# ASSESSMENT OF THE PROVISION, UTILIZATION AND MAINTENANCE OF BOARDING FACILITIES IN PUBLIC SECONDARY SCHOOLS IN NIGER STATE, NIGERIA

**By**

**USMAN MOHAMMED**
**M.ED/EDUC/ P14EDFC 8042**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM**
**FACULTY OF EDUCATION,**
**AHMADU BELLO UNIVERSITY,**
**ZARIA**

**NOVEMBER, 2017**

# ASSESSMENT OF THE PROVISION, UTILIZATION AND MAINTENANCE OF BOARDING FACILITIES IN PUBLIC SECONDARY SCHOOLS IN NIGER STATE, NIGERIA

**By**

**USMAN MOHAMMED**
**M.ED/EDUC/ P14EDFC 8042**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,**
**FACULTY OF EDUCATION,**
**AHMADU BELLO UNIVERSITY,**
**ZARIA**

**NOVEMBER, 2017**

## DECLARATION

I, Usman Mohammed, hereby declare that this Dissertation titled "ASSESSMENT OF THE PROVISION, UTILIZATION AND MAINTENANCE OF BOARDING FACILITIES IN PUBLIC SECONDARY SCHOOLS IN NIGER STATE, NIGERIA" has been carried out by me in the Department of Educational Foundations and Curriculum under the supervision of Prof. B.A. Maina and Dr A.M. Juamre. The information derived from literature was duly acknowledged in the text and list of references provided. To the best of the researcher's knowledge, this dissertation has not been previously presented or submitted by anyone anywhere either in part or whole for higher degree.

_____ _____

Usman Mohammed Date
P14EDFC8042

## CERTIFICATION

This Dissertation titled "ASSESSMENT OF THE PROVISION, UTILIZATION AND MAINTENANCE OF BOARDING FACILITIES IN PUBLIC SECONDARY SCHOOLS IN NIGER STATE, NIGERIA" submitted by Usman Mohammed meets the regulations governing the award of Degree of Master of Education (Educational Administration and Planning) in the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria and is hereby approved for its contributions to knowledge and literary presentation.

Prof. B.A. Maina — Date
Chairman, Supervisory Committee

_____ _____

Dr A.M. Jumare
Member, Supervisory Committee — Date

_____ _____

Prof. B.A. Maina — Date
Head, Department of Educational
Foundations and Curriculum

_____ _____

Prof. S.Z. Abubakar
Dean, School of Postgraduate Studies — Date

_____ _____

## DEDICATION

This work is specially dedicated to Allah Subhana Wataallah whose favour sustained me throughout the programme; and my beloved daughter, Ramatu .M. Mohammed, who couldn't withstand the grasp of death when it came calling. May Allah's mercy be upon her (amen).

## ACKNOWLEDGEMENTS

My profound gratitude goes to Almighty God whose guidance, protection, love and favour enabled me to overcome the trying moments in my life to reach this summit; it's really awesome. Special thanks goes to my wonderful supervisors' Prof. B.A. Maina and Dr. A.M. Jumare who devoted their time and energy to make useful, constructive criticism, corrections, suggestions and dedicated guidance throughout the period of writing this research.

I sincerely appreciate my amiable lecturers Dr. Musa Idris Harbau, Dr. E. I. Makoju, Dr. A.A. Igunnu, Dr. Alnagar and late Dr. M.O. Dare of blessed memory, whose academic impact in my life has remain a water-shed. My unreserved thanks goes to Dr. A.A.Dada whose contributions added colour and quality to this work.

I am indebted to Mallam Hassan Usman and Mr Victor Madumerewho stood stoutly behind me and created an enabling environment that made it possible for me to shuttle between my work place and the school programme. This gesture will ever remain fresh in my memory.

I am highly indebted to my family; particularly my beloved parents HRH Alhaji Usman Mohammed Kabunu and Mallama Aishatu Usman who taught me love and care, who taught me how to appreciate and pursue the worthwhile things of life and for whom I am eternally grateful. My profound gratitude goes to my beloved wife Aishat Mohammed and my lovely children; Sheriffdeen Mohammed, Abdulrazak Mohammed, Munirat Mohammed and Abdulrahman Mohammed for their support, understanding, cooperation, endurance during the course of my study. I am also grateful to Mallama Ramatu salihu for her uncommon support, may Allah reward you abundantly. Worthy of mention is Mrs Abuh charity Aladi, your companion really added value to my success story, we have actually come along way. May God bless you and your family.

My appreciation goes to all my course mates, you were all lovely and wonderful and have contributed directly and in directly to my success story. I enjoyed all the interactions we had and thanking you for having confidence in me to serve you as the course Rep. I particularly want to thank Awal Ibrahim for his uncommon support in the course of this research work. The Ministry of Education Niger State deserves commendations for their support and cooperation in the provision of reliable data and information necessary for this study.

## ABSTRACT

This study was conducted to assess the provision, utilization and maintenance of boarding facilities in public secondary schools, Niger State. The study has eight objectives set to achieve among others; to examine the provision, utilization and maintenance of water supply in hostels in Boarding Secondary Schools, determine the provision, utilization electricity supply to hostels in Boarding Secondary Schools in Niger Sate, assess the provision, utilization and maintenance of Sanitary Facilities (Toilet and Bathrooms) in boarding secondary schools in Niger State. In line with the objectives, eight research questions, eight null hypotheses and eight basic assumptions were formulated. Related literatures were reviewed along with five (5) empirical studies. Descriptive research design was adopted for the study. A total of 328 respondents were sampled from the total population of 2309. A structured questionnaire was used to collect data from the respondents. The data collected were presented in table and analyzed using weighted means to answer the research questions. The eight hypotheses were tested using One Way Analysis of Variance (ANOVA) at 0.05 alpha level of significance. Descriptive statistic was used to analyze the bio- data of the respondents. The major findings of the study revealed that; water was not adequately provided , but properly utilized and maintained in hostels in boarding secondary schools; electricity was not adequately provided but utilized and maintained minimally; sanitary facilities were provided, utilized and maintained; dining facilities were provided in all the boarding schools and utilized but poorly maintained; recreational facilities were provided but not adequately utilized and poorly maintained; beds/ bedding space were not adequately provided, not properly utilized, but largely maintained; wardrobes/ lockers were provided by the schools/ NGOs, but not appropriately used by students and poorly maintained ; common rooms were provided, but not optimally utilized and poorly maintained. The following recommendations were made: Water should be provided regularly through alternative source. Electricity contributes to the well being of boarding students, as such, it should be relatively stable for effective utilization. The school should make provision for alternative source of electricity like generator. Sanitary facilities should be provided in the right ratio considering the students population, additional efforts should be made to keep them clean all the time. The location of dining hall should not be too far from the hostels and there is the need for speedy replacement of damaged facilities in the dining hall.

## TABLE OF CONTENTS


| | | |
|---|---|---|
| Cover Page | | i |
| Title Page | | ii |
| Declaration | | iii |
| Certification | | iv |
| Dedication | | v |
| Acknowledgements | | vi |
| Abstract | | viii |
| Table of Contents | | ix |
| Operational definition of terms | | x |
| **CHAPTER ONE: INTRODUCTION** | | |
| 1.1 | Background to the study | 1 |
| 1.2. | Statement of the problem | 3 |
| 1.3 | Objectives of the study | 6 |
| 1.4 | Research questions | 6 |
| 1.5 | Hypotheses | 7 |
| 1.6 | Basic assumptions | 8 |
| 1.7 | Significance of the study | 9 |
| 1.8 | Scope of the study | 11 |
| **CHAPTER TWO: REVIEW OF RELATED LITERATURE** | | |
| 2.1 | Introduction | 12 |
| 2.2 | Conceptual Framework | 13 |
| 2.2.1 | Assessment | 15 |

2.2.2 Provision 17

2.2.3 Utilization 17

2.2.4 Maintenance 18

2.2.5 Boarding Facilities 20

2.3 Provision, Utilization and Maintenance of water supply in boardingSecondary Schools 22

2.4 Provision, Utilization and Maintenance of electricity supplyin boarding Secondary Schools 22

2.5 Provision, Utilization and Maintenance of sanitary (toilets & bathrooms) facilities In Hostels in Boarding Secondary schools 23

2.6 Provision, Utilization and Maintenance of Dining Facilities in boarding Secondary Schools. 24

2.7 Provision, Utilization and Maintenance of recreational Facilities in boarding Secondary Schools. 26

2.8 Provision, Utilization and Maintenance of Beds (mattresses and bed spread), Bedding space in Hostels in boarding Secondary Schools 27

2.9 Provision, Utilization and Maintenance of Wardrobes in Hostels in boarding Secondary Schools. 28

2.10 Provision, Utilization and Maintenance of common room in Hostels in Boarding Secondary Schools. 29

2.11 Empirical Studies 30

2.12 Summary 35

**CHAPTER THREE: RESAERCH METHODOLOGY**


3.1 Introduction 36

3.2 Research Design 36

3.3 Population of the Study 37

3.4 Sample and Sampling Technique 39

3.5 Instrumentation 40

3.5.1 Validity of the Instrument 41

3.5.2 Pilot Study 41

3.5.3 Reliability of the Instrument 41

3.6 Administration of Instrument 42

3.7 Methods of Data Analysis 42


**CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA**


4.1 Introduction 43

4.2.1 Analysis of Data 44

4.3.1 Response to Research Question 1 46

4.3.2 Response to Research Question 2 50

4.3.3 Response to Research Question 3 54

4.3.4 Response to Research Question 4 58

4.3.5 Response to Research Question 5 62

4.3.6 Response to Research Question 6 66

4.3.7 Response to Research Question 7 70

4.3.8 Response to Research Question 8 74

4.4 Hypotheses testing 76

4.4.1 Null Hypothesis 1 77

4.4.2 Null Hypothesis 2 78

4.4.3 Null Hypothesis 3 79

4.4.4 Null Hypothesis 4 80

4.4.5 Null Hypothesis 5 81

4.4.6 Null Hypothesis 6 82

4.4.7 Null Hypothesis 7 84

4.4.8 Null Hypothesis 8 85

4.5 Summary of major findings 86

4.6 Summary of hypotheses testing 87

4.7 Discussion of the major findings 88

**CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

5.1 Introduction 91

5.2 Summary 91

5.3 Conclusions 92

5.4 Recommendations 92

5.5 Suggestions for Further Studies 93

REFERENCE 94

APPENDIX 97

## LIST OF TABLES


| | | |
|---|---|---|
| Table 3.1 | Population of the Study | 38 |
| Table 3.2 | Sample and Sampling Technique | 40 |
| Table 4.1: | Bio-Data of respondents | 44 |
| Table 4.2: | Mean score of respondents on the Provision, Utilization and Maintenance of Water supply to Hostels of Boarding Secondary Schools. | 46 |
| Table 4.3: | Mean score of respondents on the Provision, Utilization and Maintenance of Electricity supply to Hostels of Boarding Secondary Schools | 50 |
| Table 4.4: | Mean score of respondents on the Provision, Utilization and Maintenance of Sanitary Facilities in Hostels of Boarding Secondary Schools. | 54 |
| Table 4.5: | Mean score of respondents on Provision, Utilization and Maintenance of Dining Hall Facilities in Boarding Secondary Schools. | 58 |
| Table 4.6: | Mean score of respondents on Provision, Utilization and Maintenance of re-creational Facilities in Boarding Secondary Schools. | 62 |
| Table 4.7: | Mean score of respondents on the Provision, Utilization and Maintenance of Beds (mattresses and bed spreads) / Bedding space in Hostels of Boarding Secondary Schools. | 66 |
| Table 4.8: | Mean score of respondents on the provision, utilization and Maintenance of wardrobes/ lockers in hostels of boarding Secondary schools. | 70 |
| Table 4.9: | Mean score of the Respondents on Provision, Utilization and Maintenance of Common Rooms in Hostels of Boarding Secondary Schools. | 74 |
| Table 4.10: | Summary of Analysis of Variance (ANOVA) on the opinions of respondents, on the Provision, Utilization, and Maintenance of water supply to Hostels in Boarding Secondary Schools, Niger State. | 77 |

| | | |
|---|---|---|
| Table 4.11: | Summary of Analysis of Variance (ANOVA) on the Opinion Of Respondents on the Provision, Utilization and Maintenance of electricity supply to Hostels in Boarding secondary Schools, Niger State. | 78 |
| Table 4.12: | Summary of Analysis of Variance (ANOVA) on the opinion of respondents on the Provision, Utilization and Maintenance of sanitary facilities in hostels in Boarding Secondary Schools, Niger State. | 79 |
| Table 4.13: | Summary of Analysis of Variance (ANOVA) on the opinion of respondents on the Provision, Utilization and Maintenance of Dining facilities in hostels in Boarding Secondary Schools, Niger State. | 80 |
| Table 4.14: | Summary of Analysis of Variance (ANOVA) on the opinion of respondents on the Provision, Utilization and Maintenance of Recreational Facilities in hostels in Boarding Secondary Schools, Niger State. | 81 |
| Table 4.15: | Summary of Analysis of Variance (ANOVA) on the opinion of respondents on the Provision, Utilization and Maintenance of Beds (mattresses and beds spread)/ Bedding space in hostels in Boarding Secondary Schools, Niger State. | 82 |
| Table 4.16 | Result of the Scheffe post-Hoc test on the mean score of the respondents on the provision, utilization and maintenance of Bed (mattresses and bed spreads)/Bedding space in boarding Schools in Kaduna state. | 83 |
| Table 4.17: | Summary of Analysis of Variance (ANOVA) on the opinion of respondents on the Provision, Utilization and Maintenance of wardrobes/ lockers in hostels in Boarding Secondary Schools, Niger State. | 84 |
| Table 4.18: | Summary of Analysis of Variance (ANOVA) on the opinion of respondents on the Provision, Utilization and Maintenance of common rooms in hostels in Boarding Secondary Schools, Niger State. | 85 |
| Table 4.19: | Summary Hypotheses testing | 87 |

## OPERATIONAL DEFINITION OF TERMS

**Assessment**: Is the process of determining the extent of the Provision, Utilization and Maintenance of boarding facilities in boarding secondary schools in Niger state.

**Provision**: Is the act of making available all the required boarding facilities meant for students use in boarding secondary schools.

**Utilization**: The extent to which available boarding facilities are been put to judicious use in boarding secondary schools.

**Maintenance:** It involves all activities undertaken by school authority and students to ensure that available boarding facilities are kept in good condition in order to continue to serve it purposes.

**Boarding Facilities:** They are physical teaching support facilities that make boarders comfortable and further satisfy their physical and emotional needs.

**Water Supply:** The availability of water in boarding house or hostel for students use.

**Electricity Supply:** The availability of electricity in boarding school for use by boarders.

**Sanitary Facilities:** These refer to toilets, bathrooms and the facilities in them that are designed to make students comfortable.

**Dining Facilities:** these refer to the dining hall and facilities in it. It is the venue designed for boarders to take care of their food needs.

**Recreational Facilities:** this refers to the sporting and games facilities available for use by the boarding students.

**Common Rooms:** this refers to the structure in form of a room or equip with visual aids within the hostels that enable students to have views and information of things happening within and outside their environment.

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to the Study

From the nineteen sixties to the early nineteen eighties, public secondary schools in Nigeria provided quality boarding facilities for students. Then it was the prerogative of religious groups to do so because they were running the schools. This was attributed to the fact that they were the major investors in the sector. Even at the initial stage, when the government of Nigeria gradually took over the schools, boarding facilities were admired, coveted and patronized by parents and guardians. Then educational standard was noble and high with its products fitting properly into the social stream. Indeed, they contributed meaningfully to the overall development of the society.

As a matter of fact, there was high moral discipline, proper teacher co-ordination and Government supervisory function on the system. All these streamlined students abilities and performance, as officials saddled with boarding house activities were well behaved, committed and demonstrated worthy lifestyles. Students then learned to be more tolerant of the opinion of others in the hostels which was invariably transferred to the larger society. They conducted themselves in a more socially acceptable manner. These eventually patterned their social behaviours when they begin to live adult citizen life. However ,with the decreasing number of boarding facilities such as bedding space, war drops /lockers, water and electric supply, sanitary facilities, dining halls/facilities, common rooms, game and sporting facilities etc, which became noticeable in the mid eighties, only a shadow of the once cherished boarding houses were left ;it becomes evidently difficult for students to secure conducive and comfortable hostels that could guarantee safety and enhance effective learning and teaching activities. In the event that boarding

facilities are provided, they are not only very expensive, but of low quality. In addition, these facilities hardly last long due to gross lack of maintenance practices in our boarding schools. Then the boarding facilities were cheap, affordable and available in sufficient quality and quantity. The reverse is the case now and this was the genesis of unimaginable downturn Adeboye (1999)

Complains have been raised in the media through newspapers, articles and debates on television about the state of school hostels in public boarding schools. Some of the complaints mentioned are as follow; school hostels are in terrible conditions; boarders are living without mattresses in the dormitories and toilets do not function properly; some hostels are not supplied with enough water for the boarders; hostel materials are not delivered on time due to lack of communication between the schools and government authority ;hostels are in a poor condition due to inadequate and irregular repair and maintenance; hostels charges may restrict the choice learners with financial difficulties Fafunwa (2004).

Hostel management in terms of utilization and maintenance squarely lei in the hands of house masters/ mistresses. They are the pivot of the whole residential system. The success of the hostel, as an instrument of education will depend to a great extent on the personality, status and qualifications of the hostel superintendent or house master/ mistresses Kochhar (2007).It is therefore expected that the house masters /mistresses should be people of imagination and clear ideas, people with amiable personality. They also ensure that hostel facilities are provided for boarders.

In response to the deteriorating state of public schools boarding facilities, privately run schools step in to close the gap already created, even though they are doing their best to maintain them, the facilities are not what they should be. There is the fear by parents and other stake

holders that the boarding schools are becoming a breeding ground for anti-social activities; disrespect for elders and authorities, couple with the poor academic performance exhibited by students.

It is apparent that boarding facilities is almost near none-existence in government run schools , the concern now is whether restoring boarding facilities will repair the emotional, social and academic backwardness of the students that has plagued the educational system is the question agitating the mind of the researcher. It is on this premise that the researcher is prompted to investigate the provision, utilization and maintenance of boarding facilities in public secondary schools with particular reference to Niger state. The researcher is interested in finding out the present state of boarding facilities in public secondary schools in Niger state and what could be done to improve on the existing structures.

It is important to note that most literatures such as theses, journals and other research work on boarding schools lay little or no emphasis on facilities available in Hostels of the boarding schools, in terms of provision, optimal utilization and proper maintenance. According to Fafunwa (2008), hostels are meant to be a place of comfort and relaxation for students after the rigorous academic activities of the day. It therefore deserved to be fortified with all facilities required. The study therefore attempts to explore those areas neglected by previous researchers and hope that it makes this research work special and unique.

