

ASSESSMENT OF FACILITIES IN PRIMARY
SCHOOLS IN PAIKO LOCAL GOVERNMENT
AREA OF NIGER STATE

BY

MOHAMMED NDAGI MOH'D
NURUDEEN SALIHU LIMAN
KHADIJAT TANKO

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KHADIJAT TANKO

PES DEPT

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NIGER STATE COLLEGE OF EDUCATION, MINNA

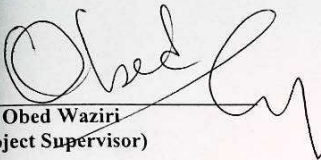
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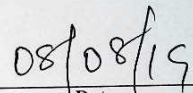
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CERTIFICATION

research study has been certified and/or approved by the supervisor of this project as meeting the requirement for the Department of Primary Education Studies, School of Education, Niger State College of Education, Minna.



r. Obed Waziri
(Project Supervisor)



Date

Mrs. Fatimah Jummai Isah
(Head of the Department)

Date

Dr. A. Y. Ibrahim
(Dean School of Education)

Date

DEDICATION

I dedicate this research work to Almighty God for given us the opportunity and privilege to
conduct this research successfully and effectively complete.

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My sincere thanks and appreciation go to my supervisors Mr. Obed Waziri for his patience. We are also grateful to the Head of Department; Mrs. Fatimah Jummai Isah and other staff of the Department of Primary Education Studies (PES) for coordinating and making it possible for us to complete the programme in this prestigious institution.

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ABSTRACT

This study entitled the *Management of Pre-Primary School Education, Challenges and Prospects* was carried out in Shiroro Local Government Area of Niger State. Four objectives were formulated some of which were to determine the type of facilities provided by private sectors in primary schools and assess the effect of Public Private Partnership on Pupils' academic performance in Paikoro Local Government Area of Niger State, Nigeria. Four research questions were asked some of which were What effect does Public Private Partnership has on Pupils' academic performance in Paikoro Local Government Area of Niger State, Nigeria?, who are the stakeholders involved in provision of facilities in primary schools in Paikoro Local Government Area of Niger State, Nigeria? And What are the factors affecting effectiveness of Public Private Partnership in primary schools in Paikoro Local Government Area of Niger State, Nigeria? Descriptive survey design was used. The population was 1889 made up of 196 head-teachers 1620 teachers and 73 supervisors of pre-primary schools in Paikoro Local Government Area. A total of 191 respondents participated in the study with sample of 15 head-teachers, 162 teachers and 14 supervisors were drawn from 6 schools. Twenty-three structured-item questionnaires were used to collect data. Content as well as context validity of the instrument was ascertained. For the Reliability of the Instrument, results will be correlated using Pearson Product Moment Correlation Coefficient (PPMC) and the result was 0.8 which implies the instrument was reliable. Simple percentage was used to analyse the data collected. Some of the findings were Private sector participation in education enhances standard of education in primary schools in Paikoro Local Government Area. Parents, foreign donors and philanthropist except Politian are the major stakeholders in providing facilities to in primary schools in Paikoro Local Government Area. Inadequate funding, inadequate staff, improper planning and corruption are hindrances affecting primary school education in Paikoro Local Government Area. It is recommended that Politian should be directly involved in the provision effective and sufficient school plant in primary schools in Paikoro Local Government Area. Head-teachers should device a means to enhance adequate funding in primary school education through school farms, handicrafts etc in Paikoro Local Government Area.

OPERATIONAL DEFINITION OF TERMS

For better understanding of this study, the following terms need to be defined as applied to this study:

1. **Effect:** This is negative cause of object or events.
2. **Public-Private Partnership:** The act collaborating with non-governmental organizations to fund education with the aim to enhance educational development.
3. **Stakeholders:** These refers those who are partners in education, directly affected with a educational policy and expected to be part of decision-making process in primary education.
4. **Provision:** To make available of facilities or materials for working
5. **Facilities:** This refers to materials and/or equipments required to effectively implement educational policy.
6. **Academic Performance:** This refers to the level of success, achievement or progress a learner attain in an academic programme.

CHAPTER ONE INTRODUCTION

1.1 Background to the Study

The quality of education delivered by teachers and the academic achievement of pupils of any school is dependent on several factors of which school facilities is paramount. School facilities are materials resources that enhance teaching and learning thereby making the process meaningful and purposeful. School facilities can be referred to as school plant. School facilities can be defined as the entire school plant which school administrators, teachers and students harness, allocate and utilize for the smooth and efficient management of any educational institution, for the main objective of bringing about effective and purposeful teaching and learning experience.

