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Comparative Assessment of Facilities Provision in Public And Private Primary Schools in Irepodun Local Government of Kwara State

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ABSTRACT

The study focused on comparative assessment of facilities provision in public and private primary schools in Irepodun Local government of Kwara state Descriptive survey research design was used for this study. population of this study comprises all private and public primary school teachers in Irepodun Local Government Area of Kwara State. The sample size comprised of 80 teachers in 16 schools selected by simple random sampling technique from the total population of primary school. From the study, it shows Facilities provided based on findings includes: headmaster/principals offices, classrooms, laboratory, playground (WA=2.56) There was significant difference in the facilities provided in primary schools in Irepodun Local Government Area of Kwara State based on school type 01 ($P<0.05$) There was no significant difference in the facilities provided in primary schools in Irepodun Local Government Area of Kwara State based on school location. 55 ($P>0.05$). It was therefore recommended that, the management of both public and private primary schools should endeavor to provide adequate classroom facilities to meet up school enrolment, School administrators should establish good relationship with communities and organization that can assist them in the provision of playground/sporting facilities to facilitate effective teaching and learning.

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1. INTRODUCTION

Education is an enterprise in which both government, private individuals, invest their resources. Education is a continuous process which the society establishes to assist its members to understand the heritage of the past and participate productively in the future. Early childhood education is a starting point for a child's development and the key foundation of the Nigerian Educational System. This type of education is recognized by the Nigeria National Policy on Education. In the National Policy provisions were made stating the objectives and guidelines taken by the government to achieve meet early childhood education goals (Locke, E. A., 2002; Reke, et al., 2987; Kalifeh, et al., 2011). This policy encourages and endorses private participation in the provision of pre-primary education. This article examines the implementation of the policy, pointing out the purposes of early childhood education, achievements made so far, current problems, and recommendations to address these problems.

Early Childhood Education and Care Subsector in Nigeria had been faced with challenges; prominent among them are lack of infrastructure, lack of uniform standard, lack of funds, and dearth of qualified teachers (Adeyemi, B. A., 2012; Odia, & Omofonmwan, 2007; Okoroma, 2006; Adeyinka, 1975). Unfortunately, the poor condition of our schools, particularly the secondary schools today in the nation raises a lot of anxiety. A cursory look at these school in spite of government efforts reveals schools dominated by dilapidated buildings, school void of good furniture and equipment, schools where instructional materials are either not provided or are inadequate; school that are under-staffed; schools, where teachers' salaries and allowances are not promptly paid, schools that have not been inspected for the last 15 years; schools where there is no discipline among other things. The government, and especially the parents are very much concerned with the quality and volume of learning acquired by their children, wards and citizens as this is related to the quality and quantity of the contribution which the individual can make to his immediate family, community and the nation as a whole (Thorndike, 2009; Asiyai, 2015; Abdullahi, 2014).

Pre-primary education is a common practice in most societies; they make provision for early childhood education programs of various types for children below the official school age (usually 6 years) mainly to prepare them for the rigors of primary education and beyond. It should be noted that not everyone is in support of early childhood education (Marzano, 2003; Robson, E., 2004; Harwood, 2013; Yusuf, et al., 2013).

A school is a formal organisation where learners are fostered with desirable and relevant changes in behaviour and attitude so as to become useful and functional in the society. A school is an educational institution designed to provide learning spaces and learning environments for the teaching of pupils under the direction of teachers (Asiyai, 2001). Schools are established for the purpose of teaching and learning. It is also the importance that the teachers and pupils are properly accommodated to facilitate the teaching and learning that go on in schools. (Arrasyid, et al., 2019 ; Bardi and Juhuardi, 2017)

Facilities in schools can be defined as the entire school plant which school administrators, teachers and pupils' 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 experiences (Asiyai. 2012). According to (Maingi, et al.,., 2017) facilities in schools 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. Teaching facilities include all of the infrastructure and material resource. In Nigeria, public school enrolment has continued to increase without a corresponding increase in facilities for effective teaching and learning. As a result of

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underfunding of education in Nigeria, the government has been encouraging maintenance of available facilities in schools (Asiyai, 2012; Audu, et al., 2013; Duze, 2011).

Maintenance of facilities in school's entails ensuring that the facilities are kept near their original state as possible. 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. Management of facilities in schools 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 (Asiyai, 2012). Research reports have revealed that a significant relationship existed between school environment and students' attitude to schooling.