## 1.2 Statement of the Problem

Most boarding school in Nigeria are face with numerous problems, particularly in terms of provision, utilization and maintenance of facilities. Of most concern to this study is the problem of inadequacy in the provision, utilization and maintenance of;

Water supply

Electricity Supply

Sanitary Facilities

Dining Facilities

Recreational Facilities

Bed/ Bedding Space

Wardrobe Facilities and,

Common Rooms, in Boarding Secondary Schools in Niger state.

Halimatu (2003) observed that the existing public boarding schools are characterized by acute shortage of required boarding facilities; the environment does not depict what an ideal boarding house should be. Thus, Government budgetary allocation to education over the years has remain questionable in terms of sufficiency to meeting numerous demands for quality education. An improvement in the amount allocated to education will surely make a difference in the quality of output of our education system. The 2016 budgetary allocation to education shows a clear departure from the past. It is hope that it will be implemented judiciously. Obviously, the existing boarding schools are those built several years ago with boarding facilities that are obsolete, in adequate and inappropriate for the modern day usage. The past government's effort was concentrated at building days schools with less efforts at establishing new boarding schools with modern boarding facilities.

This is in line with Adeboye (1999) when he observed that, inspector's report over the years have indicated that there is abundant evidence of catalogue of inadequacies in the provision and judicious use of boarding facilities. The absence of these required facilities in our boarding houses, cast a lot of doubt in mind of parents, students and other stakeholders as to what kind of teaching and learning could take place in such situation.

It is therefore important to stress the need proper and regular maintenance practice in boarding schools. Musa (2003) opined that lack of facilities management result in depression in academic program , waste of resources, over utilization of available boarding facilities occasioned by inadequacy which often result to damage or collapse and even complete breakdown of such facilities.

There is prevalence of inadequate boarding facilities occasioned by inadequate provision, over utilization and poor maintenance practice. This affects the students, physically, emotionally, psychologically, intellectually Halimatu (2003).

There is near absence of regular and effective supervision of boarding schools in order to ascertain the state of existing facilities. Effective school supervision provides inspectors with information for decision making in terms of allocation, policy change or review. Poor student's academic performance has been attributed to inadequate school supervision Musa (2003).

This study is therefore focussed on finding out the state of existing boarding facilities in Niger state, considering the enormity of the identified problems existing in boarding schools. This study intends to access the provision, utilization and maintenance of boarding facilities rather than the entirety of the boarding school. This is a departure from the previous researches carried out. It is therefore expected that the study will at the end provide a framework for policy decision, further research, add to the existing knowledge and will create a platform for educational planners to organize curriculum of boarding schools.

## 1.3 Objectives of the Study

The study has the following specific objectives to achieve:

1. examine the provision, utilization and maintenance of water supply in hostels in Boarding Secondary Schools;
2. determine the provision, utilization electricity supply to hostels in Boarding Secondary Schools in Niger Sate;
3. assess the provision, utilization and maintenance of Sanitary Facilities (toilet and Bathrooms) in boarding secondary schools in Niger State;
4. examine the provision, utilization and maintenance of Dining Facilities in Boarding secondary schools in Niger State;
5. determine the provision, utilization and maintenance of recreational facilities in Boarding secondary schools in Niger State;
6. ascertain the provision, utilization, and maintenance of beds (mattresses and bed Spread), bed spaces, in Hostels of Boarding Secondary Schools;
7. examine the provision, utilization and maintenance of wardrobes /lockers in Hostels Of Boarding Secondary Schools in Niger State; and
8. assess the provision, utilization and maintenance of Common Rooms in Boarding Secondary Schools in Niger State.

## 1.4 Research Questions

The study was guided by the following research questions.

1. is water provided, utilized and maintained in hostels in Boarding Secondary Schools in Niger State?

2. in what ways is electricity provided, utilized and maintained in Hostels in Boarding Secondary Schools in Niger State?
3. are Sanitary Facilities (toilets and bathrooms) provided, utilized and maintained in Hostels of Secondary Schools in Niger State?
4. are Dining Halls/Facilities provided, utilized, and maintained in Boarding Schools Niger State?
5. how are re-creational Facilities provided, utilized and maintained in Boarding Schools in Niger State?
6. are beds (mattresses and bed spreads)/ bedding spaces provided, utilized and maintained in Hostels of Boarding Schools in Niger State?
7. in what ways are wardrobes/lockers in Boarding Houses provided, utilized and maintained in Secondary Schools in Niger State?
8. are Common-Rooms provided, utilized and maintained in Hostels in Boarding Schools Niger State?

**1.5 Hypotheses:**

The study has the following null hypotheses as guide:

1. There is no significant difference in the opinions of principals, teachers, house masters/ mistresses and supervisors on the provision, utilization and maintenance of water supply in hostel in boarding Secondary Schools in Niger State;
2. There is no significant difference in the opinions of respondents on the provision, utilization and maintenance of electricity supply to hostels of secondary schools in Niger State;

3. There is no significant difference in the opinions of respondents on the provision, utilization and maintenance of Sanitary (toilet and bathroom) Facilities in Hostels of Boarding Secondary Schools in Niger State;
4. There is no significant difference in the opinions of respondents on the provision utilization and maintenance of Dining Hall/Facilities in Boarding Secondary Schools in Niger State;
5. There is no significant difference in the opinions of respondents on the provision, utilization and maintenance of recreational Facilities in Boarding Secondary Schools in Niger State;
6. There is no significant difference in the opinions of respondents on the provision, utilization and maintenance of beds (mattresses and beds spread) / bedding space in the Hostels in Boarding Schools in Niger State;
7. There is no significant difference in the opinions of respondents on the provision, utilization and maintenance of war drops/lockers in the Hostels in Secondary Schools in Niger state; and
8. There is no significant difference in the opinions of respondents on the provision, utilization and maintenance of Common Rooms in Hostels of Boarding Schools in Niger State.

## 1.6 Basic Assumptions

The researcher assumes that:

1. provision, utilization and regular maintenance of water supply to hostels will enable student to maintain personal and environmental hygiene in school, and help to improve the academic performance of students in boarding schools;

2. Provision, proper utilization and regular maintenance of electricity supply to hostels contribute greatly to comfort and convenience to academic activities;
3. Provision, maximal utilization and regular maintenance of sanitary facilities (toilet and bathrooms) in hostels of boarding secondary schools enhance healthy and decent living in the schools;
4. Provision, maximal utilization and regular maintenance of dining hall/facilities enable students to concentrate on their studies as they have assurance of regular meals;
5. Provision, proper utilization and regular maintenance of recreational facilities in boarding schools enhance students' physical agility and mental balance through regular exercise;
6. provision, optimal utilization and regular maintenance of beds(mattresses and bed spread)/ bedding spaces create a comfortable atmosphere and environment for students to concentrate on their studies;
7. Provision, proper utilization and regular maintenance of war drops/lockers in the hostels ensure safety of student clothing and other materials within the hostels; and
8. Adequate provision, optimal utilization and regular maintenance of common-rooms in hostels will create avenue for students' relaxation after academic stress each day.

## 1.7 Significance of the Study

It is believed that the finding will be of immense benefits to the Government, parents, principals, researchers, supervisors and educational administrators and planners by identifying problems, prospects and potential areas of improvements of facility management in boarding secondary schools in Niger State.

**Government**: It will provide analytical framework for government of Niger state to make rational and empirical policy decision on the management of boarding facilities.

**Principal**: It will serve as a template for effective school administration by the principals and will enable them to improve on their managerial skills and abilities.

**Parent**: Parents are serious stakeholders in the business of their children's education; the study will enable them to make informed decisions as to whether to send their wards to boarding schools in terms available information on the provision and utilization of boarding facilities in boarding schools.

**Researcher**: The findings of the study will assist researchers to identify other areas for further studies on boarding facilities and could serve as reference material.

**Educational planners:** Education policies, curriculum change and innovation can only be carried out properly with accurate and reliable data or information. The study will enable educational planners to make informed decisions in terms of policy direction, curriculum change and innovation that will cater for the needs of boarding schools in Niger state and Nigeria in general.

## 1.8 Scope of the Study

The study is on the assessment of the provision, utilization and maintenance of boarding facilities in public secondary schools in Niger state. The study covers all public boarding secondary schools in the seven educational zones in Niger State (Bida, Kutigi, Minna, Suleja, Borgu, Kontagora and Rijau).Boarding secondary schools were chosen because the focus of the research is specifically on boarding secondary schools and for convenience in terms choice of sample and of instrument. The research has no time line but concerned with the present state of boarding facilities in the existing boarding secondary schools in Niger State.

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

## 2.1 Introduction

The purpose of this chapter is to review all related literature that has relevance to the problem of this study. This will enable the researcher to be conversant with the literature related to the problem of his study and will help to establish the relationship between previous work done and this research work. Hence, the related literature is reviewed under the following sub-headings;

**2.2** Conceptual Framework;

**2.2.1** Concept of Assessment;

**2.2.2** Concept of Provision;

**2.2.3** Concept of Utilization;

**2.2.4** Concept of Maintenance;

**2.2.5** Concept of Boarding Facilities;

**2.2.2** Provision, utilization and maintenance of water supply in hostels in boarding secondary schools;

**2.2.3** Provision, utilization and maintenance of electricity supply in hostels in boarding secondary schools;

**2.2.4** Provision, utilization and maintenance sanitary facilities (toilet and bathrooms)of Wardrobes/lockers in hostels in boarding secondary schools;

**2.2.5** Provision, utilization and maintenance of dining facilities hostels in boarding secondary schools;

**2.2.6** Provision, utilization and maintenance of recreational facilities in hostels in boarding secondary schools;

**2.2.7** Provision, utilization and maintenance of beds (mattresses and bed spread) bedding space in boarding secondary schools;

**2.2.8** Provision, utilization and maintenance of wardrobes/ lockers in hostels in boarding secondary schools;

**2.2.9** Provision, utilization and maintenance of common rooms in hostels in boarding secondary schools;

**2.2.10** Empirical Studies; and

**2.2.11** Summary

## 2.2 Conceptual Framework of the study

A boarding school is a school in which most or all the students live during the part of the year that they go to lesions. The "word boarding" is used in the sense of "bed and board", i.e. lodging and meals. A typical boarding school has several residential houses, either within the school grounds or in the surrounding area. They may be allowed to travel off school at certain times.

Each boarding school has boarding facilities which include hostels, a dining room or refectory where students take meals at fixed times, a library, cubicles where pupils or students can do their homework.

The hostels may also have common rooms for television and relaxation, kitchen, for snacks and occasionally storage facilities for bicycles or other sport equipment. In addition, boarding schools provide facilities such as classrooms, halls, libraries and laboratories, music rooms, gymnasiums, swimming pools, sport fields, theatre clinic etc.

Any boarding school that worth it name must not only have boarding facilities but must be in the required quality and quantity. A lot of literature revealed that facilities such as buildings, water and electricity supply, laboratory and library facilities are provided for students/ boarders in boarding schools. However, items that are directly used or needed by students have to be provided by students. Items such as bedding (mattresses, blanket, bedspreads, pillow, mosquito net (etc); House wear; Sunday/Friday wears; personal materials (pants, underwear, pairs of scandals, padlocks, shoe brush and polish; pairs of white socks, lever etc); Dining(cups, set of cutlery, Napkin etc); Toilet (bucket, washing bowl, pairs of bathroom slippers, tooth paste and brush, body lotion, toilet soap, Towel etc); Health/sanitation(1 packet of Paracetamol, torchlight, medium size cutlass, hoe, bunch of broom etc).

The entire aforementioned item and many others are expected to be presented by boarders on arrival. The question that needs to be asked is, are those facilities needed to be provided by the school actually provided in the right quantity and quality?, are they optimally utilized and properly maintained?, to what extent are items expected to be provided by students actually

provided. It is important to note that the provision, utilization and maintenance of all these facilities constitute management of such resources.

According to Durosaro (1998) school facility management is the process of planning, construction, utilization and maintenance of school facilities to ensure goal achievement.

In a related development, Lawanson e tal (2011) viewed school facility management as a systematic process of rationalizing the provision use and maintenance of these facilities within an educational institution, to ensure their optimal utilization and achievement of educational objectives both in the immediate and the future given the available resources.

The international facilities management Association (2002) described facilities management as the practice of coordination of the physical work place with the people and the work of the organization; it further stated that school facilities management is the application of scientific methods in the planning, organizing, decision making, coordination and controlling the physical environment of learning, for the actualization of the goals and objectives. This in essence involves among other things, renovation, modernization of plants, provision of equipment for academic and non-academic activities, maintenance of all facilities and review of management practice and processes.

### 2.2.1 Concept of Assessment

Assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs. Assessment is an action which determines the importance, size or value to something. According to Barbara (2004) assessment is the systematic collection of information about student learning, using the time, knowledge, expertise and resources available, in order to make informed decision about how to improve learning. Furthermore,

assessment is a process of seeking the best available indicator to see if, goals are being met. This includes field specific and professional judgments about learning outcomes which are used to make informed departmental and institutional decision. According to him, assessment means basing decisions about curriculum, pedagogy staffing, advising and students support upon the best possible data about learning and the factors that affect it.

Similarly, Palomba and Banta (1999) defined assessment as a systematic collection, review and use of information about educational programmes undertaken for the purpose of improving student learning and development. In line with the above assumptions, Shepherd and Godwin (2004) stated that assessment is the term generically used to describe quizzes, test, surveys and examinations. Furthermore, assessment is any systematic method of obtaining evidence from posing questions to draw inferences about the knowledge, attitudes and other characteristics.

According to Roger (1997) assessment is associated with institutional effectiveness and related to questions about positive change and improvement institution. In accordance with the above assertion Frye (2006) stated that "when we assess our performance, it is assessment, when others assess our performance, it is accountability. That is to say assessment is a set of initiative we take to monitor the results of our actions and improve ourselves, accountability is a set of initiatives other take to monitor" the results of our actions and to penalize or reward us based on the outcomes. Furthermore, assessment is not an end in itself but a vehicle for improvement education. Assessment is at the continuing improvement of student development and is generally consistent with a value added concept of education and rationale for having better programmes to ensure better students' learning outcomes.

Assessment is a systematic process of determining merit in which processed educational objectives are obtained by pupils (Khanzode 2004). Wheeler (1983) opined that assessment will be used as a term for the process of investigating the status of an individuals or group, (Herzberg< 1975). Assessment may be defined as any method used to better understand the current knowledge that a student possesses.

### 2.2.2 Concept of Provision

The word provision has no single definition and it is applicable to different field of study and activities such as, finance, education, health and law to mention a few.

However, Oxford Dictionary defines provision as an item of goods or Supplies obtained for future use. It could also be refers to as money set aside for future events. From a legal point of view, provision is a cause in legal instrument, a law, etc providing for a particular matter or stipulation. It can also be describe as a term, condition, agreement, requirement, demand, restriction, rider, reservation or a caveat in the legal point of view.

American Heritage Roget 2014 opines that provision is a service, fund, resources or allowance, which is pre arranged as contingency to cater for any need that may arise.

Similarly, United Nation Educational Science and Cultural Organization (UNESCO)-(2006), sees provision from the aspect of education as, the right of every child to education on the basis of equity of opportunity and without discrimination on any ground. To achieve this education provision must be available and accessible to all children, while the right of quality education enables the child to fulfill his potentials, realize opportunities for employment and develop life skills.

### 2.2.3 Concept of Utilization

Adegboyeyi (2000) stated that, utilization is the degree or extent to which an item has been put into effective use. According to him, various degree of utilization includes non-utilization, underutilization, maximum utilization, optimal utilization and over utilization. In this regard, utilization of boarding facilities has to do with judicious harnessing of available boarding facilities for the achievement of educational objectives.

Most schools are often underutilized. The rate of utilization could be increased either by extending the utilization time or by allowing access to the school equipment and sport equipment by the community. Yusuf and Akinniranye(2011) observed that, most schools are often underutilized. They opined that, time utilization rate (TUR) and space utilization rate (SUR) are indicators used to measure the utilization of facilities for teaching. They defined time utilization rate as ratio between the numbers of periods during which classroom is used, and the maximum number of period available per week. While space utilization rate, compared the average size of the classes occupying a room and its theoretical capacity.

However, optimal utilization of facilities connotes the practice of using a school facility for as many purposes as possible. If boarding is to be adequately and appropriately utilized, flexibility in the design of the facilities is needed. Hughes and urban (1980) have emphasized that, in order to make optimal utilization of facilities in school, school personnel and members of the community should have adequate knowledge some items will be under-used, some will be over used while others will not be used at all.

### 2.2.4 Concept of Maintenance

Maintenance involves those activities which are concerned with keeping grounds, buildings and equipment at their original condition of completeness of efficiency, either through

repairs or by replacement. It also involves repairs and replacements in order to ensure that physical plant, equipment, grounds and services facilities are continuously useable. The essence and importance of facility maintenance is to keep the plant functioning uninterruptedly in as near its original condition as possible.

Saba (2006) defines maintenance as the act of taking good care of tools and equipment to prolong its life-span and to prevent it from sudden breakdown. Ekenze (1991) opined that maintenance is work undertaken in order to keep or restore every facility to an acceptable standard.

Facilities are subject to wear and tear which causes depreciation, physical decay, obsolete and accident. It is therefore desirable to keep school plant in good condition. School facilities maintenance basically relates to the repair, replacement and general upkeep of physical features as found in school building, grounding, grounds and seating system.

According to Adaeze (2007) there are four aspect of maintenance of the school facilities namely.

1. Repair
2. Re-modernization: adopting existing facilities to meet current educational needs e.g. new tables, chair, light, carpet, rug etc.
3. Remodeling: changing the structure of the school house.
4. Rehabilitation: total over hauling of a school building to cater for a modern education programme.

Babatope (2010) observed that appropriate maintenance techniques would assist in taking care of all available facilities. He added that inculcation of maintenance culture in learners be

given a pride of place so that they appreciate the values and worth of facilities. Oladepo (2001) observed that Nigeria have not yet developed the culture of maintenance facilities especially public utilities. The study carried out by Aminu (1987) in Babatope (2010) shows that in some schools visited laboratories were dusty, bottles of chemicals were left opened on the benches unlabeled.

### 2.2.5 Concept of Boarding Facilities

Boarding facilities can be described as indirect or teaching support facilities such as cafeteria, acoustics, toilets, laundry, mowers, and residential halls, common rooms, cleaning materials, ground and similar items that satisfy the individual's physical and emotional needs. They are used to;

(1) increase instructional effectiveness

(2) improve the cleanness, orderliness and safety of facilities.

(3) increase efficiency and effectiveness and staff and students.

(4) extend the useful life of boarders (Toscany academy.com, 2015).

Boarding facilities are provided in line with minimum set standards for the safety and welfare of the boarders. Boarding facilities needed will therefore cover what is important in a home and what is important in a school, the homey facilities keeps them comfortable like their homes the learning facilities does its job too. These homey facilities includes, Bed, Refectory (dining hall), Food and water, Environment, Security (e t c)

The learning facilities could include;

(a) Library

(b) Classroom

(c) Clinic

(d) Sport Arena

(e) Laboratory e t c.