According to Adeboyeje (2000) and Emetarom (2004), school facilities are the physical and spatial enablers of teaching and learning which will increase the production of results. School facilities serve as pillars of support for effective teaching and learning. Oyesola (2000) sees school facilities to include permanent and semi-permanent structures such as machinery, laboratory equipment, the blackboard, teacher's tools and other equipment as well as consumables.

Good quality and standard of school depend largely on the provision, adequacy, unitization and management of educational facilities. Akinsolu (2004) asserted that educational curriculum cannot be sound and well operated with poor and badly managed school facilities. From all indication, school facilities are physical resources that facilitate effective teaching and learning. They include blocks of classrooms, laboratories, workshops, libraries, equipment, consumables, electricity, water, visual and audio-visual aids, tables, desks, chairs, play ground, storage space and toilets.

In Nigeria, public school enrolment has continued to increase without a corresponding increase in facilities for effective teaching and learning. As a result of underfunding of education in Nigeria, the government has been encouraging proper maintenance of available school facilities. School facility maintenance entails ensuring that the facilities are kept near their original state as possible. This involves keeping the school sports and football field clean, periodic renovation of the buildings, servicing the school bus and generator sets, repairs etc. for the purpose of restoring the facilities to optimum working condition.

Olagboje (1998) sees school plant maintenance as any work carried out on any component of the plant with a view to keeping it at good working condition. According to Hinum (1999) the quality and durability of a building largely depend on the type and level of servicing, repairs and the rate at which the needs and requirement change. School facilities management involves keeping records of the facilities, supervising the facilities, planning for the facilities, motivating students and teachers to participate in facilities maintenance and evaluating the available facilities.

Studies have also shown that the condition of school facilities have a strong effect on academic performance of pupils. Chan (1979) in Hinum (1999) found that students who were taught in modernized buildings scored consistently higher across a range of standardized tests. Adeboyeje (2000) reported that schools with well coordinated plant planning and maintenance practices recorded better students performance. Burkett and Bowers (1987) in Hinum (1999) reported that students in newer and adequate school facilities schools outperformed students in older and inadequate school facilities. Conducive school physical environment could enhance students' school attendance, involvement in academic activities and academic performance positively.

In addition, Adesina (1999) stressed that the quality and quantity of educational facilities available within an educational system positively correlates with the quality and standard of the educational system. Durosaro (1998) examined school plant planning in relation to administrative effectiveness of secondary schools in Oyo state of Nigeria. He found that schools that planned and maintained their facilities had higher students' retention and is more effective than the others.

Many scholars, researchers, administrators and educational planners have confirmed that school facilities in Nigerian schools are inadequate and few available ones are being over utilized due to the astronomical increase in school enrolment. Ikoya and Onoyase (2008) reported that only 26% of secondary schools across the country have school infrastructures in adequate quality and quantity. Ajayi (1999) reported that most of the Nigerian primary schools are dilapidated due to inadequate funding while most tertiary institutions are living in their past glories. Such situation hinders effective teaching and learning, making the process rigorous and uninteresting to students and teachers. Similarly, Owuamanam (2005) noted that the inadequacy of infrastructural facilities and lack of maintenance for available facilities were major problems facing Nigerian educational system. The school facilities are grossly inadequate to match the student's population and the available facilities were poorly maintained. The availability and maintenance of school facilities will enhance teaching and learning and improve academic performance of students.

It has been observed that school facilities are not been maintained by school administrators and hence their depreciation. The administrators appears to spend much time on instructional planning, curriculum development, personnel development and community relations claiming that the management and maintenance of school facilities is the sole preserves of the

government. This study examines school facilities in public secondary schools in Delta state, Nigeria with focus on the state of the facilities, the adequacy of the maintenance provided, factors encouraging school facilities depreciation and the roles of school administrators in the management and maintenance of school facilities.

1.1 Statement of problem

Education in Nigeria is faced with the problem of gross under funding, shortage of qualified manpower, in-adequate facilities and equipment, and over bloated student's population. A visit to public educational institutions in the country reveals the sorry state of the education sector. Now the government claims that it is no longer buoyant as it used to be, it has tactfully shown its sole-provident position leaving education institutions as orphans, urging them to look for alternative sources of financing their programmes.

The researcher has observed during her visit to some schools for supervision that most schools visited, the school compound was bushy, have dilapidated buildings with leaking roofs, broken chairs and desks, rough floors and windows without louvers. In some of the schools, the buildings were dirty, no lightning while some have blown off roofs. The roads leading to the sports field in some schools were weedy. It appears adequate management and maintenance is not provided on the available school facilities.