Oyedeji in Durosaro and Ogunsaju (2002) defines school facilities to include the site, the building and other infrastructures. They went further to say that school facility embraces permanent and semi-permanent structures which includes items such as machines, laboratory equipment, the chalk board and office assistances tools such as brooms and cleaning materials. According to Abraham (2003), school facilities mean all physical facilities and equipment within the school, which are used by members of the school community. All the physical structures in the school fall within this category. Facilities are plants (buildings) equipment, materials Whereas, school buildings according to Olutola (2010) include classroom, dormitories, libraries and laboratory buildings, staff rooms, teachers 'quarters, examination halls and administrative buildings; educational equipment include such items as machines, audio-visual materials, chalkboards, cleaner 's tools and (Alessandroni, 2023). workshop equipment.

In Nigeria, it is the general opinion of people that private schools are better in terms of the availability of human and physical facilities and consequently students' performance than public schools. This situation has made many parents to enroll their children in private primary schools. The study revealed a significant difference in facilities available in public and private schools. Several studies by Sociologist, Psychologists and Educationists showed that the type of schools a learner attends has profound influence on his academic achievement. For instance, Bibby and Peil (2009) noted that children who attended private secondary schools performed better than students in public schools. This view is also supported by Lioyd (2006) as he contended further that the public schools which saw education as good thing, tended to leave the question of educational success or failure in the hands of the public and their parents. This implies that the business of education is not taken with all the seriousness it demands in the public schools. Schools are established for the purpose of teaching and learning. (Pickett and Fraser, 2010)

Studies by Sexton (2001) and Stom (2003) on public and private schooling suggest that reform efforts and financial investments in the educational system should promote public schools' implementation of policies and management ability. James, King, and Surgaha chi (2006) found that after controlling for existing test scores, public secondary schools included lower costs per student. They concluded that through effective management, improved academic quality can be achieved. Another research work by Bech and Gary (2010) claimed that students who schooled at private secular secondary schools enjoyed a wage premium of at most 75 percent over publicly schooled students. Private secular secondary schools provide a more valuable education than public secondary schools. Private schools look stronger on observable measures and are widely perceived as superior. Studies by Bedi and Grag (2002) supported that at the secondary level, private and public schools attract observable strong students. Private schools in urban areas screen the candidates for admission after completion

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of primary education. Therefore, many private school students are selected for secondary education whereas public schools do not screen their candidates (Jegede, 2019).

School location refers to where a given school is situated. It could be in an urban or rural area. A lot of researches had been carried out in respect to school locations and some hold the view that location influences the academic achievement of students in such a school. A stimulating school location arouses the students to learn. Buder (2000) observed that a conducive school for learning includes: the physical location of the school, the physical setting of the classrooms, teaching aids/materials and the quality of the teachers. The degree of interest a student has is derived from the learning environment which affects the academic performance. Akrafi (2001) agreed that well laid out grass lawn, flowers bed, graveled paths, playground and shady trees make students appreciative and this promote learning in many ways. Under shady trees, reading lesson, discussion on important academic issues and play activities among students can go on effectively. Akrafi further stressed that outside activities such as games, sports, club life and physical education are as important as the indoor classroom activities. (Ajuwon, 2008)

Obe (2013) observed a significant difference in urban-rural performances primary schools' finalists and aptitude sub-test of National Common Entrance Examination (NCEE) into Secondary Schools in Cross River State. The author concluded that pupils from urban schools were superior to their rural counterparts. Ajayi (2009) holds a similar view when in his study on urban and rural academic achievement found out a significant difference in academic achievements of students in urban and rural schools.

Bernard (2005) found from a study of regional differences in intelligence test that children from the privileged group had higher mean scores than their counterparts from less privileged background. Bungress (2003) reviewed a number of studies carried out in the United States of America and confirmed that students from poor home background in the United States attained lower scores than privileged rich students in test of intelligences.

It is also more important that the teachers and learners are properly accommodated to facilitate the teaching and learning that go on there. This is the essence of the school plant and facilities (Alimi, 2004). The issue of facilities provision in primary schools seemed to be a problem globally. Facilities enable the learner to develop problem solving skills and scientific attitudes. In their contribution, Ajayi and Ogunyemi (1990) reiterated that when facilities are provided to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher, but individual pupils will also learn at their own pace. Classroom learning environment in some schools was poor like school without chalkboard, absence of ceiling, roofing sheets not in place, windows and absence of door Farombi (2002). Inadequate quality of educational facilities can affect academic performance (Ugwulashi, 2017).