Boarding facilities consist of all types of buildings for academic and non-academic activities, equipment for academic and non-academic activities, area for sports and games, landscape, farms and garden including tree, roads, and paths. Others include furniture and toilet facilities, lighting, acoustic, storage facilities and packing lot, security, transportation, I C T, cleaning materials, food services and special facilities for the physically challenged person (ihuoma, 2008).

These facilities play pivotal role in the actualization of the educational goals and objectives by satisfying the physical and emotional needs of the staff and students of the school. Knezevich (1995) emphasized that the physical needs are met through provision of safe structure, adequate sanitary facilities, a balanced visual environment, appropriate thermal environment, and sufficient shelter space for his work and play. His emotional needs are met by creating pleasant surroundings, a friendly atmosphere, and an inspiring environment.

## 2.3 Provision, Utilization, and Maintenance of water supply in Hostels in Boarding Secondary Schools.

Murillo and Roman (2011) in their study found that the availability o water has an effect on the achievement of secondary education students but its relative weight varies significantly from Region to region.

In the Eastern Cape, the Department of education has stipulated that all schools must have water and sanitation for the improvement of education, while also in the Limpopo province, Mashamba (2004) stresses the importance of water supply in the improvement of education. In terms of water supply, deep well are dogged or bore are sunk to compliment irregular supply of pipe born water

## 2.4 Provision, Utilization, and Maintenance of Beds(Mattresses and Bed Spread) Bed Space in Hostels in Boarding Secondary Schools.

In Hostchkiss school located at lakeVille, U S A, dormitories are partitioned into single rooms, individuals dormitory(dorm) room are comfortable and well maintained with enough space for the bureau, bed, desk, mattress and a chair provided by the school. However, students are expected to bring bed spread, blanket, pillow case, sheet etc.

In Regent boarding secondary school Abuja, beds, desk, chair, mattresses and pillows are provided by the school. Similarly, in Mason boarding college, Lagos; students are provided with beds but they are to come along with mattresses, blankets, bedspread, pillow case, pillow, mosquito net, night dresses etc.

Several study have shown that in most government or public boarding secondary schools hostels accommodation is provided along with beds and lockers in most cases. However, items likes, mattresses, blankets, bedspreads, pillow are provided by the students and are thoroughly checked on arrival as a boarder; Research have also shown that most of the bedding space and

beds are grossly in adequate in boarding schools due largely to inadequate provision, over-population of students particularly in urban areas. In semi-urban or rural setting, the level of patronage is low, so the facilities are either under- utilized or non-utilized. It is also on record that beds not used are packed for too long and continue to rust, those that are used got broken without repair or replacement due to absence of maintenance practices.

## 2.5 Provision, Utilization and Maintenance of Wardrobe/ Lockers in Hostels in Boarding Secondary Schools.

A wardrobe is a standing closet used for storing cloths; while a locker is a small, usually narrow storage compartment found in places such as work places, school hostels, transport hub etc. Lockers are of varying heights, width and depth which should conform to standard measurement. School lockers may be single or two-tier, and are fitted with internal divisions of shelves to accommodate both hanging space and room for storing textbooks.

Wardrobes and lockers are essential facilities students need in hostels, they enable students to learn how to tidy their cloths by keeping them net all the time, the locker too provide private space for students to keep their personal items including textbooks. It is therefore imperative that all boarding schools are provided with these facilities in sufficient quantity and quality. There is also the need for optimal utilization and proper maintenance of wardrobe and lockers in order to achieve the aim for which they were provided.

However, there has been controversy as to whether lockers should be abolished or be continually provided in boarding schools. The argument put forward relate to security concern, where people feel that lockers may be used to store contraband items such as weapons or drugs or pornographic materials, other also feel that removing lockers provide good training for students

by forcing them to be more efficient in managing their books and taking time to plan what books they will need, and carrying only those ones

Research has shown an increase in the incidence o back injuries in some students, which has been directly attributed to the lack of lockers for storing books in, thus forcing students to spend more time carrying heavy loads of bookers in backpacks or bags(en.mwikipedia. org.).

The provision of wardrobe and lockers in boarding house is a necessity; ideally, every boarder should have a wardrobe and a locker. However, most often, student is made to share wardrobe due to inadequacy and lack of proper maintenance of the available ones. It is important that anything that will add value and bring comfort to student academic life while in school should be encouraged through provision, utilization and maintenance of all the facilities that are required.

## 2.6 Provision, Utilization and Maintenance of Sanitary Facilities (Toilet and Bathrooms) in Hostels in Boarding Secondary Schools.

Sanitary facilities are of utmost importance in any boarding schools, the type of sanitary facilities available in a school determine the state of hygiene condition prevalent there. Toilet and bathroom facilities must be provided in hostels and must be kept clean all the time. There is also the need for regular supply of water to keep the facilities tidy.The extents to which these facilities are provided in boarding secondary school speak volume of the managerial capability of the principal and house –masters/mistresses alike. The environment where students live should be devoid of anything that can lead to epidemic or disease outbreak. Each hostel should have adequate and modern toilet and facilities and bathroom facilities should be put to proper use.

Boarding schools within the urban /semi-urban areas may not have much problem in terms of provision of these facilities, where problem lie most often is in the usage and

maintenance of such facilities. However, in the rural setting, pit toilets are provided in place of water closet and most times look very un-kept. The principal and house masters/mistresses are duty bound to ensure that there is adequate provision of the facilities; the house masters must also ensure that they are put in judicious use. Of particular importance is the maintenance of the available once which require dramatic measure to ensure compliance to the lay down maintenance practices.

Stressing the importance of sanitation facilities, in South Africa, it has been pointed out that government's failure to provide water and sanitation is undermine the children's chances of obtaining education (water Aid, 2004).In addition, in the Eastern Cape; the department of education has stipulated that all schools must have water and sanitation for the improvement of education. Bhagwan (2012) emphasized that learners particularly the girls benefited tremendously for having access to private, clean, and hygienic toilet and the sanitation improvements have seen an increase in attendance rates of school which are being serviced. I therefore agree with Bullock, 2007; Hughes, 2005; Jimenez-Castellanos 2010; Milkie and Warner (2011) when they opined that buildings and toilets are some of the basic facilities that impact on academic achievement, in most case positively.

## 2.7 Provision, Utilization, and Maintenance of Electricity Supply to Hostels in Boarding Secondary Schools.

Electricity is part of basic facilities that is required for smooth running of the school, it provision in the required quantity and quality will add value to the process of teaching and learning in boarding schools. In the hostels where students reside, electricity supply is essential, Students need light to power their systems, televisions in the common rooms, worn water etc.

Electricity also plays an important part in schools since it provides light and facilities for many activities. Murillo and Roman (2011) also show that the available of electricity in the school has an effect on the achievement of primary education students; whilst Bacolon and Tobias (2006) discovered that schools providing basic facilities such as electricity performed much better in achievement growth than schools that did not.

In Nigerian context, most of our boarding schools cannot boast of adequate supply of electricity particularly when schools are located in semi- urban and rural communities. The students or school have to device other means of generating electricity . Those schools that are lucky to have generator, use them only when there is fuel..

It is therefore imperative that electricity supply is provided in sufficient quantity to boarding house. It will facilitate the process of teaching and learning and further make the boarding house a worthy place to live by the students.

However, optimal utilization and proper maintenance of electricity supply to hostels can only be guaranteed when house masters/ house mistresses are given leverage to manage the affairs of hostels. It is therefore important that house masters and mistresses reside in the school compound so that they can effectively supervise the utilization of the basic facilities and also ensure that maintenance measures are put in place.

## 2.8 Provision, Utilization and Maintenance of Dining Hall/ Facilities in Boarding Secondary Schools

Dining hall is where all the eating happens in boarding school, a boarding schools cannot exist without a dining hall and its facilities .The importance of food to students cannot be over emphasized. It is the duty of the school to make provision for a clean, spacious, attractive dining

hall for its borders. The location of dining hall should not be far from the hostel and should be close to the classroom.

All dining halls need certain basic facilities such as table, chair, cutleries, wash hand basin, marrow, napkins, plates, cup, e t c in sufficient quantity to make it functional. Student's needs can only be met when these facilities are adequately provided, utilized optimally and maintained properly. A good dining hall should have a menu that will cover varieties. Students come from different background and meal specialty, so to satisfy all, you will need a general menu; which is what everyone eats, like rice, bean, yam, semolina, port rage, spaghetti, etc.

In my considered opinion, there is the need for government to upgrade the standard of boarding facilities;in terms of provision, utilization and maintenance. These can be achieved when more funds are allocated for the management of boarding schools. It has been observed that the level for students enrolment into boarding school have increased greatly without corresponding increase in the provision of facilities; this has resulted to over stretch/ utilization of such available facilities.

## 2.9 Provision, Utilization and Maintenance of Games and Sporting Facilities in Boarding Secondary Schools.

Games and other sporting activities are often carried out on the play-ground or open space within the school. It is therefore important to note that a boarding school that worth its name must consider the provision of play-ground and other areas for different games. Asides the provision of the play-ground, games and sporting facilities must be provided. According to Kachhar (2007) .A school which has no play-ground has no right to exist, play-ground is said to be the cradle of democracy. He further emphasized that, if play is to be accepted as the natural agency for the education of the child up to the age of puberty, then the lower half or more of our

school will have to think and act not in terms of rooms, seat or desks but rather in terms of activities, games or projects which can be conducted only in the open.

Games and other sporting activities are integral part of boarding school, it create alot of opportunity for students from different cultural, religion, social, economic backgrounds to unit together in terms of skills, interest and abilities. By so doing they learn the act of sharing, friendliness, group work, cooperation, brotherhood, etc. Through games, boarders learn to use their leisure time judiciously; it also enables students to discover their talents.

However, as important as it is to the students and the school, literature(s) revealed that most of our boarding schools are characterized by inadequate, non- availability, over-utilization, and under-utilization of games and sporting facilities. Some school have the play-ground but don't have facilities, others may have the play-ground with inadequate and out-dated facilities. In some instance all are lacking; game generally makes students to be active physically, Emotionally, Socially, Academically and Psychologically. It is therefore my considered opinion that all the essential games and sporting facilities required in boarding schools should be provided for optimal growth, development and well-being of the boarders.

## 2.10 Provision, Utilization and Maintenance of Common Rooms in Hostels in Boarding Secondary Schools.

Academic activities are rigorous and tasking, to ensure continuity and achievement, there is the need for break at a point and relaxation at another point. Common rooms therefore provide students with opportunity to relax themselves after the academic activities of the day. Common rooms are often fortified with furniture and audio- visual aid, such as radio, Television, amplifiers, speakers, sports for soft drinks and snack as the case may be.

According to Oxford Advanced Learner's Dictionary 7th edition (2005), common room is a room used by the teacher or students of a school, college e t c when they are not teaching or studying. With the advancement in technology, the world has turn to global village student use common room to access information or watch events happening around the world. These have indeed made students to be current on both domestic and global issues, thereby deepening their knowledge base or academic horizon.

Common rooms are used to entertain guest by the students, mostly during visiting days by parents/ guidance, friends and other relatives. The importance of common rooms in the hostels should therefore be considered as a necessity; aside the provision, students should have free access to the common room at any time they so desire.

However, the common room will continue to serve its purpose only if it is regularly maintained. A functional maintenance practice or measure should be put in place to ensure, repair, replacement, re-furbishing and servicing e t c. at regular interval. I am convinced that if this is done, it will have a lasting impact on the students learning outcome.

Each hostel should be provided with a common room and should be located within the hostel; however, the need to regulate what students watch at secondary schools level is imperative. Measures should be put in place such that students are not exposed to channels that show offensive movies e.g. (blue films) that may impact on them negatively.

## 2.11 Empirical Studies

In this section, a review of previous studies was carried out to enable the researcher to ascertain trends, agreements or disagreements, thereby establishing ground for comparison of the findings of the present study with the previous works.

Ibrahim (2010) carried out a study on impact of school plant provision on the management and planning on teaching and learning in Taraba state. The primary purpose of the study was to find out whether there is negative impact of school plant management and planning on teaching and learning in secondary schools in Taraba state. The study was a survey research; it covered all public secondary schools in the state. T-test statistic technique was used to analyze the data collected to answer the questions raised to guide the study. The result shows that school facilities were inadequately provided and where some of these were provided, they were inadequately managed. Maintenance was the most prevalent practice in the schools. These created negative impact on student's performance. Based on these result, it was recommended that Taraba state government should make efforts to provide the secondary schools with adequate school facilities, while school managers on their part should try to keep on maintaining and managing the little facilities given to their schools. The ministry of education officials should supervise secondary schools on regular basses so that they will serve and or inform the government with what is going on in schools.

However, the empirical study is similar to this study in area of research design which is survey research design, and the types of school covered by the students were both public secondary schools. Above all, the studies were concerned with school facilities. In addition, the empirical study was conducted in Taraba state while this study was conducted in Niger state. The statistical instrument used for testing hypothesis for the empirical study was T-test while F-test (one way Analysis of Variance) Anova was used for this study. The population and sample size used for the study was not mentioned. This study therefore, intends to cover the gap created in the empirical study as noted above.

Rukaiya (2014) carried out a study on evaluation of provision and maintenance of infrastructural facilities in boarding secondary schools in Yola metropolis Adamawa state. The primary purpose of the study was to evaluate the provision and maintenance of infrastructural facilities in boarding secondary schools in Yola metropolis. The study was a survey research. It covered all the boarding secondary schools in Yola metropolis. Analysis of variance F-test (Anova) was used to analyse the data collected, while statistical package for social sciences (SPSS) was used to generate frequency and percentage of the scores. The result showed that classroom facilities are adequately provided and maintained by the school managers, laboratories/ workshops were not well equipped and maintained; the finding also showed that libraries are provided while accommodation facilities are not enough for both staff and students e t c . The findings therefore concluded that provision and maintenance of infrastructural facilities in boarding secondary schools in Yola metropolis (Adamawa state) are grossly inadequate. The study made some recommendations, such as; Adamawa state government should provide boarding secondary schools with infrastructural facilities, school managers should ensure proper and regular maintenance of school infrastructural facilities among others.

This empirical study is relevant to the present study because both studies are concerned with facilities in boarding secondary schools. The empirical study like this study used F-test as its statistical tool for testing hypotheses of the study. However, while the empirical study was carried out in Yola metropolis and covered both public and private secondary schools, this study was carried out in Niger state and covered all public boarding secondary schools. This study is therefore unique because it covered all public boarding secondary schools in the state, unlike the empirical study that covered just a metropolis in the state.

Sani (2007) investigated the relationship among school plant construction, utilization, and maintenance and school effectiveness in Kebbi state secondary schools in Nigeria. He used stratified sampling technique to select 26 out of 41 secondary schools, deliberated sampling technique for all the principals and proportionate sampling technique to select 587 out of 850 teachers in the selected schools. He used a combination of WACE result Analysis format, observation inventories and questionnaire to generate both quantitative and qualitative data. He applied multiple Regression and Pearson Correlation Coefficient to test his hypothesis. He found that there was a significant, positive and high relationship between school plant maintenance and students academic performance, students conduct and school community relations with calculated r- value of 0.99, 0.98,andf 0.97, respectively.

The empirical study used three instruments to collect data (WACE result Analysis format, observation inventories and questionnaire) but failed to show the correlation in the results obtained by the different instrument used for data collection. The empirical study use multiple regression and Pearson correlation coefficient as statistical tool while this study used one way analysis of variance(F-test) Anova to test the hypotheses. Another area of difference is that the empirical study was on relationship among school plant construction, utilization and maintenance and school effectiveness in Kebbi state; this study is on assessment of the provision, utilization and maintenance of boarding facilities in public secondary schools, Niger state.

In a study by Asiabaka and Mbakwem (2008), titled Assessment of facility needs for Government primary schools in Imo state; the study assessed the facility needs of government primary school in Imo state of Nigeria. All the twenty seven local government councils in the state participated in the study. Five schools from each local government area were selected and this gives a sample of one hundred and twenty five schools. Findings revealed that, there is

dearth of instructional facilities in most schools. There were no laboratories and libraries. Few of the schools had science resources corners. Rain harvesting was the major source of water supply. Toilet facilities were not available not available in virtually all schools. Although the communities benefited from rural electrification the primary schools were not supplied with electricity. Furthermore, findings showed that only foot ball field were where the sporting facility available in the schools. There was no transport system in any of the primary schools. The primary schools were dilapidated and floor needed re-plastering. It was also found that most of these schools still had walls, without doors and windows. The study concluded that there were inadequate facilities in the primary schools in the state. It therefore recommended that the state universal Basic Education Board should carry out facility up-date in all the primary schools in the state. This will ensure effective teaching and learning. The study further recommended that the host community should assist in the provision of facilities in the primary schools located in their communities.

The findings of the study revealed that there is dearth of instructional facilities in most school, but failed to establish the causes of dearth of the instructional facilities, there is therefore the need for such information. The study did not mention the method used for data analysis. This study intends to cover the gap created by the empirical study.

In the work of Abdulkareem (2003) he carried out an analysis of the provision and management of facilities in Kwara state primary schools. The study was a descriptive survey carried out export factor. It covered all the 1078 public secondary schools in 16 local government area of the state. Questionnaire and interview technique were used to collect relevant data. Descriptive statistical technique was used to analyze the collected dada to answer the six research questions raised to guide the study. The result showed that school facilities were

inadequately provided and where some of these facilities were provided, they were inadequately managed. Maintenance was the most prevalent practice in the schools. Based on these results, it was recommended that parents and non- governmental agencies should compliment government efforts at providing school facilities, while pupils, teachers and school heads should be involved in the management of these facilities.

The empirical study is similar to this study because it is concerned with the provision and management of school facilities, like this study, the empirical study used descriptive survey design. The population and sample of the study were clearly indicated. However, the empirical study used descriptive statistical technique but failed to specifically mention the statistical tool used for the study. However, the empirical study failed to show the correlation between the questionnaire used and the interview conducted.

## 2.12 Summary

Attempts have been made in this chapter to highlight and analyze relevant and related literature to this study under the following sub-headings; conceptual frame work, meaning of utilization, maintenance and boarding facilities; provision, utilization and maintenance of hostels, sanitary facilities, water and electricity supply, games and sporting facilities, dining facilities, common rooms, bed/ bed space, wardrobes / lockers, empirical studies and summary.

From the reviewed literature, a lot of researches have pointed to the fact that school facilities are crucial not only for the growth and development of the education system but for the accomplishment of the educational objectives. A lot of emphasis was placed on the need for the provision, utilization; maintenance of school facilities which is believed will enhance student's academic performance.

However, having gone through the empirical studies, it was established that the past research study dwelled more on provision and management of facilities in boarding schools. It is important to note that previous researches did not cover specifically and extensively issues on boarding facilities which no doubt are the things that makes a school a boarding type. This existing gap is what the researcher obviously intends to fill, in order to add value to the existing body knowledge on boarding schools.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter fundamentally discusses the following sub-section: Research Design, Population, Sample and Sampling Techniques, Instrumentation, Validity of the Instrument, Pilot study, Reliability of the Instrument, Administration of Instrument, Method of Data Analysis.