School facilities are supposed to be kept in good condition in near their original state as much as possible by school administrators. But from causal observation and complaints, it appears that school administrators are neglecting on the role of school facilities management and maintenance.

2 Objectives of the Study

The objectives of this study are to:

1. Determine the type of facilities in primary schools in Paikoro Local Government Area of Niger State, Nigeria.
2. Find out the stakeholders involved in provision of facilities in primary schools in Paikoro Local Government Area of Niger State, Nigeria.
3. Investigate the factors affecting provision of facilities in primary schools in Paikoro Local Government Area of Niger State, Nigeria.

1.3 Research Questions

For the purpose of this study, the following research questions were asked:

1. What types of facilities in primary schools in Paikoro Local Government Area of Niger State, Nigeria?
2. Who are the stakeholders involved in provision of facilities in primary schools in Paikoro Local Government Area of Niger State, Nigeria?
3. What are the factors affecting provision of facilities in primary schools in Paikoro Local Government Area of Niger State, Nigeria?

1.4 Research Hypotheses

The following hypotheses were postulated for this study:

1. There is no significant difference in the opinion of head-teachers, teachers and supervisors (stakeholders) on the types of facilities in primary schools in Paikoro Local Government Area of Niger State, Nigeria.

- There is no significant difference in the opinion of stakeholders on the stakeholders involved no provision of facilities in primary schools in Paikoro Local Government Area of Niger State, Nigeria.
3. There is no significant difference in the opinion of stakeholders on the factors affecting provision of facilities in primary schools in Paikoro Local Government Area of Niger State, Nigeria.

Basic Assumptions

This study has the following assumptions:

1. The type of facilities will determine quality of education in primary schools in Paikoro Local Government Area of Niger State, Nigeria.
2. Active involvement of stakeholders will enhance provision of facilities in primary schools in Paikoro Local Government Area of Niger State, Nigeria.
3. When the factors affecting adequate provision of facilities are positively considered, standard of education will be enhanced in primary schools in Paikoro Local Government Area of Niger State, Nigeria.

1.5 Significance of the Study

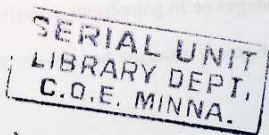
The importance of this study cannot be over-emphasized since it is an undeniable fact that people learn from the experience of others. However, it will serve as a guide to anyone who wishes to conduct a research on this or related topics. Also, the research work will be of benefit and/or serve as a guide to school managers, teachers and students at all level of education in Paikoro Local Government Area of Niger State, Nigeria and beyond.

Also, this research work will be of significance to supervisors in education, educational planners, curriculum experts and/or developers as well as all other stakeholders in education sector.

vertheless, it will help these stakeholders to recognize their responsibilities more and perform their roles more effectively and sufficiently towards achieving the stated goals of educational institutions particularly at secondary school level. It will also provide basis for budgeting and procurement of facilities in the secondary schools in Paikoro Local Government Area of Niger. Moreover, the study will be of use in explaining more on the meaning and concept of PPP, its relevance to effective management and administration as well as promoting the realization of educational objectives in primary schools and other levels of education in Paikoro Local Government Area of Niger, Nigeria. Again, it will help to ensure effective and adequate provision and utilization of facilities by PPP in primary schools.

1.6 Scope of the Study

The scope of this research work refers to the areas in which it covers. That is, the work is limited to only the public primary schools in Paikoro Local Government Area of Niger. However, the research work is delimited to all the public junior and senior secondary schools situated within and outside the Paikoro Local Government Area as well as the all private, primary, junior and senior secondary schools in Paikoro Local Government Area of Niger, Nigeria.



CHAPTER TWO REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter consists of the following conceptual framework:

Concept of facilities

Educational Facilities in Nigerian Schools

Importance of Facilities in Nigerian Schools

Types of Infrastructural Facilities in Nigerian Secondary Schools

Challenges affecting Provision of Facilities in Nigeria

2.2 Concept of Facilities

Facilities simply refer to things, materials or facilities that enhance the effective functioning of an organization. Olaofe (2002) facilities are central to the rapid socio-economic development of any country. It provides the environment for productive activities to take place and facilitates the generation of economic growth thereby reducing or eliminating urban poverty. Infrastructural availability reduces urban decay, limits slum development and makes urban environment livable. Thus, Ola, (2010) is of the opinion that, with good infrastructural base sustainable urban development is easily attainable. Infrastructural facilities according to Ahmed (2014) simply refer to things, materials or facilities that enhance the effective functioning of an organization. Ahmed (2014) viewed them as components needed for smooth and adequate management of organizations.

