.9%)	59 (29.2%)	78 (38.6%)	35 (17.3%)	2.415	0.523
5	Cafeteria for affordable meals for teachers	77 (38.1%)	89 (44.1%)	32 (15.8%)	04 (02.0%)	3.183	0.801
6.	Adequate library facilities for students and teachers use	57 (28.2%)	64 (31.7%)	50 (24.8%)	31 (15.3%)	2.747	0.642

Criterion Mean = 2.500; Weighted Mean = 2.868; S.D = 0.709; Overall Decision = (Moderate

Source: Field Work, 2025

KEY: – Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2points, Strongly Disagree (SD) – 1 point.

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*** **Threshold:** If the mean is 1.000-1.999 = Very Low Level; 2.000-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500 to 4.499 = High Level.

Table 4.4 presents the level of school working facilities in public senior secondary schools in terms of the school physical learning environment in Southwest Nigeria using descriptive statistics such as mean, standard deviation, frequency, and percentage. A four-point Likert scale of Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4) was employed, with the criterion mean set at 2.50. Six positive items were used to assess the level of school working facilities in relation to the physical learning environment, as reported by the teachers. The findings revealed that the majority of teachers agreed at a moderate level that various physical learning facilities are available and functional. Specifically, teachers reported that sports fields for inter-house sports and physical education exercises ($\bar{x}$ = 2.584), electricity for teachers' comfort ($\bar{x}$ = 2.980), water supply for both teachers and students ($\bar{x}$ = 3.297), Wi-Fi facilities for teachers' use ($\bar{x}$ = 2.415), cafeteria providing affordable meals for teachers ($\bar{x}$ = 3.183), and adequate library facilities for teachers and students ($\bar{x}$ = 2.747) are generally at a moderate level.

The overall weighted mean of 2.868 with a standard deviation of 0.709 indicates that public senior secondary schools in Southwest Nigeria generally have a moderate level of school physical learning environment.

Table 4.5: Level of School Working Facilities in Public Senior Secondary Schools in Southwest, Nigeria (n = 202)

S/N	Collaborative Learning Space	SA	A	D	SD	Mean $\bar{x}$	Std.Dev.
1	The learning space is comfortable and conducive to learning	61 (25.0%)	69 (47.0%)	41 (16.0%)	31 (12.0%)	2.792	0.781
2	The learning space is well-lit and has adequate ventilation	45 (27.0%)	70 (45.1%)	67 (12.3%)	20 (15.6%)	2.693	0.723
3	There are conducive staff rooms for French teachers	36 (23.7%)	39 (45.3%)	57 (16.2%)	70 (14.8%)	1.955	0.516
4	Clean Conveniences facilities for teachers' ease	56 (23.4%)	79 (53.0%)	48 (14.0%)	19 (9.6%)	2.356	0.723
5	Ventilated and spacious classrooms for teaching and learning activities	47 (30.2%)	59 (46.8%)	72 (18.1%)	24 (4.8%)	2.638	0721
6	The French laboratory facilities are very specious and adequate for learning	53 12.9%	62 (23.2%)	73 (15.0%)	14 (23.7%)	2.762	0.675

Criterion Mean = 2.500; Weighted Mean = 2.532; S.D = 0.689; Overall Decision = (Moderate

Source: Field Work, 2025

KEY: – Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2points, Strongly Disagree (SD) – 1 point.
*** **Threshold:** If the mean is 1.000-1.999 = Very Low Level; 2.000-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500 to 4.499 = High Level.

Table 4.5 presents the level of school working facilities in public senior secondary schools in terms of collaborative learning space in Southwest Nigeria, using descriptive statistics such as mean, standard deviation, frequency, and percentage. A four-point Likert scale of Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4) was employed, with the criterion mean set at 2.50. Six positive items were used to assess the level of collaborative learning space, as reported by the teachers.

The findings revealed that the majority of teachers agreed at a moderate level that the schools provide conducive collaborative learning spaces. Specifically, teachers reported that the learning spaces are comfortable and supportive of learning ($\bar{x}$ = 2.796), well-lit with adequate ventilation ($\bar{x}$ = 2.693), and equipped with ventilated and spacious classrooms for teaching and learning activities ($\bar{x}$ = 2.638). Teachers also indicated that French laboratory facilities are spacious and adequate for learning ($\bar{x}$ = 2.762). However, some items, such as the conduciveness of staff rooms for French teachers ($\bar{x}$ = 1.955) and cleanliness of convenience facilities ($\bar{x}$ = 2.356), scored below or near the criterion mean.