## 3.2 Research Design

This study is a descriptive survey research. The research design permits the gathering of information through the use of questionnaire and/or interview from a population based on appropriate sampling techniques. According to Agber (2003) and Yobo (2007), survey research is concerned with finding, describing and interpreting an existing phenomenon, condition or relationship between or among people or items considered to be representative of the entire group.

This design is relevant to this research work because the variables under study are quantitative discrete variables. This is in line with the view of Sambo (2008) when he opined that quantitative discrete variables are variables that can be assigned numerical values which are counting number that do not take all intermediate values. The values can always be listed e.g. numbers of beds, locker etc in the hostel. Therefore, the assessment of provision, utilization and maintenance of boarding facilities could be counted quantitatively or listed in whole number; hence it falls within the Ambient of survey design.

## 3.3 Population of the Study

The population of the study comprises all the principals, teachers' matron/patrons of hostel in all the public boarding secondary schools in Niger state, however, the state is divided into seven Education zone. There are 56 Boarding schools in Niger State with 2153 teachers, 56 principal and 56 hostel matron/patrons and 44 supervisors. The study, therefore, has a total population of 2309. The table 3.1 shows the distribution of the population. The researcher presents the population according to Education Zones as appendix A.

Bida Education Zone has nine (9) boarding schools, 441 teachers, nine (9) principal, and nine (9) matrons/ patrons; Kutigi Education Zone has eight (8) boarding schools,166 teachers, nine(9) principals and eight (8) patrons/ matrons; Minna Education Zone has fifteen(15) boarding schools, 796 teachers, fifteen (15) principals, fifteen (15) matrons/patrons; Suleja Education Zone has nine(9) boarding schools, 328 teachers, nine (9) principals and nine (9) matrons/ patrons; Borgu Zone has one(1) boarding school fourteen (14) teachers, one(1) principal and one (1) matron'/patron; Kontagoral Zone has seven(7) boarding schools, 329 teachers, seven(7) principals, seven matrons/ patrons; Rijau Zone has seven(7) boarding schools,141 teachers, seven(7) principals and seven(7) matrons/ patrons.

**Table 3.1 Names of the Schools, Education Zones, and number of Teachers, Principals, Matrons / Patrons and Supervisors that constitute the population of the study.**

**TABLE 3.1 DISTRIBUTION OF THE POPULATION OF THE STUDY**

| S/N | NAMES OF SCHOOLS | EDUC ZONE | NO OF TEACHERS | NO OF PRINCIPAL | MATRON/ PATRON | SUPERVISOR | TOTAL |
|---|---|---|---|---|---|---|---|
| 1 | GWVTC KATCHA | BIDA | 18 | 1 | 1 | | 20 |
| 2 | GGSS AGAIE | „ | 16 | 1 | 1 | | 18 |
| 3 | DENDO AGAIE | „ | 17 | 1 | 1 | | 19 |
| 4 | GC BIDA | „ | 80 | 1 | 1 | | 82 |
| 5 | GGSS BIDA | „ | 104 | 1 | 1 | | 106 |
| 6 | GTC BIDA | „ | 48 | 1 | 1 | | 50 |
| 7 | CAIS BIDA | „ | 40 | 1 | 1 | | 42 |
| 8 | GGSS BTC BIDA | „ | 98 | 1 | 1 | | 100 |
| 9 | GSS LEMU | „ | 20 | 1 | 1 | | 22 |
| 10 | GSS DOKO | Kutigizone | 30 | 1 | 1 | | 32 |
| 11 | CAIS SANTALI | „ | 22 | 1 | 1 | | 24 |
| 12 | GSS KPAKI | „ | 12 | 1 | 1 | | 14 |
| 13 | GSS MOKWA | „ | 41 | 1 | 1 | | 43 |
| 14 | GSS GBARA | „ | 13 | 1 | 1 | | 15 |
| 15 | GSS KUTIGI | „ | 24 | 1 | 1 | | 26 |
| 16 | GVTC J/ NORTH | „ | 14 | 1 | 1 | | 16 |
| 17 | GSS BONAKI | „ | 10 | 1 | 1 | | 12 |
| 18 | GGSS K F/KORO | Minna zone | 28 | 1 | 1 | | 30 |
| 19 | GGSS O/A MINNA | „ | 68 | 1 | 1 | | 70 |
| 20 | ADSS PAIKO | „ | 14 | 1 | 1 | | 16 |
| 21 | MKTC P/DOGARI | „ | 20 | 1 | 1 | | 22 |
| 22 | GSS ALLAWA | „ | 8 | 1 | 1 | | 10 |
| 23 | GSC KAGARA | „ | 15 | 1 | 1 | | 17 |
| 24 | GSS MINNA | „ | 99 | 1 | 1 | | 101 |
| 25 | GVTC MINNA | „ | 76 | 1 | 1 | | 78 |
| 26 | GSS KUTA | „ | 56 | 1 | 1 | | 58 |
| 27 | GTC MINNA | „ | 124 | 1 | 1 | | 126 |
| 28 | MBGSS MINNA | „ | 59 | 1 | 1 | | 61 |
| 29 | CAIS T/ FULANI | „ | 47 | 1 | 1 | | 49 |
| 30 | NSSE MINNA | „ | 47 | 1 | 1 | | 49 |
| 31 | ABSS MINNA | „ | 123 | 1 | 1 | | 125 |
| 32 | GSS TEGINA | „ | 12 | 1 | 1 | | 14 |
| 33 | MKSS LAPAI | Suleja zone | 39 | 1 | 1 | | 41 |
| 34 | GRC GULU | „ | 15 | 1 | 1 | | 17 |
| 35 | GSC IZOM | „ | 30 | 1 | 1 | | 32 |
| 36 | GSS SULEJA | „ | 64 | 1 | 1 | | 66 |
| 37 | GGSS S/WUSE | „ | 52 | 1 | 1 | | 54 |
| 38 | GVTC S/BWARI | „ | 36 | 1 | 1 | | 38 |
| 39 | GGASS DIKO | „ | 41 | 1 | 1 | | 43 |
| 40 | DFR MBA S/POWER | „ | 36 | 1 | 1 | | 38 |
| 41 | GSC N/BUSSA | Borgu zone | 15 | 1 | 1 | | 17 |
| 42 | MICSS K/GORA | „ | 14 | 1 | 1 | | 16 |
| 43 | NCAIS K/GORA | „ | 52 | 1 | 1 | | 54 |
| 44 | GSS K/ GORA | „ | 54 | 1 | 1 | | 56 |
| 45 | GTC K/ GORA | „ | 36 | 1 | 1 | | 38 |
| 46 | GGC K/ GORA | „ | 48 | 1 | 1 | | 50 |
| 47 | GGC K/ GORA | „ | 68 | 1 | 1 | | 70 |
| 48 | GSS WUSHISHI | „ | 26 | 1 | 1 | | 28 |
| 49 | GSS SAHORAMI | „ | 45 | 1 | 1 | | 47 |
| 50 | GSS RIJAU | Rijau zone | 15 | 1 | 1 | | 17 |
| 51 | GSS KOTONGORA | „ | 12 | 1 | 1 | | 14 |
| 52 | GVTC RIJAU | „ | 17 | 1 | 1 | | 19 |
| 53 | GGSS T/ MAGAJIYA | „ | 25 | 1 | 1 | | 27 |
| 54 | GSS NASKO | „ | 18 | 1 | 1 | | 20 |
| 55 | CSS IBETO | „ | 28 | 1 | 1 | | 30 |
| 56 | GSS N/KANJI | „ | 26 | 1 | 1 | | 28 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | **Total** | | **2153** | **56** | **56** | **44** | **2309** |

Source: Niger state Ministry of Science and Technology(planning, research and statistic department) 2016

## 3.4 Sampling and Sampling Technique

Since the population under study is relatively high, a portion of the population called sample is chosen. The sample size is 328 (14%) respondents, which comprise of 265 teachers, 21 principals, 21 supervisors and 21 matrons/ patrons.

This sample size was chosen in line with the opinion of Nwana (2008), if the population is a few hundreds, a 40% or more samples will do; if many hundreds, 20% sample will do; if a few thousands a 10% sample will do; and if several thousand a 5% sample will do. In addition, Alamu and Olukosi(2010) suggested 20% sample size when the population is up to 1000; 10% sample size when the population is up to 5000 and 5% when the population is up to 10,000.

The researcher chooses purposive sampling technique also known as judgmental sampling technique; it is a non-probability sampling technique that gives the researcher the opportunity to select a sample that appears to him as being representative of the population defined by his research problem. Based on that, 3 schools were randomly chosen from each Education zone, one principal and a patron or matron were chosen from each of the selected schools; teachers were chosen based on the population of teachers in the schools.

**Table 3.2 Names of the selected Schools, Education Zones, number of Teachers, Principals, Matrons/ Patrons and Supervisors that constitute the sample of the study.**
**Table 3.2: Sample of the study**

| S/N | Names of School | Educ Zone | No of Teacher | No of principal | Matron /Patron | supervisor | Total |
|---|---|---|---|---|---|---|---|
| 1 | GWVTC Katcha | Bida | 10 | 1 | 1 | 1 | 12 |
| 2 | DendoAgae | " | 10 | 1 | 1 | 1 | 12 |
| 3 | GGSS Bida | " | 20 | 1 | 1 | 1 | 22 |
| 4 | GSS Doko | Kutigi | 12 | 1 | 1 | 1 | 14 |
| 5 | GSS Mokwa | " | 13 | 1 | 1 | 1 | 15 |
| 6 | GSS Gbara | " | 9 | 1 | 1 | 1 | 11 |
| 7 | GGSS O/A Minna | Minna | 15 | 1 | 1 | 1 | 17 |
| 8 | MKTC P/Dogari | " | 12 | 1 | 1 | 1 | 14 |
| 9 | GSC Kagara | " | 10 | 1 | 1 | 1 | 12 |
| 10 | GSS Kuta | " | 13 | 1 | 1 | 1 | 15 |
| 11 | GTC minna | " | 22 | 1 | 1 | 1 | 24 |
| 12 | MKSS Lapai | Lapai | 13 | 1 | 1 | 1 | 15 |
| 13 | GSS suleja | " | 16 | 1 | 1 | 1 | 18 |
| 14 | GGSS S/WUSE | " | 12 | 1 | 1 | 1 | 14 |
| 15 | GSC N/Bussa | Borgu | 8 | 1 | 1 | 1 | 10 |
| 16 | GGC K/Gora | Kontagora | 16 | 1 | 1 | 1 | 18 |
| 17 | GSS Wushishi | " | 12 | 1 | 1 | 1 | 14 |
| 18 | GSS Sahorami | " | 10 | 1 | 1 | 1 | 12 |
| 19 | CSS Ibeto | Rijau | 14 | 1 | 1 | 1 | 16 |
| 20 | GSS Rijau | " | 8 | 1 | 1 | 1 | 10 |
| 21 | GGSS T/Magajiya | " | 10 | 1 | 1 | 1 | 12 |
| | Total | | 265 | 21 | 21 | 21 | 328 |

## 3.5 Instrumentation

A self-designed questionnaire with 120 items tagged Provision, Utilization and Maintenance of Boarding Facilities Questionnaire (PUMBFQ) was chosen by the researcher. The questionnaire is made up of section A and B. Section A sought personal information of the respondents such as; Name School, Education zone, Age, Gender, Status or designation; Section B has eight(8) units, each unit contains questions on boarding facilities. The likert scale rating of strongly agree (SA), disagree (D),and undecided (U) were used to obtain raw data from the respondents.

### 3.5.1 Validity of the Instrument

Validity according to Aliyu (2013) is the extent or degree to which a test measures what it is purports to measure. In line with this, the designed instrument was given to the researcher's supervisor and other experts in the field of educational Administration and planning, research and statistic for scrutiny and criticism in terms of relevance, quality and content validation before the final copy was produced. This is supported by Oredien (2004) and Abdulsalam (2005)when they opined that the validation of the content of questionnaire items by the experts is an important obligation of every researcher to accomplish in a descriptive research.

### 3.5.2 Pilot Study

A pilot study was conducted within Minna, the state capital; three public boarding schools were involved: Government teachers college Minna, Government secondary school Minna and ABSS Minna. A test-retest method was used in the administration of the instrument at interval of ten (10) days. The level of significance, otherwise known as alpha (α) was be use at 0.05. A total number of 30 questionnaires were used for the pilot study.

### 3.5.3 Reliability of the Instrument

To ensure the reliability of the instrument, test-retest method was used during the pilot study. However, to estimate the reliability of the instrument, Pearson Product Moment correlation coefficient was used. This yielded a reliability coefficient of0.85 at 0.05 level of significant; this implies that the instrument is reliable to measure what it is purported to measure. This is in line with Maruf and Aliyu (2003) assertion, that a reliability coefficient of 0.7 and above is generally considered to be good and reliable.

### 3.6 Administration of Instrument.

A self-designed questionnaire with 120 items tagged (PUMBFQ)was administered to the sample population by the researcher and the research assistant. This was to enable the researcher to generate adequate and objectives responses that were used to obtain viable responses to the research questions posed for the study.

### 3.7 Methods of Data Analysis

The data collected through the questionnaire were analyzed using the Statistical Package for Social Sciences (SPSS) which was used to generate the frequency and percentage of the scores for further analysis. The inferential statistic of the F-test (one –way analysis of variance) at 0.05 level of significant was adopted to test the eight (8) hypothesis of the study in order to determine the mean difference in the four sampled independent population.

# CHAPTER FOUR

# DATA PRESENTATION AND ANALYSIS

## 4.1 Introduction

In this chapter the analysis and results of the data collected for the study were presented. The data analysis was based on the personal data of the respondents, the research questions and the null hypotheses. A total number of three hundred and twenty eight (328) copies of questionnaire were distributed and successfully completed and returned. Table of frequency and percentage were used to analyse personal data of the respondents. Weighted mean was used to answer the research questions. In answering research questions, a score of 3.o and above was set as the benchmark for agree. In the test of null hypotheses, one way analysis of variance (ANOVA) was used to determine the homogeneity of the responses given by the respondents (principal, teachers, patron/ matrons, and supervisor) at 0.05 level of significance. Section four of this chapter presents summary of major findings.

## 4.2 Analysis of Personal Data of the Respondents

Table 4.1 presents the distribution of personal data of the respondents in frequency and percentages

**Table 4.1: Bio-Data of respondents**

| S/n | Bio-data | Category | Frequency | Percentage | Cumulative percentage |
|---|---|---|---|---|---|
| **1.** | Status | Principal | 21 | 6.4 | 6.4 |
| | | Teachers | 265 | 80.8 | 87.2 |
| | | Patron/ matron | 21 | 6.4 | 93.6 |
| | | supervisor | 21 | 6.4 | 100 |
| **2.** | Gender | Male | 158 | 48.2 | 48.2 |
| | | Female | 170 | 51.8 | 100 |
| **3.** | Qualification | Diploma | 15 | 4.6 | 4.6 |
| | | NCE | 205 | 62.5 | 67.1 |
| | | Degree | 103 | 31.4 | 98.5 |
| | | Others | 5 | 1.5 | 100 |
| **4.** | Nature of school | Urban | 18 | 85.7 | 85.7 |
| | | Rural | 3 | 14.3 | 100 |

From table 4.1, the status of the respondent shows 21 representing (6.4%) are principals, 265 representing (80.8) are Teachers, 21 representing (6.4%) are patron/matron and 21 representing (6.4%) are supervisors. On Gender158 representing (48.2%) are male, 170 representing (51.8%) are female. On qualification, 15 representing (4.6%) had diploma, 205 representing (62.5%) had NCE, 103 representing (31.4%) had degree and 5 representing (1.5%) had other qualification. On Nature of school, 18 representing (85.7%) school are located in urban centre, while 3 represents (14.5%).

### 4.3.0 Answers to Research Questions

The researcher used 3.0 as the mean (weighted mean) otherwise known as decision mean since the instrument was structured along a modified five point likert scale to take decision on whether to accept or reject the research questions. Therefore, a mean score of 3.0 and above

indicate positive responses to the research question and showing acceptance; while a mean score below 3.0 indicate negative answer to the research question implying rejection. This is shown below.

SA = 5 points

A= 4 points

UD= 3 points

D= 2 points

SD= 1 point

$$\frac{5+4+3+2+1}{5} = \frac{15}{5} = 3.0$$

### 4.3.1 Research Question One: In what way is water provided, utilized and maintained in hostels of boarding secondary schools in Niger state?