2.2.1 Educational Facilities in Nigerian Schools

Adeboyeje (1999) states that, in many Nigerian secondary schools, potable drinking water, good access roads and drainages, electricity, health centres and so on, are in short supply. But, in some cases the problem seems to have been compounded by vandalism and bad maintenance habit of

the available facilities in most of these schools (Suleiman, 2014). More so, school facilities according to Olutola (1998) in Adebeyeje (1999) are the physical resource inputs that makes the implementation of school curriculum easy or simple. In fact, these facilities have been found to enhance the achievement of school goals in the long run.

Therefore, the provision of basic amenities and infrastructural facilities such as portable water to ease off the stress of seeking for water and the risks of outbreak of water borne diseases, electricity for steady use of light for gadgets, good road net work and automobiles for easy transportation, well furnished accommodation for comfort and improved studies, good libraries and gadgets for researches and up-dating of knowledge, teaching materials for easy instructions, health centres to handle and minor health cases or issue within the school (Ahmad, 2014).

2.2.2 Importance of Facilities in Nigerian Schools

Facilities are materials designed to serve specific purposes. In the school system, there are multiplicity of facilities, which facilitate teaching and learning. Ahmad (2014) identified the following importance of school facilities:

- I. To illustrate concepts
- II. Provide opportunity for firsthand experience
- III. For experimentation and demonstration
- IV. For scientific investigation and discovery
- V. To provide diversity of thoughts
- VI. For observation and inquiry
- VII. For development of scientific attitudes and skills
- VIII. To protect the individual and also provide comfort

2.2.3 Types of Infrastructural Facilities in Nigerian Secondary Schools

There are various types of school facilities such as, structural facilities, instructional facilities, school records etc. The school plant can be grouped in to the school areas and housing areas.

Figure 2: Components of the School Plant and it Facilities

| S/NO | Components of School Plant | Item |
|------|----------------------------|--|
| 1. | Building | Classrooms, Libraries, Laboratories, Workshops, arts rooms, auditor gymnasium, multipurpose rooms/halls, etc. Head teachers'/principals' offices, assistant head Teachers' office, vice-principals' office, guidance or councilors' office etc. Corridors, Lobby, staircases, any other spaces for students'/pupils' recreation. Toilets, dormitories, cafeteria, Stores, custodian (school plant personnel rooms, staff residential quarters, etc.) Parks, garden/school farms fields, courts, lawns etc Workshop machine & tools, duplicating machine etc |
| | (a) Instructional | |
| | (b) Administrative | |
| | (c) Circulation | |
| | (d) Conveniences | |
| | (e) Recreational | |
| 2. | Machinery | |
| 3. | Transport | Vehicles (school bus and staff bus), tractors, motor bicycles, etc. |
| 4. | Equipment | Laboratory and workshop equipment, sporting equipment, instructional facilities (teaching aids), computer sets, photocopier, type-writers, etc. Staff furniture and pupils'/ students' furniture, etc. |
| 5. | Furniture | Teachers' and Pupils'/students textbooks, library books, etc |
| 6. | Books | |
| 7. | Utilities | Electrical generating sets, air Conditioners, fans, etc. Boreholes, wells, water tanks, pipe-borne water, etc. Telephone, relax, fax Machines, etc. |
| | (a) Electrical | |
| | (b) Water supply | |
| | (c) Communication | |

Source: Abdulkareem (2003)

2.2.4 Challenges affecting Provision of Facilities in Nigeria

Patrionos, Barrera-Osorio and Guaqueta (2009) suggest the following challenges of PPP in education:

- 1. Corruption:** corruption is a major problem in Nigeria. As a respected elder statesman once lamented, it is not just that officials are corrupt but corruption has almost become official. However, much has been made of the issue of corruption. Corruption is not exclusive to Nigeria. Many monumental corruption cases making headlines around the world today do not involve Nigerians. Two agencies (EFCC and ICPC) are also combating corruption in Nigeria full time.
- 2. Multiple Taxation:** A curious tax regime, internal revenue generation competition, and the multiplicity of Ministries, Departments and Agencies (MDAs) in Nigeria often result in multiple taxes which take a heavy toll on business and investment.
- 3. Political Instability:** Political instability and insecurity was more prevalent in the period before Sullivan's administration. This raises the risk of administrative expropriation by successive government. It also often results in fear of the ability of government to honour its contractual obligations or counterpart funding obligations. This discourages private investors.
- 4. Economic Instability:** Economic instability which is the cumulative effect of political instability, inflation and/or policy inconsistencies for which our country is known also raises the red flag in the minds of serious investors and constitutes a bad advertisement for prospective investment in a capital intensive area like infrastructure.
- 5. Insecurity:** Insecurity remains a major challenge. Nigeria is a huge country with a turbulent political history. Although the country has enjoyed relative stability since 1999, religious intolerance, intense competition for political power, Niger Delta militancy, kidnapping for ransom, road safety issues and, more recently, terrorist-style bombings have led to substantial

nease among the citizens and consternation among prospective investors. Although this has not been experienced in Enugu State, but it has generally affected investment climate in Nigeria especially when foreign partners are involved.