The overall weighted mean of 2.532 with a standard deviation of 0.689 indicates that public senior secondary schools in Southwest Nigeria have a moderate level of collaborative learning space as part of their school working facilities.

Table 4.6: Level of School Working Facilities in Public Senior Secondary Schools in Southwest, Nigeria (n = 202)

S/N	French Language Laboratory	SA	A	D	SD	Mean $\bar{x}$	Std.Dev.
1	The laboratory offers adequate technical support for language learning equipment	30 (14.9%)	42 (20.8%)	67 (33.2%)	63 (31.1%)	2.193	0.781
2	The laboratory offers opportunities for students to practice specking and listening in French	45 (22.3%)	58 (28.7%)	67 (33.2%)	32 (15.8%)	2.574	0.793
3	The laboratory provides access to authentic French language materials	41 (20.3%)	31 (15.3%)	60 (29.7%)	70 (34.7%)	2.212	0.616
4	The French language laboratory is well – maintained and clean	30 (14.9%)	29 (14.4%)	60 (29.7%)	83 (41.0%)	2.029	0.823
5	The audio-visual equipment is up-to-date and functions properly in the laboratory	37 (18.3%)	39 (19.3%)	64 (31.7%)	62 (30.7%)	2.252	0.801
6.	The Laboratory facilities are well equipped	13 (06.4%)	30 (14.9%)	75 (37.1%)	84 (41.6%)	1.861	0.543

Criterion Mean = 2.500; Weighted Mean = 2.186; S.D = 0.772; Overall Decision = (Very Low)
Source: Field Work, 2024
KEY: – Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2points, Strongly Disagree (SD) – 1 point.
*** **Threshold:** If the mean is 1.000-1.999 = Very Low Level; 2.000-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500 to 4.499 = High Level.

Table 4.6 presents the level of school working facilities in public senior secondary schools in terms of French language laboratory in Southwest Nigeria, using descriptive statistics such as mean, standard deviation, frequency, and percentage. A four-point Likert scale of Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4) was employed, with the criterion mean set at 2.50. Six positive items were used to assess the status of French language laboratories, as reported by the teachers.

The findings revealed that the majority of teachers indicated a very low level of adequacy in French language laboratory facilities. Specifically, teachers reported that the laboratory provides adequate technical support for language learning equipment ($\bar{x}$ = 2.193), opportunities for students to practice speaking and listening in French ($\bar{x}$ = 2.574), access to authentic French language materials ($\bar{x}$ = 2.212), proper maintenance and cleanliness ($\bar{x}$ = 2.029), up-to-date and functional audio-visual equipment ($\bar{x}$ = 2.252), and overall well-equipped laboratory facilities ($\bar{x}$ = 1.861). The overall weighted mean of 2.186 with a standard deviation of 0.772 indicates that public senior secondary schools in Southwest Nigeria have a very low level of French language laboratory facilities, highlighting a significant gap in practical resources for oral French language learning.

Table 4.7: Level of School Working Facilities in Public Senior Secondary Schools in Southwest, Nigeria (n = 202)

S/N	Access to Technological Resources	SA	A	D	SD	Mean $\bar{x}$	St. Dev.
1	Visual aids such as charts, posters, whiteboard, Pictorial materials/Maps and diagrams for teaching/learning purposes	82 (40.6%)	70 (34.7%)	27 (13.4%)	23 (11.4%)	3.044	0.751
2	Access to reliable internet connection for academic purposes	30 (14.9%)	20 (09.9%)	67 (33.2%)	85 (42.1%)	1.975	0.593
3	Access to constant electronic facilities related to extracurricular activities and French clubs related to my academic interest	33 (16.3%)	30 (14.9%)	72 (35.6%)	67 (33.2%)	2.143	0.616
4	French technological resources such as ordinateurs portable (laptop), projecteurs et ecrand (Overhead projector), connexion Wi-Fi et internet (Wi-Fi and internet connectivity) for teaching/learning purposes	60 (29.7%)	79 (39.1%)	50 (24.8%)	13 (06.4%)	2.920	0.863
5	Up to date textbooks for French teachers' preparation	77 (38.1%)	81 (40.1%)	32 (15.8%)	12 (06.0%)	3.148	0.801
6.	Quality chairs and desks for teaching and learning activities	63 (31.2%)	73 (36.1%)	35 (17.3%)	31 (15.3%)	2.831	0.676

Criterion Mean = 2.500; Weighted Mean = 2.676; S.D = 0.717; Overall Decision = (Moderate

Source: Field Work, 2025

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KEY: – Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2points, Strongly Disagree (SD) – 1 point.
*** **Threshold:** If the mean is 1.000-1.999 = Very Low Level; 2.000-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500 to 4.499 = High Level.