The usefulness of adequate facilities provision in the primary school irrespective of its ownership status cannot be overemphasized especially as it relates to teaching and learning process. It is the responsibility of the owners of these individual schools to provide these facilities. However, there is public outcry on the Television, Radio and from the print media, by the stakeholders in education about the falling standard of education in Nigeria generally and Irepodun in particular, found out in Ondo State that, student's academic performance is very poor due to school type, poor teaching personnel and non-availability of school facilities. In other words, the proprietors of private primary schools seemed less concerned about the provision of school facilities. This is because most of the public primary schools seemed to have either substandard, inadequate facilities or complete absence of school facilities for effective teaching and learning. (Jupale, et al.,, 2022). The quantity and quality of teaching

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and learning facilities should be adequate or all the types of schools whether public or private as provided in the standard of Ministry of Education guiding the establishment of these schools. Following this scenario, the researcher observed the need to make a comparative assessment of school facilities between public and private primary schools in Irepodun Local Government Area of Kwara State (Babalola, et al., 2023 ; Seviana, et al., 2021).

2. METHODS

The study was guided by the following research question: What are the facilities provided in public and private primary schools in Irepodun local government of Kwara state?

The descriptive survey method of research design was adopted in this study. The population of this study comprises all private and public primary school teachers in Irepodun Local Government Area of Kwara State. The sample size comprised of 80 teachers in 16 schools selected by simple random technique from the total population of primary school. The instrument for this study is researcher's designed rating scale that consist of series of questions items that was answer by the targeted respondent who are teachers of primary schools. The rating scale comprised of two sections. Section A contains the demographic data of the respondents such as qualification, experience while section B contains items of rating scale on facilities provision in public and private primary school (RFPPS) which was subjected to validity and reliability in which 0.78 was obtained as reliability coefficient. Data collected was analyzed using descriptive statistics of frequency count inferential statistics of linear regression and t test. The following hypotheses were tested:

Ho1: There is no significant relationship between facilities provision in public and private primary schools in Irepodun local government of Kwara state based on school type

Ho2: There is no significant relationship between facilities provision in public and private primary schools in Irepodun local government of Kwara state based on school location

3. RESULTS AND DISCUSSION

Research Question 1: What are the facilities provided in public and private primary schools in Irepodun Local Government Area, Kwara State.

Table 1. Table showing the percentage and mean distribution of the facilities provided in public and private primary schools in Irepodun Local Government Area, Kwara State

S/N	ITEMS	Adequately	Fairly adequately	Not adequately	Mean
1	Classrooms	45(56.3)	30(37.5)	5(6.3)	2.5
2	Laboratory	50(62.5)	27(33.8)	3(3.8)	2.6
3	Workshops	45(56.3)	30(37.5)	5(6.3)	2.5
4	Library	48(60.0)	22(27.5)	10(12.5)	2.5
5	Toilets (Note: separate for male and female)	49(61.3)	26(32.5)	5(6.3)	2.6
6	Headmaster's / principal's office	57(71.3)	20(25.0)	3(3.8)	2.7
7	Asst Head master's/vice principal's office	42(52.5)	33(41.3)	5(6.3)	2.5
8	General Office	62(77.5)	12(15.0)	6(7.5)	2.7
9	Staff room	52(65.0)	27(33.8)	1(1.3)	2.6
10	Store	47(58.8)	29(36.3)	4(5.0)	2.5
11	Playground	55(68.8)	21(26.3)	4(5.0)	2.6

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12	First-aid Room/sick bay	45(56.3)	30(37.5)	5(6.3)	2.5
	Weighted mean 2.56				

Note: The figures in parentheses are in percentages

Table 1 showed the of facilities provided in public and private primary schools in Irepodun Local Government Area, Kwara State. The following are facilities provided in public and private primary schools as follows: Classrooms (2.5) Laboratory (2.6), workshops (2.5), Library (2.5), Toilets (Note: separate for male and female (2.6), e Headmaster's / principal's office (2.7) Asst Head master's/vice principal's office (2.5), General office (2.7), staff room (2.6), store (2.5), Playground (2.6), First-aid Room/sick bay (2.5). The weighted mean was 2.56, which mean that calculated mean was greater than fixed mean (2.5). The weighted mean was 2.56, which mean that calculated mean was greater than fixed mean (2.5). this implies that the facilities in the primary schools are adequate. Facilities provided based on findings includes: headmaster/principals offices, classrooms, laboratory, playground etc.