**Items 1-5 are on provision, items 6-10 are on utilization and items 11-15 are on maintenance water supply**

**Table 4.2**: **Mean score of respondents on the Provision, Utilization and Maintenance of Water supply to Hostels of Boarding Secondary Schools.**

| S/N | Provision of water | Respondents | SA | A | UD | D | SD | N | MEAN |
|---|---|---|---|---|---|---|---|---|---|
| 1 | There is adequate water supply in schools | Principals | 5 | 3 | 5 | 8 | 1 | 21 | 3.2 |
| | | Teachers | 62 | 41 | 8 | 95 | 59 | 265 | 2.8 |
| | | Patron/matron | - | 14 | - | 4 | 3 | 21 | 3.2 |
| | | Supervisors | 4 | 5 | - | 8 | 4 | 21 | 2.9 |
| 2 | Water tanks are provided | Principals | 2 | 3 | 3 | 10 | 3 | 21 | 2.1 |
| | | Teachers | 52 | 33 | 12 | 99 | 69 | 265 | 2.6 |
| | | Patron/matron | 2 | 6 | - | 10 | 3 | 21 | 2.7 |
| | | Supervisors | 4 | - | - | 13 | 4 | 21 | 2.4 |
| 3 | There is multiple sources of water | Principals | 6 | - | 2 | 8 | 5 | 21 | 2.7 |
| | | Teachers | 78 | 21 | - | 79 | 90 | 265 | 3.0 |
| | | Patron/matron | 10 | 2 | - | 6 | 3 | 21 | 3.5 |
| | | supervisors | 8 | - | 3 | 7 | 3 | 21 | 3.1 |
| 4 | Water is supply once in a day | Principals | 6 | 10 | - | 3 | 2 | 21 | 3.8 |
| | | Teachers | 102 | 45 | 5 | 63 | 50 | 265 | 3.3 |
| | | Patron/matron | 3 | 2 | 4 | 12 | - | 21 | 2.8 |
| | | Supervisor | 5 | 6 | 3 | 4 | 3 | 21 | 3.3 |
| 5 | There is adequate supply water pipe in the hostel | Principals | 2 | 2 | 3 | 12 | 12 | 21 | 2.5 |
| | | Teachers | 15 | 10 | - | - | 164 | 265 | 2.0 |
| | | Patron/matron | 4 | 2 | 2 | 2 | 10 | 21 | 2.8 |
| | | Supervisors | 1 | 3 | - | - | 15 | 21 | 2.3 |
| 6. | Water is under utilized in hostels | Principals | 4 | 3 | - | 10 | 4 | 21 | 2.7 |
| | | Teachers | 65 | 42 | 5 | 86 | 67 | 265 | 2.8 |
| | | Patron/matron | 7 | 2 | - | 10 | 2 | 21 | 3.1 |
| | | Supervisor | 5 | 2 | - | 9 | 5 | 21 | 2.6 |
| 7 | Students use water supply properly | Principals | 12 | 6 | - | 2 | 1 | 21 | 4.2 |
| | | Teachers | 120 | 46 | 10 | 63 | 26 | 265 | 3.6 |
| | | Patron/matron | 9 | 8 | - | 2 | 2 | 21 | 3.9 |
| | | supervisor | 6 | 7 | - | 6 | 2 | 21 | 3.4 |
| 8 | Water supply is well utilized due to supervision | Principals | 5 | 9 | - | 3 | 4 | 21 | 3.4 |
| | | Teachers | 141 | 62 | 15 | 30 | 17 | 265 | 4.1 |
| | | Patron/matron | 16 | 4 | - | 1 | - | 21 | 4.7 |
| | | supervisors | 7 | 5 | 2 | 5 | 2 | 21 | 3.8 |
| 9 | Only one source of water is used | Principals | - | - | - | 12 | 9 | 21 | 1.2 |
| | | Teachers | 15 | 3 | - | 147 | 100 | 265 | 1.8 |
| | | Patron/matron | 2 | 3 | - | 9 | 7 | 21 | 2.2 |
| | | Supervisor | 1 | 4 | 3 | 10 | 3 | 21 | 2.5 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 10 | Water tanks are over stressed | Principals | 8 | 10 | - | 2 | 1 | 21 | 4.0 |
| | | Teachers | 100 | 72 | - | 61 | 32 | 265 | 3.6 |
| | | Patron/matron | 7 | 9 | - | 5 | - | 21 | 3.9 |
| | | Supervisors | 10 | 5 | - | 3 | 3 | 21 | 3.8 |
| 11 | Most water tanks are not washed regularly | Principals | 5 | 5 | - | 6 | 5 | 21 | 3.0 |
| | | Teachers | 132 | 75 | 8 | 29 | 21 | 265 | 4.0 |
| | | Patron/matron | 4 | 6 | - | 9 | 2 | 21 | 3.0 |
| | | supervisors | 3 | 5 | 2 | 10 | 1 | 21 | 3.0 |
| 12 | Most taps are not replaced when damaged | Principals | 3 | 5 | - | 12 | 1 | 21 | 1.2 |
| | | Teachers | 86 | 118 | 21 | 25 | 15 | 265 | 3.9 |
| | | Patron/matron | 7 | 1 | - | 13 | 1 | 21 | 3.1 |
| | | Supervisors | 5 | 4 | 2 | 8 | 2 | 21 | 3.1 |
| 13 | Damaged water facilities are not often replaced | Principals | - | 5 | - | 10 | 6 | 21 | 2.2 |
| | | Teachers | 120 | - | 10 | 80 | 55 | 265 | 3.2 |
| | | Patron/matron | 7 | 6 | - | 8 | - | 21 | 3.6 |
| | | Supervisors | 5 | 3 | - | 10 | 3 | 21 | 2.9 |
| 14 | Most water pipes can't supply water | Principals | 2 | 3 | - | 12 | 4 | 21 | 2.4 |
| | | Teachers | 82 | 10 | - | 90 | 83 | 265 | 2.8 |
| | | Patron/matron | 4 | 2 | - | 5 | 10 | 21 | 2.3 |
| | | Supervisors | 3 | 5 | - | 9 | 4 | 21 | 2.7 |
| 15 | There is regular maintenance of water supply | Principals | 3 | 6 | - | 8 | 4 | 21 | 2.8 |
| | | Teachers | 59 | 113 | 5 | 58 | 30 | 265 | 3.4 |
| | | Patron/matron | 7 | 3 | - | 6 | 5 | 21 | 3.0 |
| | | supervisors | 4 | 6 | - | 7 | 4 | 21 | 3.0 |

Table 4.2 revealed the view of principals, teachers, patron/matrons and supervisors on the provision utilization and maintenance of water supply in hostels of boarding secondary schools, Niger state. Item 1 shows the responses of respondents on whether there is adequate supply of water in boarding schools. From the responses of the respondents, the decision mean of two out of four respondents (principals and patron/matron) were accepted with the mean score of 3.2 and 3.2 respectively. i e. There is adequate supply of water in the hostels. While the decisions mean of teachers and supervisors were rejected with the mean scores of 2.8 and 2.9 respectively, meaning there is no adequate supply of water in the hostels. Item 2 shows the responses of respondents on whether water tanks are adequately provided, the mean scores of

the respondent show that the item was rejected by all the respondents with the mean scores of 2.1, 2.6, 2.7, and 2.4 for principals, teachers, patrons/matrons and supervisors respectively. This implies that water tanks are not adequately provided. Item three was to find out if there are multiple source of water, the responses of the respondents shows that three out of four respondents decision mean were accepted i.e. Teachers 3.0, patron/matron 3.5 and supervisor 3.1,implying there is multiple sources of water. While the decision mean for principals was rejected at 2.7. Item 4 was on whether water is supplied once in a day. The mean scores of 3.8, 3.3,2.8 and 3.3 were obtained from the responses of the respondents, implying that the mean scores of three of the respondents were accepted i.e. water is supplied once in a day, while the mean score of one respondent was rejected. Item 5 is on whether there is adequate supply of water pipes in the hostels. The item was rejected by the entire respondent with the mean scores of 2.5, 2.0 2.8 and 2.3 for principals, teachers, patron/matrons and supervisors respectively; Meaning that water pipes are not adequately provided in the hostels. Similarly, item 6 was rejected by three of the respondents with the mean scores of 2.7, 2.8 and 2.5 for principals, teachers and supervisors respectively, but was accepted by the patron/matron with the mean score of 3.1. This implies that water supplied was not under utilized in the hostels. Item 7 was to find out whether students use water supplied property, the mean score showed that the item was accepted by all the respondents; With the decision mean of 4.2, 3.6, 3.9 and 3.4 for principals, teachers, patrons/ matrons and supervisors accordingly; Which indicates that students use water supplied properly. Item 8 was on whether water was well utilized due to supervision, and was accepted by all the respondents with the mean scores of 3.4, 4.1, 4.7 and 3.8 accordingly. This shows that water supply was well utilized due to supervision. From item 9, the decision mean of the respondents were found to be 1.2, 1.8, 2.2 and 2.5, meaning it was

rejected that one source of water is used in the hostel. Item 10 was on whether the available of water tanks are over stressed, the item was accepted with the mean score of 4.0, 3.6, 3.9 and 3.8 respectively. item 11was to find out if most water tanks are washed regularly; the responses of the respondents showed that water tanks are not regularly washed with the mean score of 3.0, 4.0, 3.0 and 3.0 for principals, teachers, patrons/ matrons and supervisors respectively. Item 12 sought the opinion of respondents on whether most tape was not replaced when damaged; their responses agreed with the statement and were accepted with the mean score of 1.2, 3.9, 3.1, and 3.1. Item 13 tries to find out whether water facilities are not often replaced when damaged. Two of the respondents, principal and supervisors rejected the statement with the mean score of 2.2.and 2.9 accordingly, while teachers and patron/ matrons accepted the statement with the mean score of 3.2,and 3.6. Item 14 was on whether most water pipes can't supply water; all the respondents rejected the statement with the corresponding mean score of 2.4, 2.8, 2.3 and 2.7 for principals, teachers, patrons/ matrons and supervisors. Item 15 attempts to find out whether there is regular maintenance of water supply. Principals had the mean score of 2.8 meaning rejection of the statement, while teachers, patron/ matron and supervisions accepted that there is regular maintenance of water supply to hostels with the decision mean of 3.4, 3.0, and 3.0 respectively.

By this analysis, it was revealed that water is not adequately provided, but properly utilized when available and maintained as well in hostels in boarding public secondary schools, Niger state.

### 4.3.2 Research Question Two: How is Electricity Provided, Utilized and Maintained in Boarding Secondary Schools in Niger state?

**Items 1-5 are on provision, items 6-10 are on utilization and items 11-15 are on maintenance electricity supply**

**Table 4.3: Mean score of respondents on the Provision, Utilization and Maintenance of Electricity supply to Hostels of Boarding Secondary Schools**

| | Provision of Electricity | Respondents | SA | A | UD | D | SD | N | MEAN |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Electric sockets adequately Provided | Principals | 6 | 9 | - | 3 | 3 | 21 | 3.6 |
| | | Teachers | 89 | 123 | - | 23 | 30 | 265 | 3.8 |
| | | Patron/matron | 11 | 6 | - | 3 | 1 | 21 | 4.1 |
| | | Supervisors | 4 | 5 | - | 5 | 7 | 21 | 2.7 |
| 2 | There is regular supply of electricity | Principals | - | - | - | 13 | 8 | 21 | 1.6 |
| | | Teachers | 5 | 18 | 3 | 165 | 74 | 265 | 1.9 |
| | | Patron/matron | 2 | 4 | - | 15 | - | 21 | 2.7 |
| | | Supervisors | - | 5 | - | 10 | 6 | 21 | 2.2 |
| 3 | Security lights are provided | Principals | 9 | 7 | - | 3 | 2 | 21 | 3.9 |
| | | Teachers | 131 | 64 | - | 57 | 11 | 265 | 3.9 |
| | | Patron/matron | 8 | 6 | - | 7 | - | 21 | 3.7 |
| | | supervisors | 4 | 6 | 2 | 5 | 4 | 21 | 3.0 |
| 4 | Electricity is provided 24 hours daily | Principals | - | - | - | 12 | 9 | 21 | 1.6 |
| | | Teachers | 15 | 10 | - | 127 | 113 | 265 | 1.8 |
| | | Patron/matron | - | - | - | 15 | 6 | 21 | 1.7 |
| | | Supervisor | - | - | - | 10 | | 21 | 1.5 |
| 5 | Electricity is sufficiently provided | Principals | 2 | 3 | - | 7 | 7 | 21 | 2.2 |
| | | Teachers | 12 | 23 | 15 | 115 | 100 | 265 | 1.9 |
| | | Patron/matron | 4 | 3 | - | 10 | 4 | 21 | 2.7 |
| | | Supervisors | 2 | 6 | - | 12 | 1 | 21 | 2.8 |
| 6 | Electric sockets are not properly used | Principals | 4 | 4 | - | 7 | 6 | 21 | 2.7 |
| | | Teachers | 96 | 70 | 5 | 54 | 40 | 265 | 3.5 |
| | | Patron/matron | 5 | 6 | - | 8 | 2 | 21 | 3.2 |
| | | Supervisor | 7 | 5 | - | 5 | 4 | 21 | 3.3 |
| 7 | Electricity is optimally utilized | Principals | 7 | 5 | - | 6 | 3 | 21 | 3.3 |
| | | Teachers | 98 | 59 | 6 | 72 | 30 | 265 | 3.5 |
| | | Patron/matron | 8 | 5 | 5 | 3 | - | 21 | 3.9 |
| | | supervisor | 4 | 8 | - | 6 | 3 | 21 | 3.2 |
| 8 | Students are not allowed to use electrical appliances | Principals | 11 | 6 | - | 2 | 2 | 21 | 4.0 |
| | | Teachers | 90 | 116 | - | 40 | 19 | 265 | 3.8 |
| | | Patron/matron | 9 | 10 | - | 2 | - | 21 | 4.2 |
| | | supervisors | 8 | 5 | - | 7 | 1 | 21 | 3.6 |
| 9 | Electrical appliances are miss- used | Principals | 12 | 8 | - | 1 | - | 21 | 4.5 |
| | | Teachers | 156 | 98 | - | 11 | - | 265 | 4.5 |
| | | Patron/matron | 10 | 6 | - | 3 | 2 | 21 | 3.9 |
| | | Supervisor | 9 | 7 | - | 3 | 2 | 21 | 3.8 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 10 | Most security light are not used | Principals | 3 | 4 | - | 8 | 6 | 21 | 2.5 |
| | | Teachers | 67 | 92 | 10 | 50 | 46 | 265 | 3.3 |
| | | Patron/matron | 5 | 7 | - | 6 | 2 | 21 | 3.2 |
| | | Supervisors | 6 | 8 | - | 5 | 2 | 21 | 3.5 |
| 11 | Damaged sockets are replaced regularly | Principals | 2 | 6 | 3 | 7 | 3 | 21 | 2.9 |
| | | Teachers | 20 | 10 | 6 | 140 | 89 | 265 | 2.0 |
| | | Patron/matron | 1 | 3 | - | 11 | 6 | 21 | 2.1 |
| | | supervisors | 4 | - | - | 14 | 4 | 21 | 2.6 |
| 12 | Damaged cables are checked and replaced | Principals | 6 | 5 | - | 3 | 7 | 21 | 3.2 |
| | | Teachers | 100 | 57 | - | 74 | 40 | 265 | 3.4 |
| | | Patron/matron | 7 | 4 | - | 8 | 2 | 21 | 3.2 |
| | | Supervisors | 5 | 8 | - | 5 | 3 | 21 | 3.3 |
| 13 | Broken poles are taken care of | Principals | 5 | 7 | 1 | 6 | 2 | 21 | 3.5 |
| | | Teachers | 67 | 99 | 10 | 59 | 30 | 265 | 3.4 |
| | | Patron/matron | 7 | 9 | - | 5 | - | 21 | 3.8 |
| | | Supervisors | 10 | 3 | - | 8 | - | 21 | 3.7 |
| 14 | Most security bulbs are replaced | Principals | 7 | 6 | - | 7 | 1 | 21 | 3.5 |
| | | Teachers | 106 | 89 | - | 48 | 22 | 265 | 3.7 |
| | | Patron/matron | 5 | 9 | - | 6 | 1 | 21 | 3.8 |
| | | Supervisors | 8 | 6 | - | 3 | 4 | 21 | 3.7 |
| 15 | School electricity wires are always replaced when damaged | Principals | 6 | 7 | 2 | 3 | 30 | 21 | 3.6 |
| | | Teachers | 86 | 79 | 3 | 67 | 30 | 265 | 3.6 |
| | | Patron/matron | 8 | 3 | - | 6 | 4 | 21 | 3.2 |
| | | supervisors | 5 | 8 | - | 3 | 5 | 21 | 3.2 |

Table 4.3 reveals the views of principals, teachers, patrons/ matrons and supervisors on the provision, utilization and maintenance of electricity supply to hostels in boarding public secondary schools; Niger state. Item 1 was to find out if electric sockets are adequately provided in the hostels. The statement was accepted by the respondents, implying that there is adequate provision of sockets in hostels. This is shown from the mean scores of principals 3.6, teachers, 3.8 patron/ matron 4.1 but was rejected by the supervisors with the mean score of 2.7. There was no divergence of opinions on item 2, it was rejected by all the respondents, meaning that, there is no regular supply of electricity to the hostels. The mean scores obtained were 1.6, 1.9, 2.7 and 2.2 for principals, teachers, patrons/ matrons and supervisors. Item 3 was on whether security lights are provided in the hostels. The respondents unanimously accepted the statement with the

corresponding mean score of 3.9, 3.9, 3.7 and 3.0 for principals, teachers, patrons/ matrons and supervisors. Item 4 was to know if electricity is provided 24 hours daily, the responses of the respondents disagree with the statement and was rejected by all; with the mean scores for principals 1.6, teacher 1.8, patrons/ matrons 1.7 and supervisors 1.5. Item 5 was similarly rejected by all the respondents, implying that electricity is not sufficiently provided in the hostels. The mean scores obtained were 2.2, 1.9, 2.7 and 2.8. Item 6 was to find out whether electric sockets are not properly used by students, the principals were the only divergent opinion who rejected the item with mean score of 2.7 implying electric sockets are properly used; but the three other respondents teachers, patrons/ matrons and supervisors accepted the item, meaning that electric sockets are not properly used by the students in the hostels. This was reflected by their mean score of 3.5, 3.2, and 3.3. Item 7 was on whether electricity is optimally utilized in the hostels, the response of the respondents indicated acceptance, that electricity is optimally utilized in the hostel. The mean score for principals was 3.5, teachers 3.5, patrons/ matrons 3.9 and supervisor 3.2. Item 8 attempts to know whether students are not allowed to use electrical appliances. The responses of the respondents show that students are allowed to use electrical appliances and the statement was accepted by the respondents with the mean score of 4.0, 3.8, 4.2 and 3.6 for principals, teachers, patrons/ matrons and supervisors respectively. Item 9 tries to find out whether electrical appliances are misused by the students. The responses of the respondents agreed with the statement and were accepted by the respondents with the mean score of 4.5, 4.5, 3.9 and 3.8, for principals, teachers, patrons/ matrons and supervisors accordingly. Item10 attempt to know if most security lights are not put to used, principals rejected the statement, implying that security lights are used; however the three other respondents accepted the statement, meaning that most security lights were not used in the hostels. Item 11 ties to

know whether damaged sockets are replaced regular. The mean score obtained were 2.9, 2.0, 2.1 and 2.6 for principals, teachers, patrons/ matrons and supervisors respectively. Item 12 sought the opinions of respondents on whether damaged cables are checked and replaced. The responses of the respondent showed that the statement was accepted, implying that damaged cables are checked and replaced in the hostels. The mean score were 3.2, 3.4, 3.2 and 3.3 for principals, teachers, patrons/ matrons and supervisors accordingly. Item 13 was on whether broken poles are taken care of in boarding school, the decision mean obtained for principals was 3.5, teachers 3.4, patrons/ matrons 3.8 and supervisor 3.7, these indicated that the item was accepted; implying that broken poles are actually taken care of in boarding schools. Item 14was to find out whether dead security bulbs are replaced, the responses showed that they are replaced when damaged. The mean score indicating their opinions are 3.5, 3.9, 3.8, and 3.7 for principals, teachers, patrons/ matrons and supervisors respectively. Item 15was on whether cable wire are always replaced when damaged and the responses indicated acceptance with the mean score for principal 3.6, teacher 3.6, patrons/ matrons 3.2 and supervisors 3.2.

By this analysis, it was established that electricity is not adequately provided, but when available it is utilized and maintained minimally in hostel in boarding secondary schools Niger state.

### 4.3.3 Research Question Three: Are Sanitary Facilities (toilets and bathrooms) Provided, Utilized and Maintained in Hostels of Boarding Secondary Schools.