5. Negative Perceptions and Stereotyping: Nigeria and Nigerians are often victims of negative perceptions and stereotyping by foreigners. Every country has within its population the good, the bad and the ugly. Unfortunately, bad eggs in Nigerian communities at home and abroad create an image problem for the nation which is foisted on the silent majority of law abiding citizens who, as a consequence, are exposed to harassment and hostility. Nigerians are also guilty of self condemnation. We easily say negative things about our country in self-righteous indignation. In many online forums, Nigerians write revolting things about Nigeria without caring about who reads it. This trend is unknown among the citizens of any other nation who are circumspect about what they write or say about their country no matter the circumstance. Sullivan's administration has given Enugu State a good face lift which has attract positive commendation from the sons and daughters of the state but the holistic comment on Nigeria has to significant extent precluded the reality to the wider world.

7. Lack of Access to Financing: Nigerian banks are in the main not investor friendly. Interest rates are high and even to access loans with the high rates involves excruciating processes and hard to meet conditions.

8. Lack of Investment Awareness and Information: There is lack of international awareness of investment opportunities in Nigeria. The ICRC Act 2005 only allows the Commission to publish the list of projects eligible for infrastructure concession contracts-in the Federal Gazette and three national newspapers having wide circulation in Nigeria and such other means of

reculationl. Invariably, the international media on which most prospective foreign concessionaires depend for information are ignored.

Crime: Nigeria has a record of violent criminal activity and poor crime detection for which it is classified as unsafe by foreigners. However, the crime rate in Nigeria relative to the population is not higher than the global average. The crime rate in Nigeria may in fact not be as high as the crime rate in South Africa but Nigeria receives more negative publicity which as well affects the security image of Enugu state, irrespective of relative security enjoyed by the inhabitants of the state, achieved by Sullivan's administration.

CHAPTER THREE RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methods and procedure which the researcher employed in the study under the following headings: Research Design, Population of the study, Sample and Sampling techniques, Instrumentation, Validity of the Instrument, Reliability of the Instrument, Pilot Testing, Procedure for Data Collection and Procedure for Data Analysis.

3.2 Research Design

Descriptive survey research design was used by the researcher for this study. This design was used because it permits the researcher to study small sample and later generalized the findings to the whole population. Osuala, (2005) was of the view that in survey research small sample is studied and the findings are generalized to the entire population of the study.

3.3 Population of the Study

The population of this study comprises of all the Government/Public Primary School (196 Head-Teachers, 1620 Teachers and 73 Supervisors) in Paikoro Local government of Niger State.

3.4 Sample and Sampling Technique

The researcher sampled fifteen (15) schools out of one hundred and ninety-six (196) with an estimated number of one hundred and ninety-one (191) stakeholders consisting of 15 head-teachers, 162 teachers and 14 supervisors through simple random, stratified and the sample was proportional. However, this was based on the opinion of Aderemun (1985) who says 30% is adequate for descriptive survey and Gay and Diehl (1992) that opined saying 10% is adequate for descriptive research but if the population is too small, then 20% is required. Therefore, the selection of head-teachers was based 30% while teachers as well as supervision were based on 10%.

5 Research Instrument

questionnaires were used to collect the data from the participants. However, considering the nature of the research work, the researcher made use of only one (1) technique/instrument to collect data. More so, questionnaire is an instrument or instructional questioning technique in written form for the respondents to respond in written form too (Nwagu, 1991). Nevertheless, the ways and manner in which the questionnaires were distributed had been discussed in 3.3 of this chapter.

5.1 Validity and Reliability of the Instrument

The questionnaire/instrument was try-tested through. Also, the supervisor of the research work validated the instruments before they were used.

6 Method for Data Collection

The researcher personally went to the field to administer questionnaires to the respondents and get back the responses.

7 Methods for Data Analysis

The researcher used simple percentages and frequency count statistical tools to analyze the data collected. This was made clear by using tables and charts to show the percentages and degrees of scores.

CHAPTER FOUR DATA ANALYSIS

Introduction

This chapter deals with the analysis of data collected for the study through the use of simple percentage and frequency count.