Table 4.7 presents the level of school working facilities in public senior secondary schools in terms of access to technological resources in Southwest Nigeria, using descriptive statistics such as mean, standard deviation, frequency, and percentage. A four-point Likert scale of Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4) was used, with the criterion mean set at 2.50. Six positive items were employed to assess teachers' perception of access to technological resources. The findings revealed that the majority of teachers agreed at a moderate level regarding the availability and use of technological resources in their schools. Specifically, teachers reported that visual aids such as charts, posters, whiteboards, pictorial materials, maps, and diagrams are available for teaching and learning ($\bar{x}$ = 3.044). Access to reliable internet for academic purposes ($\bar{x}$ = 1.975) and access to electronic facilities for extracurricular activities and French clubs ($\bar{x}$ = 2.143) were relatively low. French-specific technological resources, including laptops, projectors, and Wi-Fi connectivity for teaching and learning purposes, were rated at a moderate level ($\bar{x}$ = 2.920). Additionally, up-to-date textbooks for French teachers' lesson preparation ($\bar{x}$ = 3.148) and quality chairs and desks for teaching and learning activities ($\bar{x}$ = 2.831) were also considered moderate.

The overall weighted mean of 2.676 with a standard deviation of 0.717 indicates that public senior secondary schools in Southwest Nigeria have a moderate level of access to technological resources as part of their school working facilities.

Discussion of Findings

Research question one sought to determine the level of students' motivation, measured in terms of engagement, persistence, and interest towards learning oral French language in senior secondary schools in Southwest Nigeria. The findings indicated that students exhibited a moderate level of interest ($\bar{x}$ = 2.975), persistence ($\bar{x}$ = 3.218), and engagement ($\bar{x}$ = 2.794) in their motivation to learn oral French. These results partially align with the findings of Akins (2019), which reported a moderate relationship between students' motivation and academic performance ($\bar{x}$ = 2.620). The slight differences may be attributed to the broader geographic scope of the present study, which covered the entire Southwest region, compared to the previous study that focused solely on Lagos State. Conversely, the findings differ from those of Ebete and Ejims (2019), who examined motivation in teams working remotely in Enugu State. The discrepancy could be due to differences in the study population and context, as the present study focused on senior secondary school students in the Southwest.

The results, however, corroborate with the study by Ismail et al. (2018) on the impact of scaffolding, social motivation, and peer feedback on primary school students' academic motivation in Ogun State, which reported high engagement and moderate interest among students. Again, the differences in scope, statewide in the present study versus a single-state focus in Ogun, may account for variations in the findings. Additionally, the present study aligns with the findings of Mokhtar and Ibrahim (2023), who observed moderate levels of student persistence and interest in relation to teachers' motivation, further supporting the consistency of these results in the Nigerian educational context.

The findings from research question two, which sought to determine the level of school working facilities, namely collaborative learning space, access to technological resources, school physical learning environment, and French language laboratory, on students' motivation toward learning oral French language in secondary schools in Southwest Nigeria, revealed varied levels of adequacy. Specifically, collaborative learning space ($\bar{x}$ = 2.532), access to technological resources ($\bar{x}$ = 2.676), and school physical learning environment ($\bar{x}$ = 2.868) were all rated at a moderate level, whereas French language laboratory facilities ($\bar{x}$ = 2.186) were rated at a very low level. These results are consistent with the study by Olugbenga (2019) on the provision and utilization of facilities and students' academic achievement in Lagos State Education District V, which also reported a moderate level of learning facilities among public senior secondary schools in Lagos State, Nigeria. The findings highlight that while some school working facilities moderately support students' motivation, critical resources such as French language laboratories remain insufficient, potentially limiting practical engagement and oral language proficiency.

Conclusion

This study investigated school working facilities as a determinant of students' motivation toward learning oral French language in senior secondary schools in Southwest Nigeria. The findings indicated that the level of school working facilities was moderate, which may explain the corresponding moderate level of students' motivation to learn oral French.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Greater attention should be given to understanding why students exhibit only a moderate level of motivation toward learning oral French in secondary schools in Southwest Nigeria. This investigation should aim to identify the underlying factors affecting motivation so that appropriate interventions can be implemented promptly, ensuring that students develop stronger interest, persistence, and active engagement in learning French as a subject.
2. Efforts should be made to improve the provision of school facilities from

a moderate to a high level, as enhanced facilities are likely to promote better student engagement, motivation, and overall academic performance in learning oral French.

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