**Items 1-5 are on Provision, items 6-10 are on Utilization and items 11-15 are on Maintenance of Sanitary Facilities**

**Table 4.4: Mean score of respondents on the Provision, Utilization and Maintenance of Sanitary Facilities in Hostels of Boarding Secondary Schools.**

| | | | SA | A | UD | D | SD | N | MEAN |
|---|---|---|---|---|---|---|---|---|---|
| | **Provision of Sanitary Facilities** | **Respondents** | | | | | | | |
| 1 | There is adequate provision of toilets | Principals | 6 | 5 | - | 6 | 4 | 21 | 2.9 |
| | | Teachers | 77 | 95 | - | 53 | 40 | 265 | 3.4 |
| | | Patron/matron | 8 | 6 | - | 3 | 4 | 21 | 3.4 |
| | | Supervisors | 5 | 8 | - | 5 | 3 | 21 | 3.3 |
| 2 | Bathrooms are adequately provided | Principals | 15 | 6 | - | - | - | 21 | 4.7 |
| | | Teachers | 86 | 130 | - | - | 49 | 265 | 3.8 |
| | | Patron/matron | 9 | 10 | - | - | 2 | 21 | 4.1 |
| | | Supervisors | 12 | 5 | - | 3 | 1 | 21 | 4.1 |
| 3 | Pit toilet are commonly provided | Principals | 14 | 5 | - | 2 | - | 21 | 4.5 |
| | | Teachers | 124 | 75 | 5 | 21 | 40 | 265 | 3.9 |
| | | Patron/matron | 18 | 3 | - | - | - | 21 | 4.9 |
| | | supervisors | 12 | 6 | - | - | 3 | 21 | 4.1 |
| 4 | There is equal ratio of toilet/ bathrooms | Principals | - | - | - | 15 | 6 | 21 | 1.7 |
| | | Teachers | 11 | 5 | - | 150 | 99 | 265 | 1.8 |
| | | Patron/matron | - | - | - | 18 | 3 | 21 | 1.9 |
| | | Supervisor | - | - | - | 13 | 8 | 21 | 1.6 |
| 5 | Bathroom are adequately provided | Principals | 6 | 8 | 2 | 4 | 1 | 21 | 3.7 |
| | | Teachers | 144 | - | - | 100 | 21 | 265 | 3.6 |
| | | Patron/matron | 17 | 3 | - | 1 | - | 21 | 4.7 |
| | | Supervisors | 10 | 11 | - | - | - | 21 | 4.5 |
| 6 | Bathrooms / toilet are not effectively used | Principals | 3 | 6 | - | 9 | 3 | 21 | 2.9 |
| | | Teachers | 92 | 73 | 10 | 64 | 26 | 265 | 3.5 |
| | | Patron/matron | 7 | 5 | - | 5 | 4 | 21 | 3.3 |
| | | Supervisor | 5 | 8 | - | 6 | 2 | 21 | 3.4 |
| 7 | Toilets are over utilized | Principals | - | - | - | 12 | 9 | 21 | 1.6 |
| | | Teachers | 15 | 19 | - | 89 | 142 | 265 | 1.8 |
| | | Patron/matron | - | 5 | - | 15 | 1 | 21 | 2.4 |
| | | supervisor | - | 3 | - | 10 | 8 | 21 | 2.0 |
| 8 | Bathrooms/ toilets used without enough water | Principals | 3 | 8 | - | 9 | 1 | 21 | 3.1 |
| | | Teachers | 100 | 86 | 12 | 37 | 30 | 265 | 3.7 |
| | | Patron/matron | 7 | 9 | - | 5 | - | 21 | 3.9 |
| | | supervisors | 5 | 6 | - | 8 | 2 | 21 | 2.8 |
| 9 | Toilets are un-kept due to over usage | Principals | 6 | 3 | - | 10 | 2 | 21 | 3.0 |
| | | Teachers | 69 | 95 | - | 66 | 35 | 265 | 3.4 |
| | | Patron/matron | 4 | 5 | - | 12 | - | 21 | 3.0 |
| | | Supervisor | 6 | 3 | - | 9 | 3 | 21 | 3.0 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 10 | There is regular supply of water to bathrooms/ toilets | Principals | - | 5 | - | 12 | 4 | 21 | 2.3 |
| | | Teachers | - | 34 | 16 | 184 | 31 | 265 | 2.2 |
| | | Patron/matron | 4 | 2 | - | 10 | 5 | 21 | 2.5 |
| | | Supervisors | 3 | 1 | - | 15 | 2 | 21 | 2.5 |
| 11 | Sanitary facilities are regularly washed | Principals | 2 | 4 | - | 10 | 5 | 21 | 2.4 |
| | | Teachers | 12 | 18 | 5 | 98 | 132 | 265 | 1.8 |
| | | Patron/matron | 3 | 2 | - | 8 | 8 | 21 | 2.3 |
| | | supervisors | 2 | 2 | - | 16 | 1 | 21 | 2.4 |
| 12 | There is regular supply of chemicals in toilets | Principals | 3 | 3 | 2 | 8 | 5 | 21 | 2.6 |
| | | Teachers | 50 | 18 | - | 145 | 52 | 265 | 2.5 |
| | | Patron/matron | 4 | 6 | 3 | 6 | 2 | 21 | 3.2 |
| | | Supervisors | 3 | 7 | 2 | 7 | 2 | 21 | 2.9 |
| 13 | Pit toilets are still in use in hostels | Principals | 6 | 6 | - | 5 | 4 | 21 | 3.2 |
| | | Teachers | 78 | 64 | - | 70 | 53 | 265 | 3.2 |
| | | Patron/matron | 6 | 5 | - | 8 | 3 | 21 | 3.0 |
| | | Supervisors | 4 | 3 | - | 12 | 2 | 21 | 2.8 |
| 14 | House masters often supervise sanitary facilities | Principals | 10 | 11 | - | - | - | 21 | 4.5 |
| | | Teachers | 119 | 132 | - | 14 | - | 265 | 4.4 |
| | | Patron/matron | 16 | 5 | - | - | - | 21 | 4.8 |
| | | Supervisors | 11 | 10 | - | - | - | 21 | 4.5 |
| 15 | There is regular change of bathrooms/ toilets facilities | Principals | - | - | - | 18 | 3 | 21 | 1.9 |
| | | Teachers | 3 | 6 | - | 146 | 100 | 265 | 1.6 |
| | | Patron/matron | 3 | 6 | - | 11 | 1 | 21 | 2.9 |
| | | supervisors | 4 | - | - | 16 | 1 | 21 | 2.5 |

Table 4.4 revealed the opinions of principals, teachers, patrons/matrons an supervisor on the provision, utilization and maintenance of sanitary facilities in hostels in boarding secondary schools, Niger state. Item 1 showed the responses of respondents on whether there is adequate provision of toilets in hostels, this was accepted by three of the respondents with mean score of teacher 3.4, patrons/ matrons 3.4 and supervisors' 3.3.the item was rejected by principals with mean score of 2.9. item 2 revealed the opinion respondents on whether bathroom are adequately provided in hostels, the responses indicated acceptance, implying bathrooms are adequately provided with the mean scores of 4.7, 3.8, 4.1, and 4.1 accordingly item 3 was to find out if pit toilets are commonly provided in hostels, the responses of the respondent show that pit toilets are commonly provided in most hostels. This was indicated by the mean scores obtained as 4.5, 3.9,

4.9 and 4.1for principals, teachers, patrons/ matrons and supervisors respectively. Item 4 was on whether there is equal ratio of toilets/ bathrooms in hostels; the item was rejected by all the respondents, implying that there is no equal ration in the provision of toilets/ bathrooms in the hostels. The mean score obtained were 1.7, 1.8, 1.9, and 1.6. Item 5 was to find out if bathrooms Were adequately provided, the responses indicated that bathrooms were adequately provided; with the mean scores for principals 3.7, teachers 3.6, patrons / matrons 4.7 and supervisors 4.5. Item 6 was to know whether bathrooms/ toilets are effectively used, of the four respondents, principals rejected the item meaning that bathrooms/ toilets are effectively used. However, teachers, patrons/matrons and supervisors accepted the item, that bathrooms/ toilets were not effectively used by students, with the mean score of 2.9, 3.5, 3.3 and 3.4 respectively. Item 7 attempt to know whether toilets are over utilized, the responses of the respondent indicated that toilets are not over utilized with the mean score of 1.6, 1.8, 2,4 and 2,0 for principals, teachers, patrons/ matrons and supervisors respectively. Item 8 was on whether bathrooms and toilets are used without enough water, the responses of the respondents revealed that three of the respondents accepted the statement with the mean score of 3.1, 3.7 and 3.9. While one respondent rejected the item implying that bathroom/ toilets are used without enough water. Item 9 was to find out if toilets are un-kept due to over usage in hostels. The entire decision mean were accepted as they were found to be 3.0, 3.4, 3.0 and 3.0 respectively from the responses of the respondents (principal, teachers, patrons/ matrons and supervisor). Item 10 was also to know if there is regular supply of water to bathrooms/ toilets in hostels. The decision mean of all the respondents (principals, teachers, patrons/ matrons and supervisors) were 2.3, 2.2, 2.5 and 2.5 and were all rejected. Item 11 was to find out whether sanitary facilities are regularly washed the mean score of the respondents, principals, teachers, patrons/ matrons and supervisors were found

to be 2.4, 1.8, 2.3 and 2.4 respectively and were rejected implying that sanitary facilities were not regularly washed. For item 12, it was to find out if there is regular supply of chemical in toilets in the hostels. The mean scores of principals, teachers, and supervisors were 2.6, 2.5 and 2.9 respectively which were rejected. But in the case of patrons/ matrons the mean score of their response was 3.2 and was accepted. Item 13 was to find out if pit toilets are still in use in hostels. The decision mean of respondents (principals, teachers, and patrons/ matrons were found to be 3.2, 3.2, and 3.0 respectively and was accepted. However, mean score of supervisors was 2.8 and was rejected. Item 14 was to know whether patrons/ matrons often supervise sanitary facilities in hostels. The mean scores of all the respondents (principals, teachers, patrons/ matrons and supervisor) were found to be 4.5, 4.4, 4.8 and 4.5 respectively and were accepted.Item 15 was on whether there is regular change of bathrooms/ toilets facilities in hostels. From the response of respondents, the item statements were rejectedwith the mean score of 1.9, 1.6, 2.9, and 2.5 for principals, teachers, patrons/ matrons and supervisors respectively. Implying that, bathrooms/ toilets facilities are not changed regularly.

The outcome of this analysis revealed that sanitary facilities are provided, over utilized and minimally maintained in hostels in boarding secondary schools, Niger state.

### 4.3.4 Research Question Four: Are Dining halls Facilities Provided, Utilized and Maintained in Boarding Secondary Schools in Niger state?

**Items 1-5 are on Provision, items 6-10 are on Utilization and items 11-15 are on Maintenance Dining Hall Facilities**

**Table 4.5: Mean score of respondents on Provision, Utilization and Maintenance of Dining Hall Facilities in Boarding Secondary Schools.**

| | Provision of Dining hall/ facilities | Respondents | SA | A | UD | D | SD | N | MEAN |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Spacious/ attractive dining halls are provided | Principals | - | 8 | 3 | 10 | - | 21 | 2.9 |
| | | Teachers | 18 | 24 | - | 169 | 54 | 265 | 2.2 |
| | | Patron/matron | 6 | 5 | 2 | 8 | - | 21 | 3.5 |
| | | Supervisors | 4 | 9 | - | 6 | 2 | 21 | 3.4 |
| 2 | Dining facilities are adequately provided | Principals | - | 5 | - | 10 | 6 | 21 | 2.2 |
| | | Teachers | 18 | 16 | 10 | 190 | 31 | 265 | 2.2 |
| | | Patron/matron | 2 | 4 | - | 12 | 3 | 21 | 2.5 |
| | | Supervisors | 4 | 3 | - | 14 | - | 21 | 2.9 |
| 3 | Table cloths are adequately provided | Principals | 2 | 6 | - | 8 | 5 | 21 | 2.6 |
| | | Teachers | 100 | 63 | - | 64 | 17 | 265 | 3.7 |
| | | Patron/matron | 10 | 10 | - | 6 | 3 | 21 | 3.5 |
| | | supervisors | 7 | 3 | - | 3 | 6 | 21 | 3.1 |
| 4 | Cutleries' are adequately provided | Principals | 8 | 6 | - | 3 | 4 | 21 | 3.4 |
| | | Teachers | 98 | 63 | 5 | 59 | 40 | 265 | 3.5 |
| | | Patron/matron | 7 | 10 | - | 3 | 1 | 21 | 3.9 |
| | | Supervisor | 6 | 3 | - | 5 | 7 | 21 | 2.8 |
| 5 | There is adequate provision of wash-hand basin in dining halls | Principals | 12 | 9 | - | - | - | 21 | 4.6 |
| | | Teachers | 180 | 49 | - | 29 | 10 | 265 | 4.3 |
| | | Patron/matron | 18 | 3 | - | - | - | 21 | 4.9 |
| | | Supervisors | 10 | 10 | - | - | 1 | 21 | 4.3 |
| 6 | Dining facilities are over utilized in most school | Principals | 6 | 9 | - | 3 | 3 | 21 | 3.6 |
| | | Teachers | 130 | 96 | - | 20 | 19 | 265 | 4.1 |
| | | Patron/matron | 7 | 6 | - | 7 | 1 | 21 | 3.5 |
| | | Supervisor | 9 | 3 | 1 | 6 | 2 | 21 | 3.4 |
| 7 | There is under utilization of dining halls | Principals | - | - | - | 10 | 11 | 21 | 1.5 |
| | | Teachers | 3 | 16 | 12 | 198 | 36 | 265 | 2.1 |
| | | Patron/matron | 2 | - | - | 16 | 3 | 21 | 2.1 |
| | | supervisor | - | - | - | 15 | 6 | 21 | 1.7 |
| 8 | Location of dining hall affect it utilization | Principals | 12 | 5 | - | 4 | - | 21 | 4.2 |
| | | Teachers | 96 | 83 | 5 | 62 | 19 | 265 | 3.7 |
| | | Patron/matron | 3 | 1 | - | 12 | 5 | 21 | 2.3 |
| | | supervisors | 2 | 2 | - | 17 | - | 21 | 2.5 |
| 9 | Students hardly utilize dining facilities properly | Principals | 3 | 4 | - | 4 | - | 21 | 2.2 |
| | | Teachers | 49 | 86 | - | 62 | 19 | 265 | 3.0 |
| | | Patron/matron | 6 | 9 | 2 | 12 | 5 | 21 | 4.1 |
| | | Supervisor | 5 | 12 | - | 17 | - | 21 | 3.9 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 10 | Dining hall is accessible to all students | Principals | 10 | 11 | - | - | - | 21 | 4.5 |
| | | Teachers | 129 | 99 | - | - | 37 | 265 | 4.1 |
| | | Patron/matron | 14 | 7 | - | - | - | 21 | 4.7 |
| | | Supervisors | 4 | 14 | - | - | 3 | 21 | 3.8 |
| 11 | Dining hall tables are poorly maintained | Principals | 6 | 9 | - | 5 | 1 | 21 | 3.7 |
| | | Teachers | 140 | 73 | - | 26 | 20 | 265 | 4.1 |
| | | Patron/matron | 3 | 5 | - | 5 | 6 | 21 | 2.6 |
| | | supervisors | 6 | 9 | - | 10 | 3 | 21 | 3.6 |
| 12 | Dining hall chairs are replaced when damaged | Principals | 10 | 5 | - | 4 | 2 | 21 | 3.8 |
| | | Teachers | 86 | 95 | - | 80 | 4 | 265 | 3.6 |
| | | Patron/matron | 7 | 9 | - | 4 | 1 | 21 | 3.8 |
| | | Supervisors | 5 | 10 | - | 5 | 1 | 21 | 3.6 |
| 13 | Damaged windows are replaced in dining halls | Principals | 3 | 6 | 1 | 5 | 6 | 21 | 2.6 |
| | | Teachers | 50 | 18 | 7 | 26 | 29 | 265 | 2.1 |
| | | Patron/matron | 9 | 6 | - | 5 | 1 | 21 | 3.8 |
| | | Supervisors | 5 | 6 | - | 10 | - | 21 | 3.3 |
| 14 | Dining halls are repainted every academic year | Principals | - | - | - | 18 | 3 | 21 | 1.9 |
| | | Teachers | - | - | 28 | 137 | 100 | 265 | 1.7 |
| | | Patron/matron | - | 3 | - | 16 | 2 | 21 | 2.2 |
| | | Supervisors | - | 1 | - | 12 | 8 | 21 | 1.7 |
| 15 | Dining cutleries are regularly replaced | Principals | - | 10 | - | 5 | 6 | 21 | 2.6 |
| | | Teachers | - | 42 | 23 | 120 | 80 | 265 | 2.1 |
| | | Patron/matron | 3 | - | 1 | 12 | 5 | 21 | 2.2 |
| | | supervisors | 2 | - | - | 18 | 1 | 21 | 2.2 |

Table 4.5 reveal the views of principals, teachers, patrons/ matrons and supervisors on the provision, utilization and maintenance of dining hall facilities in boarding secondary schools in Niger state. In item 1, the purpose was to find out if spacious/ attractive dining halls are provided in boarding secondary schools. The mean scores obtained respectively from the responses of respondents (principals, teachers, patrons/ matrons and supervisors) were 2.9, 2.2, 3.5, and 3.4. it showed that principals and teachers rejected the statement, but was accepted by patrons/ matrons and supervisors. Whether dining hall facilities are adequately provide is what item 2 intends to sought. The respective mean scores of respondents showed that the item statement was rejected by all the respondents (principals, teachers, patrons/ matrons and supervisors) with mean scores of 2.2, 2.2, 2.5 and 2.9 implying that dining facilities are not

adequately provided. Item 3was on whether table cloths are adequately provided in dining halls. The mean scores of 2.6, 3.7, 3.5 and 3.1 were obtained from the responses of the respondents. It showed that principals rejected the item but was accepted by teachers, patrons/ matrons and supervisors. Item 4 was to find out if cutleries are adequately provided in dining halls. Three of the decision mean were accepted and one rejected. Principal 3.4, teachers 3.5, patrons/ matrons 3.9 and supervisors 2.8. Item 5 was to know if there is adequate provision of wash-hand basin in dining halls. The mean score obtained were 4.6, 4.3, 4.9 and 4.3 for principals, teachers, patrons/ matrons and supervisors respectively and was accepted. Meaning that there is adequate provision of wash hand basin in dining halls. Item six was to find out if dining facilities are over used. The item was accepted by the respondent with the corresponding mean scores of 3.6, 4.1, 3.5 and 3.4 for principals, teachers, patrons/ matrons and supervisor. Item 7 tries to find out if there is under-utilization of dining. The responses of the respondents showed that dining halls are not under- utilized, with the mean scores of 1.5 for principals, 2.1 for teachers, 2.1 for patrons/ matrons and 1.7 for supervisors and the item statement was rejected. Item 8 was on whether location of dining hall affects it utilization. The item statement was accepted by two respondents with mean score of 4.2 and 3.7 and was rejected by the other two respondents with the mean scores of 2.3 and 2.5. Item 9 was to find out if students hardly utilize dining facilities properly. Of the four respondents, only the principals rejected the item with the mean score of 2.2. The three others; teachers, patrons/ matrons and supervisors accepted that students hardly utilize dining facilities properly with the mean scores of 3.0, 4.1, and 3.9 respectively. Item 10 was on whether dining hall is accessible to all students; the mean score obtained from the respondents showed that indeed dining halls are accessible to all students the respective mean scores were 4.5, 4.1, 4.7and 3.8 for principal, teachers, patrons/matrons and supervisors. Item

11 was to know whether dining tables are properly maintained, principals, teachers and supervisors agreed with the item that dining tables are properly maintained with the mean score o 3.7, 4.6, and 3.6 respectively. But was rejected by patrons with the mean the mean score of 2.6. Item 12 was on whether dining chairs are replaced when damaged. The responses of the respondents agreed with the item statement and were accepted with the mean score of 3.8, 3.6, 3.8, and 3.6 for principals, teachers, patrons/ matrons and supervisors. Item 13 was to find out if damaged windows are replaced in dining halls, principals, and teachers disagree with the item statement with the mean score of 2.6 and 2.1. However, patrons/ matrons and supervisors disagreed with the statement with the mean score of 3.8 and 3.3. Item 14 was to determine whether dining halls are repainted every academic year with the mean score of 1.6, 1.7, 2.2, and 1.7for principals, teachers, patrons / matrons and supervisors respectively. This showed total rejection. Item 15 was on whether dining cutleries are regularly replaced, the item statement was rejected by the respondents; the mean score obtained were 2.6, 2.1, 2.2 and 2.2 respectively.