Data Presentation, Analysis and Interpretation

Opinions of stakeholders on the types of facilities provided by private sectors in primary schools in Paikoro Local Government Area of Niger State, Nigeria.

| Statement Items | SA% | A% | U% | D% | SD% |
|-------------------------|--------------|-------------|------------|-------------|-------------|
| Block of classrooms | 106 55.5% | 21 10% | 10 5.2% | 30 15.7% | 24 12.6% |
| Library | 11 5.8% | 17 8.9% | 9 4.7% | 92 48.2% | 62 32.5% |
| Furniture | 63 33% | 19 9.9% | 4 2.1% | 57 29.8% | 48 25.1% |
| Laboratory | 3 1.6% | 8 4.2% | 11 5.8% | 74 38.7% | 95 49.7% |
| Instructional materials | 69 36.1% | 51 26.7% | 19 9.9% | 43 22.5% | 9 4.7% |

Research question 1 of table 1 seeks to know the opinion stakeholders on the types of facilities provided by private sectors in primary schools in Paikoro Local Government Area of Niger State, Nigeria. Item 1 says block of classrooms. One hundred and six respondents strongly with 55.5 percent, 21 agreed with 10 percent, 10 undecided with 5.2 percent, 30 disagreed with 15.7 percent while 24 strongly disagreed with 12.6 percent and this indicates that private sector do provide block of classrooms to primary schools in Paikoro Local Government Area of Niger State. Item says library and 11 respondents strongly agreed with 5.8 percent, 17 agreed with 8.9 percent, 9 undecided with 4.7 percent, 92 disagreed with 48.2 percent and 62 strongly disagreed

with 32.5 percent. This shows that private sector don't provide library in primary schools in Paikoro Local Government Area of Niger State.

Item 3 says furniture and 63 respondents agreed with 33 percent, 19 agreed with 9.9 percent, 4 undecided with 2.1 percent, 57 disagreed with 29.8 percent while 48 strongly disagreed with 25.1 percent and shows that private sector don't provide furniture for primary schools. Item 4 says laboratory and 3 strongly agreed with 1.6 percent, 8 agreed with 4.2 percent, 11 undecided with 5.8 percent, 74 disagreed with 38.7 percent and 95 strongly disagreed with 49.7 percent. This results indicate that private sector don't provide laboratory. Item 5 says instructional materials; 69 respondents strongly agreed with 36.1 percent, 51 agreed with 26.7 percent, 19 undecided with 9.9 percent while 9 strongly disagreed with 4.7 percent and means that private sectors assist primary schools in providing instructional materials in Paikoro Local Government Area of Niger State.

2. Opinions of respondents on the stakeholders involved in provision of facilities in primary schools in Paikoro Local Government Area of Niger State, Nigeria.

| S/N | Statement Items | SA% | A% | U% | D% | SD% |
|-----|-----------------|--------------|-------------|------------|-------------|-------------|
| 1 | Parents | 108 56.5% | 83 43.5% | 0 | 0 | 0 |
| 2 | Foreign donors | 79 41.4% | 57 29.8% | 4 2.1% | 15 7.9% | 36 18.8% |
| 3 | Proprietors | 58 30.4% | 72 37.7% | 6 3.1% | 9 4.7% | 46 24% |
| 4 | Politician | 22 11.5% | 33 17.3% | 17 8.9% | 54 28.3% | 65 34% |
| 5 | Community | 76 39.8% | 41 21.5% | 5 2.6% | 20 10.5% | 49 25.7% |

Research question 3 seeks the opinions of respondents on the stakeholders involved in provision of facilities in primary schools in Paikoro Local Government Area of Niger State, Nigeria. Item

says parents and 108 respondents strongly agreed with 56.5 percent while 83 agreed with 43.5 percent and this indicates that parents provide facilities in primary schools in Paikoro Local Government Area of Niger State. Item 2 says foreign donors; 79 respondents strongly agreed with 41.4 percent, 57 agreed with 29.8 percent, 4 undecided with 2.1 percent, 15 disagreed with 9.9 percent while 36 strongly disagreed with 18.8 percent and this reveals that foreign donors provide facilities in primary schools in Paikoro Local Government Area of Niger State.

Item 3 says proprietors; 58 respondents strongly agreed with 30.4 percent, 72 agreed with 37.7 percent, 6 undecided with 3.1 percent, 9 disagreed with 4.7 percent while 46 strongly disagreed with 24 percent. This indicates that proprietors provide facilities in primary schools in Paikoro Local Government Area of Niger State. Item 4 says Politian; 22 respondents says strongly agreed with 11.5 percent, 33 agreed with 17.3 percent, 17 undecided with 8.9 percent, 54 disagreed with 28.3 percent and 65 strongly disagreed with 34 percent. This means that Politian don't provide facilities in primary schools in Paikoro Local Government Area of Niger State. Item 5 says community; 76 respondents strongly agreed with 39.8 percent, 41 agreed with 21.5 percent, 5 undecided with 2.6 percent, 20 disagreed with 10.5 percent while 49 strongly disagreed with 25.7 percent and this shows that community provide facilities in primary schools in Paikoro Local Government Area of Niger State.