Ho1: there is no significant difference in facilities provided in primary schools in Irepodun Local Government Area of Kwara State based on school type

Table 2. Summary of t-test result showing difference in facilities provided in primary schools in Irepodun Local Government Area of Kwara State based on school type

	School types	N	Mean	Std. Deviation	t	F	df	Sig	Decision
Facilities	Public	18	32.44	3.96					
	Private	62	30.27	5.32	1.60	6.89	78	.01	Sig

From table 2 showed the summary of t-test result on the facilities provided in primary schools in Irepodun Local Government Area of Kwara State based on school type. It was revealed that public schools had mean score 32.44 and standard deviation 3.96 while private schools had mean score 30.27 and standard deviation 5.32, the t was 1.60, degree of freedom 78, F was 6.89 and significant level of .01 (P<0.05). Therefore, the null hypothesis that states that there was no significant difference in the facilities provided in primary schools in Irepodun Local Government Area of Kwara State based on school type was rejected. This implies that there was significant difference in the facilities provided in primary schools in Irepodun Local Government Area of Kwara State based on school type

Ho2: there is no significant difference in the facilities provided in primary schools in Irepodun Local Government Area of Kwara State based on school location

Table 3. Summary of t.test result showing the facilities provided in primary schools in Irepodun Local Government Area of Kwara State based on school location

	School types	N	Mean	Std. Deviation	t	F	df	Sig	Decision
Facilities	Urban	44	30.50	5.36					
	Rural	38	31.08	4.83	-.51	.35	78	.55	Not Sig

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From table 3 showed the summary of t-test result attitude of teachers towards E-learning in Moro local government of Kwara State based on school types. It was revealed that urban respondents had mean score 30.50 and standard deviation 5.36 while rural respondents had mean score 31.08 and standard deviation 4.83, the t was -51, degree of freedom 78, F was .35 and significant level of .55 (P>0.05). Therefore, the null hypothesis that states that there was no significant difference in the facilities provided in primary schools in Irepodun Local Government Area of Kwara State based on school location was not rejected. This implies that there was no significant difference in the facilities provided in primary schools in Irepodun Local Government Area of Kwara State based on school location.

3.1 Summary of findings

Facilities provided based on findings includes: headmaster/principals offices, classrooms, laboratory, playground (WA=2.56)

There was significant difference in the facilities provided in primary schools in Irepodun Local Government Area of Kwara State based on school type 01 (P<0.05)

There was no significant difference in the facilities provided in primary schools in Irepodun Local Government Area of Kwara State based on school location. 55 (P>0.05)

3.2 Discussion of findings

Based on the result of the analysis of the research question and testing of the hypothesis posited for this study, the following were organized and discussed for ease of understanding.

Firstly, the findings revealed that there was significant difference in facilities provided in primary schools in Irepodun Local Government Area of Kwara State based on school type. This is in-line both public and private schools are expected to use the same curriculum, same school calendar while the teaching and learning is carried out under the same accepted standard of facilities and quality of teachers (Siriat and Nurbayani, 2018). The finding is inline with the finding of Paul (2015) study which revealed that there was significant difference in facilities provided in primary schools based on school type. it is also in line with Gidado (2010), which found that that the school physical plants which adequate is characterized by equipped school library and laboratories, well-structured school playgrounds, equipped school classrooms as well as school administrative and teaching staffs. Furthermore, the finding is in tandem with the finding of Owoeye (2011) study which the findings revealed that there was significant difference in facilities provided in primary schools based on school type.

Secondly the findings revealed that there was no significant difference in the facilities provided in primary schools in Irepodun Local Government Area of Kwara State based on school location. This is in-line with Sullivan and perry (2014) that student perception of their school climate and learning environments are more positive in urban communities than in rural communities, but the least positive environments are generally found in the country towns rather than remote communities. The finding is not in line with the finding of Adzemba, (2009) which revealed that many public primary schools have inadequate facilities, even the increasing fund given by the government. Besides, approximately 90% of education expenditure is allocated to pay salaries, mainly teachers' salaries and funding allocated for school operations is very limited. It is not in line with Nyongesa (2011) study revealed that there was significant difference in the facilities provided in schools with respect to the school location and the study revealed that the school performance is significantly affected by various factors like school environment and location as well as school facilities.

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4. CONCLUSION

Based on the findings of this study, it was concluded that there was no significant difference in the provision of classroom facilities, laboratory, workshop, library, toilets, playground, staffroom, first-aid box between the private and public primary schools in Irepodun Local Government Area of Kwara State, Nigeria.

5. RECOMMENDATION

The following recommendations were made based on the findings of the study:

1. The management of both public and private primary schools should endeavor to provide adequate classroom facilities to meet up school enrolment.
2. School administrators should establish good relationship with communities and organization that can assist them in the provision of playground/sporting facilities to facilitate effective teaching and learning.
3. School management of both public and private primary schools should take the provision of school library as their top priority as it is the store house of knowledge of any school and helps immensely in facilitating teaching and learning

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