This analysis has established that dining hall facilities are provided and utilized as well but poorly maintained in boarding secondary schools, Niger state.

### 4.3.5 Research Question Five: Are re-creational Facilities Provide, Utilized and Maintained in Boarding Secondary Schools in Niger state.

**Items 1-5 are on Provision, items 6-10 are on Utilization and items 11-15 are on Maintenance of recreational Facilities**

**Table 4.6: Mean score of respondents on Provision, Utilization and Maintenance of re-creational Facilities in Boarding Secondary Schools.**

| | Provision of Games/ Sporting facilities | Respondents | SA | A | UD | D | SD | N | MEAN |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Volley ball courts are provided in schools | Principals | 3 | 4 | - | 5 | 9 | 21 | 2.3 |
| | | Teachers | 79 | 83 | - | 98 | 5 | 265 | 3.5 |
| | | Patron/matron | 2 | 3 | - | 6 | 10 | 21 | 2.9 |
| | | Supervisors | 5 | 2 | - | 8 | 6 | 21 | 2.1 |
| 2 | Football fields are provided in boarding schools | Principals | 6 | 7 | - | 6 | 2 | 21 | 3.4 |
| | | Teachers | 70 | 124 | - | 35 | 36 | 265 | 3.6 |
| | | Patron/matron | 9 | 7 | - | 3 | 2 | 21 | 3.9 |
| | | Supervisors | 10 | 5 | - | 3 | 3 | 21 | 3.8 |
| 3 | Football, volleyball, handball are provided | Principals | 10 | 8 | - | 3 | - | 21 | 4.2 |
| | | Teachers | 136 | 100 | - | 10 | 19 | 265 | 4.2 |
| | | Patron/matron | 9 | 10 | - | 2 | - | 21 | 4.2 |
| | | supervisors | 7 | 8 | - | 3 | 2 | 21 | 3.6 |
| 4 | Basic games and sporting facilities not provided | Principals | 10 | 6 | - | 5 | - | 21 | 4.0 |
| | | Teachers | 69 | 97 | 15 | 84 | - | 265 | 3.6 |
| | | Patron/matron | 12 | 9 | - | - | - | 21 | 4.6 |
| | | Supervisor | 10 | 11 | - | - | - | 21 | 4.5 |
| 5 | There is provision for track and field events | Principals | 10 | 6 | - | 5 | - | 21 | 4.0 |
| | | Teachers | 14 | 24 | - | 192 | 35 | 265 | 2.2 |
| | | Patron/matron | - | 4 | - | 10 | 7 | 21 | 2.0 |
| | | Supervisors | 3 | 3 | - | 12 | 3 | 21 | 2.6 |
| 6 | Football field are properly utilized | Principals | 7 | 6 | - | 7 | 1 | 21 | 3.5 |
| | | Teachers | 70 | 93 | - | 56 | 46 | 265 | 3.3 |
| | | Patron/matron | 8 | 5 | - | 7 | 1 | 21 | 3.6 |
| | | Supervisor | 10 | 4 | - | 6 | 1 | 21 | 3.8 |
| 7 | Volleyball courts are under utilized | Principals | - | - | - | 12 | 9 | 21 | 1.6 |
| | | Teachers | - | 32 | 15 | 140 | 78 | 265 | 2.0 |
| | | Patron/matron | 4 | - | - | 15 | 2 | 21 | 2.5 |
| | | supervisor | - | 5 | - | 9 | 7 | 21 | 2.1 |
| 8 | Football, volleyball, handball are under utilized | Principals | 6 | 4 | - | 6 | 5 | 21 | 3.0 |
| | | Teachers | 68 | 93 | 10 | 44 | 50 | 265 | 3.3 |
| | | Patron/matron | 4 | 8 | - | 4 | 5 | 21 | 3.1 |
| | | supervisors | 5 | 4 | - | 6 | 6 | 21 | 3.0 |
| 9 | Most games/ sporting facilities are poorly used | Principals | 7 | 9 | 2 | 2 | 1 | 21 | 3.9 |
| | | Teachers | 89 | 73 | 10 | 48 | 45 | 265 | 3.4 |
| | | Patron/matron | 9 | 6 | 3 | 2 | 1 | 21 | 3.9 |
| | | Supervisor | 4 | 3 | 1 | 6 | 7 | 21 | 2.6 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 10 | Space for track and field events in the school is not enough | Principals | 10 | 7 | - | 3 | 1 | 21 | 4.0 |
| | | Teachers | 100 | 92 | 12 | 41 | 20 | 265 | 3.8 |
| | | Patron/matron | 8 | 7 | 3 | 2 | 1 | 21 | 4.0 |
| | | Supervisors | 12 | 6 | 1 | 1 | 1 | 21 | 4.3 |
| 11 | Football field are not always clean | Principals | - | - | - | 15 | 6 | 21 | 1.7 |
| | | Teachers | - | 32 | 11 | 145 | 77 | 265 | 2.0 |
| | | Patron/matron | - | 4 | - | 12 | 5 | 21 | 2.2 |
| | | supervisors | - | - | - | 15 | 6 | 21 | 1.7 |
| 12 | Damaged nets in volleyball courts are not replaced | Principals | 3 | 8 | - | 10 | - | 21 | 3.1 |
| | | Teachers | 64 | 70 | - | 81 | 50 | 265 | 3.1 |
| | | Patron/matron | 3 | 6 | - | 8 | 4 | 21 | 2.8 |
| | | Supervisors | 7 | 8 | - | 5 | 1 | 21 | 3.7 |
| 13 | Damaged goal post nets are always replaced | Principals | 6 | 8 | 1 | 3 | 2 | 21 | 3.5 |
| | | Teachers | 98 | 64 | - | 87 | 16 | 265 | 4.5 |
| | | Patron/matron | 6 | 7 | - | 8 | - | 21 | 3.5 |
| | | Supervisors | 5 | 6 | - | 5 | 5 | 21 | 1.9 |
| 14 | Football, volleyball, handball are not maintained | Principals | 8 | 3 | 2 | 4 | 4 | 21 | 3.3 |
| | | Teachers | 40 | 39 | 16 | 92 | 78 | 265 | 2.6 |
| | | Patron/matron | 4 | 7 | - | 5 | 5 | 21 | 3.0 |
| | | Supervisors | 4 | 9 | - | 6 | 2 | 21 | 3.3 |
| 15 | Cracked/hollow tracks are often refilled | Principals | - | - | - | 10 | 11 | 21 | 1.4 |
| | | Teachers | - | 34 | 10 | 152 | 69 | 265 | 2.0 |
| | | Patron/matron | - | 8 | - | 12 | 1 | 21 | 2.7 |
| | | supervisors | - | 10 | - | 6 | 5 | 21 | 2.7 |

Table 4.6 revealed the views of principals, teachers, patrons/ matrons and supervisors on the provision, utilization and maintenance of recreational facilities in public boarding secondary schools, Niger state. Item 1 was to seek the opinion of respondents on whether volley ball courts are provided in boarding schools. The responses of the respondents (principals, teachers, patrons/ matrons and supervisors) showed the mean score of 2.3, 3.5, 2.9 and 2.1 respectively and the item statement were rejected by three respondents and accepted by one. Item 2 was on whether football field are provided in boarding schools. All the respondents agreed that football fields are provide in boarding schools with the respective mean scores of 3.4, 3.6, 3.9 and 3.8. Item 3 was to find out if football, volleyball and handball are provided. Similarly, the respondents all agreed that football, volleyball and handball are provided. Item 4 was to seek

the opinions of the respondents on whether Basic games and sporting facilities are not provided with the respondents mean score of 4, 3.6, 4.6 and 4.5. Item 5 was on whether there is provision of track and field events. The mean score obtained from the respondents were 4, 2.2, 2.0 and 2.6respectively and was rejected by three of the respondents, meaning there is no provision for tracks and field events in most boarding secondary schools. However, principals agreed that there is provision of tracks and field events. item 6 was to determine if football fields are properly utilized. The item statement was accepted by all the respondents with the mean score of 3.5, 3.3, 3.6 and 3.8 accordingly; implying that football field are properly utilized. Item 7 was on whether volleyball courts are underutilized. The responses show that the item statement was rejected; meaning volleyball courts are not underutilized. The mean score obtained were 1.6, 2.0, 2.5 and 2.1. Item 8 aimed at finding out if football, volleyball and handball are underutilized. The responses of the respondents agreed with the statement that football, volleyball and handball are underutilized. The mean score obtained were 3, 3.3, 3.1 and 3 for principals, teachers, patrons/ matrons and supervisors. Item 9 was on whether most games and sorting facilities are poorly utilized. Three of the respondents (principals, teachers and patrons/ matrons) agreed that most games and sporting facilities are poorly utilized with mean scores of 3.9, 3.4 and 3.9.While supervisors rejected the statement with the mean score of 2.6. For item 10, the mean score of respondents were found to be 4.0, 3.8, 4.0 and 4.3; the item statement was accepted, implying that space for tracks and field events in most schools were not always clean. The mean score obtained were 1.7, 2.0, 2.2 and 1.7 and the item statement was rejected, implying that football field are kept clean. Item 12 was on whether damaged net in volleyball courts are not replaced. The responses of the respondent showed that volleyball court net is not always replaced when damaged. This is reflected by the mean scores obtained from the

respondents, principal 3.1, teachers 3.1, patrons/ matrons 2.8 and supervisor 3.7. Item 13 was on whether damaged goal post net are always replaced. Three of the respondents agreed with the statement and was accepted; but was rejected by one of the respondents. The mean scores obtained were 3.5, 4.5, 3.5 and 1.9.  14 was to find out whether football, volley and handball, are not maintained. Three of the respondents principals, and supervisor agreed that football, volleyball and handball were not maintained with mean scores of 3.3, 3, and 3.3,but was rejected by teachers with mean score of 2.6. item 15 was to find out if cracked/ hollow tracks are often refilled. All the respondents disagreed that cracked/ hollow tracks are not often refilled. This is shown from their mean score obtained, 1.4, 2.0, 2.7 and 2.7 for principals, teachers, patrons/ matrons and supervisors.

By this analysis, it was revealed that recreational facilities were provided but not adequately utilized and poorly maintained.

### 4.3.6 Research Question Six: Is there Provision, Utilization and Maintenance of Beds (mattresses and beds spreads)/ Bedding space in Hostels of Boarding Secondary Schools.

**Item 1-5 is on Provision, item 6-10 is on Utilization and item 11-15 is on Maintenance of Beds/Bedding space**

**Table 4.7: Mean score of respondents on the Provision, Utilization and Maintenance of Beds (mattresses and bed spreads) / Bedding space in Hostels of Boarding Secondary Schools.**

| S/N | Provision of beds and bedding space | Respondents | SA | A | UD | D | SD | N | MEAN |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Beds are not adequately provided in hostels | Principals | 2 | 3 | - | 10 | 6 | 21 | 2.3 |
| | | Teachers | 40 | 15 | - | 161 | 49 | 265 | 2.4 |
| | | Patron/matron | 3 | 3 | - | 9 | 6 | 21 | 2.4 |
| | | Supervisors | 5 | 1 | - | 8 | 7 | 21 | 2.4 |
| 2 | Bedding space provided are inadequate | Principals | - | 3 | - | 15 | 3 | 21 | 2.1 |
| | | Teachers | 10 | 12 | 11 | 184 | 48 | 265 | 2.1 |
| | | Patron/matron | 5 | 3 | - | 13 | - | 21 | 3.1 |
| | | Supervisors | 4 | 2 | - | 12 | 3 | 21 | 2.6 |
| 3 | Mattresses are adequate in the hostels | Principals | - | - | - | 16 | 5 | 21 | 1.8 |
| | | Teachers | 10 | 14 | - | 198 | 43 | 265 | 2.1 |
| | | Patron/matron | 5 | 3 | - | 9 | 6 | 21 | 2.4 |
| | | supervisors | 4 | 4 | 1 | 10 | 2 | 21 | 2.9 |
| 4 | Students provide bed spreads from home | Principals | 10 | 7 | - | 2 | 2 | 21 | 4.0 |
| | | Teachers | 100 | 69 | - | 53 | 43 | 265 | 3.5 |
| | | Patron/matron | 3 | 12 | - | 2 | 4 | 21 | 3.4 |
| | | Supervisor | 10 | 6 | - | 3 | 2 | 21 | 3.9 |
| 5 | Available bed spreads are inadequate | Principals | 16 | 5 | - | - | - | 21 | 4.8 |
| | | Teachers | 149 | 59 | - | - | 57 | 265 | 3.9 |
| | | Patron/matron | 18 | 3 | - | - | - | 21 | 4.9 |
| | | Supervisors | 10 | 11 | - | - | - | 21 | 4.5 |
| 6 | Beds are under utilized in most hostels | Principals | - | - | - | 12 | 9 | 21 | 1.5 |
| | | Teachers | 5 | 3 | - | 197 | 60 | 265 | 1.9 |
| | | Patron/matron | 1 | 1 | - | 13 | 6 | 21 | 1.9 |
| | | Supervisor | 1 | - | - | 16 | 4 | 21 | 1.9 |
| 7 | Bed space in hostels are over utilized | Principals | 18 | 3 | - | - | - | 21 | 4.9 |
| | | Teachers | 94 | 123 | - | 30 | 18 | 265 | 3.9 |
| | | Patron/matron | 12 | 9 | - | - | - | 21 | 4.6 |
| | | supervisor | 8 | 10 | - | - | - | 21 | 4.2 |
| 8 | Mattresses in hostels under utilized | Principals | - | - | - | 17 | 4 | 21 | 1.8 |
| | | Teachers | 10 | 21 | - | 134 | 100 | 265 | 1.9 |
| | | Patron/matron | - | 4 | - | 16 | 1 | 21 | 2.4 |
| | | supervisors | 2 | 4 | - | 15 | - | 21 | 2.7 |
| 9 | Most beds are damaged due to prolong usage | Principals | 7 | 8 | - | 5 | 1 | 21 | 3.7 |
| | | Teachers | 76 | 119 | - | 30 | 41 | 265 | 3.6 |
| | | Patron/matron | 11 | 8 | - | 2 | - | 21 | 4.3 |
| | | Supervisor | 15 | 6 | - | - | - | 21 | 4.7 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 10 | Bed spreads are not properly utilized by students | Principals | - | 2 | - | 14 | 5 | 21 | 1.9 |
| | | Teachers | - | 12 | 6 | 150 | 97 | 265 | 1.7 |
| | | Patron/matron | - | - | - | 15 | 6 | 21 | 1.7 |
| | | Supervisors | - | 2 | - | 13 | 6 | 21 | 1.9 |
| 11 | There is regular check for damaged beds | Principals | 3 | 4 | - | 8 | 6 | 21 | 2.5 |
| | | Teachers | 89 | 78 | 15 | 58 | 25 | 265 | 3.5 |
| | | Patron/matron | 5 | 2 | - | 10 | 4 | 21 | 3.2 |
| | | supervisors | 9 | 4 | - | 4 | 4 | 21 | 3.5 |
| 12 | Bed spreads are regularly washed and replaced | Principals | 8 | 9 | - | 4 | - | 21 | 4.0 |
| | | Teachers | 66 | 91 | - | 53 | 55 | 265 | 3.2 |
| | | Patron/matron | - | - | - | 11 | 10 | 21 | 1.5 |
| | | Supervisors | 4 | 5 | - | 5 | 7 | 21 | 2.9 |
| 13 | Over used beds are often replaced with new one | Principals | 2 | 2 | - | 16 | 1 | 21 | 2.4 |
| | | Teachers | 10 | 15 | 5 | 126 | 109 | 265 | 1.8 |
| | | Patron/matron | 5 | 2 | - | 12 | 2 | 21 | 2.8 |
| | | Supervisors | 9 | 5 | - | 5 | 2 | 21 | 3.9 |
| 14 | Damaged beds are replaced by the school | Principals | 2 | 8 | - | 3 | 3 | 21 | 3.6 |
| | | Teachers | 98 | 75 | 10 | 60 | 22 | 265 | 3.6 |
| | | Patron/matron | 6 | 9 | - | 4 | 2 | 21 | 3.6 |
| | | Supervisors | 9 | 6 | - | 5 | 1 | 21 | 3.8 |
| 15 | Over used bed spreads are not always replaced | Principals | 5 | 9 | - | 7 | - | 21 | 3.6 |
| | | Teachers | 120 | 95 | - | 30 | 20 | 265 | 4.0 |
| | | Patron/matron | 10 | 5 | - | 2 | 3 | 21 | 3.8 |
| | | supervisors | 8 | 12 | - | 1 | - | 21 | 4.3 |

Table 4.7 revealed the views of principals, teachers, patrons/matrons and supervisors on the provision, utilization and maintenance of beds (mattresses and bed spread) bedding spaces in hostels of boarding public secondary schools, Niger state. Item one 1 was to determine whether beds are not adequately provided. The responses of all the respondents (principal, teachers, patron/matron and supervisors) disagreed with the statement and were rejected with the mean scores as 2.3, 2.4, 2.4 and 2.4; meaning that beds are adequately provided in the hostels. Item 2 was on whether bedding space provided is inadequate. The mean score obtained from the respondents were 2.1, 2.2, 3.1 and 2.6 respectively. Three of the respondents rejected the statement, meaning that bedding space provided were adequate and one respondent accepted

that bedding space provided were inadequate. Item 3 was to find out if mattresses are adequate in the hostels. The responses showed that all the respondents disagreed with the statement and were therefore rejected. Meaning hat mattresses are inadequate in the hostels. The mean scores obtained were 1.8, 2.1, 2.4 and 2.9. Item 4 was to know whether students provide bed spreads from home. Principals have mean score of 4, teachers 3.5, patron/matrons 3.4 and supervisor 3.9 and the item was accepted by all. Item 5 was to find out if available bed spreads are inadequate. Principals had mean scores of 4.8, teachers 3.9, patron/matron 4.9 and supervisor's scores of 4.5, meaning acceptance by all the respondents. Item 6 was on whether beds are underutilized in most hostels. The mean scores obtained were 1.5, 1.9, 1.9 and 1.9 for principals, teachers, patrons/matrons and supervisors respectively and the item was rejected by the respondents, meaning that beds are not underutilized. All the respondents agreed that bed space in hostels is over utilized with the mean scores of 4.9, 3.9, 4.6 and 4.2 respectively. Item 8 was to seek the opinions of the respondents on whether mattresses in hostels are underutilized. All the respondents rejected the statement with the mean scores of 1.8, 1.9, 2.4 and 2.7 for principals, teachers, patrons/matrons and supervisors. Item 9 was to the views of the respondents on whether most beds are damaged due to prolonged usage. The responses of the respondents agreed with the statement and were accepted. The mean score obtained were 3.7, 3.6, 4.3 and 4.7 accordingly. Item 10 was to find bed spreads are properly utilized by students. The item statement was rejected by the entire respondent implying that bed spreads are properly utilized by the students. Mean score obtained were 1.9, 1.7, 1.7 and 1.9 accordingly. Item 11 was on whether there is regular check for damaged beds in the hostels. Principals rejected the statement with the mean score of 2.5, teachers, patrons/matrons and supervisors accepted the statement with the mean scores of 3.6, 3.2 and 3.5 respectively. Item 12 was on whether bed

spreads are regularly washed and replaced. The responses of respondents showed that principals had 4, teachers 3.2, patrons/matrons 1.5 and supervisor 2.9. Two of the respondents had mean score of 4 and 3.2 and accepted the statement, while the other two had mean score of 1.5 and 2.9 and rejected the statement. Item 13 was to find out if over used bed are often replaced with new ones. The mean score obtained were 2.4, 1.8, 2.8 and 3.9 principals, teachers and patrons/matrons according rejected the statement and were accepted by supervisors. Item 14 was to seek the opinion of respondents on whether damaged bed is replaced by the school. The entire respondent agreed that damaged Beds are replaced by the school as shown by their mean scores, principal 3.6, teacher 3.6, patrons/matrons 3.6 and supervisor 3.8. Item 15 was to find out if over used bed spreads are not always replaced. The responses of the respondents showed that over used Bed spreads are not always replaced. This was reflected by their mean scores, principal 3.6, teachers 4.0, patrons/matrons 3.6 and supervisor 4.3.