Opinions of stakeholders on the factors affecting effectiveness of Public Private Partnership in primary schools in Paikoro Local Government Area of Niger State, Nigeria.

| Statement Items | SA% | A% | U% | D% | SD |
|----------------------------|--------------|-------------|-----------|-------------|-------------|
| Inadequate funds | 191 100% | 0 | 0 | 0 | 0 |
| Inadequate qualified staff | 110 57.6% | 81 42.4% | 0 | 0 | 0 |
| Communal clashes | 45 23.6% | 26 13.6% | 7 3.7% | 51 26.7% | 68 35.6% |
| Improper planning | 98 51.3% | 34 17.8% | 2 1.1% | 17 8.9% | 40 20.9 |
| Corruption | 191 100% | 0 | 0 | 0 | 0 |

Research question 4 in table 4 seeks to know the opinions of stakeholders on the factors affecting effectiveness of Public Private Partnership in primary schools in Paikoro Local Government Area of Niger State, Nigeria. Item 1 says inadequate funds; one hundred and ninety-one strongly agreed with 100 percent and reveals that inadequate fund is a factors affecting effectiveness of Public Private Partnership in primary schools in Paikoro Local Government Area of Niger State. Item 2 says inadequate qualified staff; 110 respondents strongly agreed with 57.6 percent while 81 agreed with 42.4 percent and this indicates that inadequate qualify staff is a factors affecting effectiveness of Public Private Partnership in primary schools in Paikoro Local Government Area of Niger State.

Item 3 says communal clashes; 45 respondents strongly agreed with 23.6 percent, 26 agreed with 13.6 percent, 7 undecided with 3.7 percent, 51 disagreed with 26.7 percent, 68 strongly disagreed with 35.6 percent. This reveals that communal clashes don't affect factors Public Private Partnership in primary schools in Paikoro Local Government Area of Niger State. Item 4 says improper planning; 98 respondents strongly agreed with 51.3 percent, 34 agreed with 17.8

percent, 2 undecided with 1.1 percent, 17 disagreed with 8.9 percent while 40 strongly disagreed with 20.9 percent. This result indicates that improper planning affect Public Private Partnership in primary schools in Paikoro Local Government Area of Niger State. Item 5 says corruption; 191 respondents strongly agreed with 100 percent and this shows that corruption is a factor affecting effectiveness of Public Private Partnership in primary schools in Paikoro Local Government Area of Niger State.

4.2 Summary of Major Finding

1. Block of classrooms, instructional materials and furniture are provided by private sector(s) except library and laboratories that are provided by government in primary schools in Paikoro Local Government Area.
2. Private sector participation in education enhances standard of education in primary schools in Paikoro Local Government Area.
3. Parents, foreign donours and philanthropist except Politian are the major stakeholders in providing facilities to in primary schools in Paikoro Local Government Area.
4. Inadequate funding, inadequate staff, improper planning and corruption are hindrances affecting primary school education in Paikoro Local Government Area.

CHAPTER FIVE SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

1. Summary

Now that education funding has become expensive responsibility to Nigerian government due to students' enrolment increments, the best alternative is to borrow the western world's paradigm of public private partnership in the provision of social service which is education in this study. The private partners of interest in the context of this study include Parents Teachers Association (PTA), old students associations (OSA), Non-governmental organizations (NGOs), community based associations (CBOs), Philanthropist, international organizations (IOs) and a host of others. The efficacy of these public private partners are recognized in this work and assessed to motivate them and encourage those that have not been doing it to join hands in uplifting the Nigerian quality of education. It also exposes the school administrators to possible sources of educational funding for their schools which they have not been accessing in the past.

Those schools without P.T.A and old students association now realized why their schools were suffering while others were enjoying the benefits of public private partnership. Many schools in the past have been suffering from lack of school infrastructural facilities, poor quality of teachers due to lack of training and development of teachers, shortage of teachers due to embargo placed on teacher's employment, poor quality assurance, inadequate infrastructural facilities as well as inadequate instructional materials which have direct impacts on students academic performance and promote school dropout among the students. With PPP intervention in Nigerian education, problem of underfunding will definitely become history.

Conclusion

Earlier perceived, the Nigerian education is faced with myriad of policies and administrative challenges in her education system, most especially as it concerns the adequate funding of education. These identified challenges have led to the lower in standard of the teaching and learning process in Nigeria. For example the Universal Primary Education (UPE) in 1976 failed to lack of fund necessitated by corruption. The 6334 system followed the same option. Similarly the Universal Basic Education (UBE) was a total failure as fund for the programme are either diverted or misappropriated. Based on this issue, UNICEF in Dike (2002) pointed out that about four million Nigerian children have no access to basic education while many of those that are "lucky" to enter schools are given sub-standard education.

Furthermore, the tertiary education sub sector has been left to rot away. Since the introduction of the public private partnership initiatives in the education system in 2007, there has been a tremendous improvement in the educational system. Mostly as it concerns rehabilitation of infrastructures, provision, restoration and consolidation of the education process.

More so, the main rationale for public private project in education is the maximization of the potentials for expanding equitable access to schooling at all levels and the improvement in the learning outcomes, especially for the poor masses. Finally, the place of public private project in education can never be over emphasized, as it helps governments to absorb student demand, increase in standard of learning, provision of conducive learning environment, better infrastructure and more motivated and accountable teachers.

Recommendations

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

1. Head-Teachers and government should involve private sectors in providing adequate facilities in primary schools in Paikoro Local Government Area.
2. Politician, philanthropist, parents and other non-governmental organizations should be directly involved in the provision of qualitative facilities in primary schools in Paikoro Local Government Area.
3. Head-teachers should device a means to enhance adequate funding in primary school education through school farms, handicrafts etc that enable them to procure facilities in Paikoro Local Government Area.

5.4 Suggestion for Further Studies

The researcher recommends the following areas for further studies:

1. Evaluate the Impact of Facilities on the Management of Primary Schools in Paikoro Local Government Area, Niger State.
2. Assessment of facilities in Upper Basic Education in Minna Educational Zone, Niger State.
3. Assessment of Teachers' Maintenance Culture of Facilities in Primary Schools in Paikoro Local Government Area, Niger State.

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Appendix

Questionnaire on the Assessment of Facilities in Primary Schools in Paikoro Local Government Area of Niger State

Department of Primary Education Studies,
School of Education,
Niger State College of Education,
Minna.

Dear Respondent,

REQUEST LETTER

I wish to solicit for your assistance in collecting necessary data on above research topic: Assessment of Facilities in Primary Schools in Paikoro Local Government Area of Niger State. Therefore, your contribution in bringing out honest opinion as member of the head-teachers, teachers and supervisors will surely enhance the validity and reliability of the research under investigation. Moreover, response will be used and treated confidentially.

Thank you and best regards

SECTION "A"

NO-DATA: Please tick in the appropriate box (✓) that relate to you

1. Gender: (a) Male () (b) Female ()
2. Status: (a) Head-Teacher () (b) Teacher () (c) Supervisor () (c) 11-15 ()
3. Years of Working Experience : (a) 1-5 () (b) 6-10 () (c) 11-15 () (d) 16-20 () (e) 21-25 () (f) 26-30 () (g) 30-35 ()

GUIDELINES

Beside each statement are possible options: Strongly Agree, Agree, Undecided, Strongly Disagree and Disagree. Thus, you tick (✓) in the column that relate to your opinion.

SECTION "B"

Opinions of stakeholders on the types of facilities provided by private sectors in primary schools in Paikoro Local Government Area of Niger State, Nigeria.

| Statement Items | SA | A | U | D | SD |
|----------------------------|----|---|---|---|----|
| 1. Block of classrooms | | | | | |
| 2. Library | | | | | |
| 3. Furniture | | | | | |
| 4. Laboratory | | | | | |
| 5. Instructional materials | | | | | |

Opinions of respondents on the stakeholders involved in provision of facilities in primary schools in Paikoro Local Government Area of Niger State, Nigeria.

| Statement Items | SA | A | U | D | SD |
|-------------------|----|---|---|---|----|
| 1. Parents | | | | | |
| 2. Foreign donors | | | | | |
| 3. Proprietors | | | | | |
| 4. Politian | | | | | |
| 5. Community | | | | | |

Opinions of stakeholders on the factors affecting effectiveness of Public Private Partnership in primary schools in Paikoro Local Government Area of Niger State, Nigeria?

| Statement Items | SA | A | U | D | SD |
|-------------------------------|----|---|---|---|----|
| 1. Inadequate funds | | | | | |
| 2. Inadequate qualified staff | | | | | |
| 3. Communal clashes | | | | | |
| 4. Political instability | | | | | |
| 5. Corruption | | | | | |