From this analysis it was deduced that, bed mattresses and bed spreads bedding space were not adequately provided as such were not properly utilized, but largely maintained

**Table 4.3.7 Research Question Seven: Is there provision, utilization and maintenance of wardrobe/ lockers in hostels of boarding secondary schools in Niger state?**

**Item 1-5 is on Provision, item 6-10 is on Utilization and item 11-15 is on Maintenance of wardrobe/ lockers**

**Table 4.8: Mean score of respondents on the provision, utilization and maintenance of wardrobes/ lockers in hostels of boarding Secondary schools.**

| | Provision of Wardrobes/ Lockers | Respondents | SA | A | UD | D | SD | N | MEAN |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Provision of wardrobes is very low | Principals | 7 | 6 | - | 5 | 3 | 21 | 3.4 |
| | | Teachers | 103 | 95 | - | 50 | 17 | 265 | 3.8 |
| | | Patron/matron | 4 | 7 | - | 3 | 7 | 21 | 2.9 |
| | | Supervisors | 9 | 5 | 2 | 4 | 1 | 21 | 3.8 |
| 2 | Lockers are not adequate in hostels | Principals | 10 | 3 | - | 5 | 3 | 21 | 3.6 |
| | | Teachers | 91 | 77 | 5 | 68 | 29 | 265 | 2.5 |
| | | Patron/matron | 6 | 7 | 1 | 5 | 2 | 21 | 3.5 |
| | | Supervisors | 9 | 3 | - | 8 | 1 | 21 | 3.7 |
| 3 | School provides wardrobes for students | Principals | 15 | 6 | - | - | - | 21 | 4.7 |
| | | Teachers | 180 | 95 | - | - | - | 265 | 4.8 |
| | | Patron/matron | 12 | 6 | - | 2 | 1 | 21 | 4.2 |
| | | supervisors | 10 | 3 | - | 5 | 3 | 21 | 3.6 |
| 4 | Wardrobes are provided by NGOs | Principals | 7 | 8 | - | 4 | 2 | 21 | 3.6 |
| | | Teachers | 132 | 77 | 10 | 26 | 20 | 265 | 4.0 |
| | | Patron/matron | 6 | 9 | - | 6 | - | 21 | 3.7 |
| | | Supervisor | 7 | 5 | - | 8 | 1 | 21 | 3.4 |
| 5 | Students provide lockers from home | Principals | 3 | - | - | 15 | 3 | 21 | 2.3 |
| | | Teachers | 10 | 3 | 4 | 150 | 98 | 265 | 1.8 |
| | | Patron/matron | 7 | 12 | - | 2 | - | 21 | 4.0 |
| | | Supervisors | - | 10 | - | 8 | 3 | 21 | 2.8 |
| 6 | Students don't use wardrobes in hostels | Principals | 2 | 3 | - | 16 | - | 21 | 2.6 |
| | | Teachers | 25 | 8 | 5 | 64 | 163 | 265 | 1.9 |
| | | Patron/matron | 4 | 3 | - | 10 | 4 | 21 | 2.7 |
| | | Supervisor | 4 | 2 | - | 12 | 3 | 21 | 2.6 |
| 7 | Lockers are used by only few students | Principals | 10 | 7 | - | 3 | 1- | 21 | 4.0 |
| | | Teachers | 87 | 90 | 10 | 26 | 50 | 265 | 3.5 |
| | | Patron/matron | 12 | 5 | - | 3 | 1 | 21 | 4.1 |
| | | supervisor | 15 | 2 | - | 4 | - | 21 | 4.3 |
| 8 | Students misuse wardrobes | Principals | 10 | 8 | - | 2 | 1 | 21 | 3.9 |
| | | Teachers | 97 | 103 | 11 | 39 | 15 | 265 | 3.9 |
| | | Patron/matron | 6 | 11 | - | 3 | 1 | 21 | 3.9 |
| | | supervisors | 8 | 3 | - | 5 | 5 | 21 | 3.2 |
| 9 | Locker and wardrobe are over used by students | Principals | 10 | 8 | - | 2 | 1 | 21 | 3.9 |
| | | Teachers | 100 | 68 | 12 | 70 | 15 | 265 | 3.6 |
| | | Patron/matron | 12 | 5 | - | 3 | 1 | 21 | 4.2 |
| | | Supervisor | 6 | 7 | - | 8 | - | 21 | 3.9 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 10 | Students underutilized wardrobes and lockers | Principals | - | - | - | 14 | 7 | 21 | 1.7 |
| | | Teachers | 10 | 12 | - | 168 | 75 | 265 | 1.9 |
| | | Patron/matron | 2 | 4 | 1 | 12 | 2 | 21 | 2.6 |
| | | Supervisors | 2 | 1 | - | 18 | - | 21 | 2.4 |
| 11 | Wardrobes and lockers are well repaired | Principals | 6 | 5 | - | 5 | 5 | 21 | 3.1 |
| | | Teachers | 62 | 88 | - | 39 | 76 | 265 | 3.1 |
| | | Patron/matron | 7 | 7 | - | 4 | 3 | 21 | 3.8 |
| | | supervisors | 8 | 7 | - | 5 | 1 | 21 | 3.8 |
| 12 | Damaged lockers are replaced with new ones | Principals | 2 | 1 | - | 8 | 2 | 21 | 1.9 |
| | | Teachers | 13 | 119 | 17 | 176 | - | 265 | 2.3 |
| | | Patron/matron | 5 | 10 | - | 5 | 5 | 21 | 3.2 |
| | | Supervisors | 7 | 5 | 6 | 6 | - | 21 | 2.9 |
| | | | | | | | | | 3.5 |
| 13 | There is monthly maintenance of wardrobes | Principals | 10 | 4 | - | 5 | 2 | 21 | 3.7 |
| | | Teachers | 95 | 86 | 10 | 74 | - | 265 | 3.5 |
| | | Patron/matron | 3 | 8 | - | 5 | 5 | 21 | 2.9 |
| | | Supervisors | 6 | 7 | - | 8 | - | 21 | 3.5 |
| 14 | Students replace damaged wardrobes/lockers themselves | Principals | - | - | - | 4 | 17 | 21 | 1.2 |
| | | Teachers | 10 | 5 | - | 182 | 68 | 265 | 1.9 |
| | | Patron/matron | 3 | - | - | 17 | 1 | 21 | 1.9 |
| | | Supervisors | 5 | - | - | - | 16 | 21 | 1.9 |
| 15 | No maintenance culture in all boarding schools | Principals | - | - | - | 10 | 11 | 21 | 1.5 |
| | | Teachers | 10 | 15 | 18 | 178 | 44 | 265 | 2.1 |
| | | Patron/matron | - | - | - | 10 | 11 | 21 | 1.5 |
| | | supervisors | - | 1 | - | 9 | 11 | 21 | 1.6 |

Table 4.8 revealed the views of principals, teachers, patrons/ matrons and supervisors on the provision, utilization and maintenance of wardrobes/ lockers in hostels in boarding public secondary schools, Niger state. Item 1 was to seek the opinions of the respondents (principals, teachers, patrons/ matrons and supervisor) on whether the provision of wardrobe is very low. Three of the respondents (principals, teachers, and supervisors) accepted the statement, with mean scor3s of 3.4, 3.8 and 3.8 respectively; while patrons/ matrons rejected the statement with mean score of 2.9. Item 2 was to find out if lockers are not adequate in the hostels, three of the respondents with the mean score 3.6, 3.5 and 3.7 accepted the statement, while the remaining one rejected the statement with mean score of 2.5. item 3 was to know whether schools provide wardrobes for students. The responses of the respondents all agreed that schools provide

wardrobe for students. The mean score of the respondents were 4.7, 4.8, 4.2 and 3.6 accordingly. Item 4 was on whether wardrobes are provided by NGOs. Mean score obtained were 3.6, 4.0, 3.7 and 3.4, implying that all the respondents accepted the item statement. Item 5 was to find out if students provide lockers from home; three of the respondent disagreed that lockers are provided from home; one respondent accepted the item statement that students provide lockers from home as shown by the respective mean scores, 2.3, 1.8, 4, and 2.8. Item 6 was to find out whether students don't use wardrobe in hostels. The entire respondent agreed that students use wardrobes in the hostels. Mean score obtained were 2.6, 1.9, 2.7 and 2.6. Item 7 was on whether lockers are used by only few students. The mean score for principals was 4.0, teachers 3.5, patrons/ matrons 4.1, and supervisors 4.2. This indicate acceptance that only few students use locker in the hostel. Item 8 was to find out if students miss-use wardrobes. The entire respondents accepted the statement, implying that students miss-use wardrobes. Mean scores obtained were 3.9, 3.9, 3.9 and 3.2 accordingly. Item 9, principals, teachers, patrons/ matrons and supervisors agreed that lockers / wardrobes are over used by students. This is shown by their respective mean scores, 3.9, 3.6, 4.2 and 3.9. item 10 was to find out if students under utilize wardrobes/ lockers, the statement was rejected by all the respondents, implying that wardrobes/ lockers are not under utilized by students in hostels. Mean score obtained were `1.7, 1.9, 2.6,and 2.4. For item 11, the respondents agreed with the statement that, wardrobes and locker were well repaired when damaged. This is shown by the mean score of the respondents, 3.1, 3.1, 3.8 and 3.8 accordingly. Item 12 was to determine whether damaged lockers are replaced with new ones. Mean scores obtained were 1.9,2.3, 3.2 and 4. Principals and teachers accepted the statement but were rejected by patrons/ matrons and supervisors as shown by their mean scores. Item 13 was to seek the opinions of respondents on whether there

is monthly maintenance of wardrobes. The responses of the respondents showed that three out of four agreed to the statement and was rejected by one. The mean score obtained were 3.7, 3.5, 2.9 and 3.5. Item 14 was to know whether students replaced damaged wardrobes/ lockers themselves. All the respondents rejected the item statement, implying that students don't replace damaged wardrobes/ lockers themselves. The mean scores obtained were 1.2, 1.9, 1.9 and 1.9. Item 15 was to find out whether there is maintenance culture in all boarding secondary schools. All the respondents disagreed with the statement and were rejected with the respective mean score of 1.5, 2.1, 1.5 and 1.6 respectively.

From the analysis, it was established that wardrobe and lockers were provided by the school and NGOs, but not in the required quantity; wardrobes/ locker were not appropriately utilized by students and poorly maintained

### 4.3.8Research question Eight: Is there Provision, Utilization and Maintenance of Common Rooms in Hostels of Boarding Secondary Schools, Niger state?

**Item 1-5 is on Provision, item 6-10 is on Utilization and item 11-15 is on Maintenance of Common Rooms**

**Table 4.9: Mean score of the Respondents on Provision, Utilization and Maintenance of Common Rooms in Hostels of Boarding Secondary Schools.**

| | | | SA | A | UD | D | SD | N | MEAN |
|---|---|---|---|---|---|---|---|---|---|
| | **Provision of Common Room** | **Respondents** | | | | | | | |
| 1 | Common rooms furniture are provided | Principals | 10 | 11 | - | - | - | 21 | 4.5 |
| | | Teachers | 140 | 89 | - | - | 36 | 265 | 4.1 |
| | | Patron/matron | 16 | 4 | - | - | 1 | 21 | 4.6 |
| | | Supervisors | 8 | 10 | - | 3 | - | 21 | 4.1 |
| 2 | Lightening in common rooms are adequate | Principals | 9 | 11 | - | 1 | - | 21 | 4.3 |
| | | Teachers | 121 | 26 | - | 48 | 20 | 265 | 3.9 |
| | | Patron/matron | 16 | 5 | - | - | - | 21 | 4.8 |
| | | Supervisors | 10 | 5 | - | 5 | 1 | 21 | 3.9 |
| 3 | Televisions are provided in common rooms | Principals | - | 3 | - | 12 | 6 | 21 | 2.0 |
| | | Teachers | - | 62 | - | 154 | 49 | 265 | 2.3 |
| | | Patron/matron | 3 | - | - | 10 | 8 | 21 | 2.0 |
| | | supervisors | 4 | 3 | - | 12 | 2 | 21 | 2.8 |
| 4 | Common rooms are provided within the hostel | Principals | 9 | 12 | - | - | - | 21 | 4.4 |
| | | Teachers | 184 | 41 | 10 | 20 | 10 | 265 | 4.4 |
| | | Patron/matron | 19 | 2 | - | - | - | 21 | 4.9 |
| | | Supervisor | 10 | 7 | 4 | - | - | 21 | 3.8 |
| 5 | Most schools do not have well equip common rooms | Principals | 12 | 9 | - | - | - | 21 | 4.6 |
| | | Teachers | 180 | 60 | - | 15 | 10 | 265 | 4.5 |
| | | Patron/matron | 15 | 6 | - | - | - | 21 | 4.7 |
| | | Supervisors | 10 | 11 | - | - | - | 21 | 4.5 |
| 6 | Common rooms are adequately utilized | Principals | - | - | - | 12 | 9 | 21 | 1.6 |
| | | Teachers | - | 18 | - | 147 | 100 | 265 | 1.8 |
| | | Patron/matron | - | 3 | - | 15 | 3 | 21 | 2.1 |
| | | Supervisor | 2 | - | - | 16 | 3 | 21 | 2.1 |
| 7 | Furniture in common rooms are under utilized | Principals | 3 | 1 | - | 12 | 5 | 21 | 2.3 |
| | | Teachers | 40 | 10 | 15 | 124 | 76 | 265 | 2.3 |
| | | Patron/matron | 2 | 1 | - | 16 | 2 | 21 | 2.3 |
| | | supervisor | 1 | - | - | 8 | 11 | 21 | 1.5 |
| 8 | Televisions in common rooms are optimally utilized | Principals | - | - | - | 18 | 3 | 21 | 1.9 |
| | | Teachers | - | - | - | 200 | 65 | 265 | 1.8 |
| | | Patron/matron | - | 2 | - | 16 | 3 | 21 | 2.0 |
| | | supervisors | - | - | - | 12 | 9 | 21 | 1.6 |
| 9 | Student are not allowed to use common rooms | Principals | 1 | 1 | - | 8 | 11 | 21 | 1.7 |
| | | Teachers | 16 | 8 | 11 | 193 | 37 | 265 | 2.1 |
| | | Patron/matron | 4 | - | - | 16 | 1 | 21 | 2.5 |
| | | Supervisor | - | 2 | - | 18 | 1 | 21 | 2.1 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 10 | Common room are use on visiting day only | Principals | - | - | - | 12 | 9 | 21 | 1.6 |
| | | Teachers | 11 | 5 | - | 147 | 102 | 265 | 1.8 |
| | | Patron/matron | - | - | - | 21 | - | 21 | 2.0 |
| | | Supervisors | - | 2 | - | 18 | 1 | 21 | 1.9 |
| 11 | Common rooms televisions are maintained | Principals | 2 | 5 | - | 12 | 2 | 21 | 2.7 |
| | | Teachers | 84 | 25 | 11 | 80 | 65 | 265 | 2.9 |
| | | Patron/matron | 3 | 5 | - | 6 | 7 | 21 | 2.6 |
| | | supervisors | 2 | 4 | - | 10 | 5 | 21 | 2.4 |
| 12 | Common room furniture are not regularly maintained | Principals | 9 | 6 | - | 5 | 1 | 21 | 3.8 |
| | | Teachers | 130 | 84 | - | 21 | 30 | 265 | 3.9 |
| | | Patron/matron | 11 | 4 | - | 6 | - | 21 | 3.9 |
| | | Supervisors | 8 | 6 | 2 | 5 | - | 21 | 3.8 |
| 13 | Damaged windows in common rooms are not replaced | Principals | - | - | - | 17 | 4 | 21 | 1,8 |
| | | Teachers | 20 | 12 | 5 | 161 | 67 | 265 | 2.1 |
| | | Patron/matron | - | - | - | 21 | - | 21 | 2.0 |
| | | Supervisors | 2 | 4 | - | 20 | 5 | 21 | 2,4 |
| 14 | Common rooms are painted regularly | Principals | 1 | 1 | - | 17 | 2 | 21 | 2.4 |
| | | Teachers | 10 | - | - | 193 | 62 | 265 | 1.9 |
| | | Patron/matron | - | - | - | 13 | 8 | 21 | 1.6 |
| | | Supervisors | 1 | - | - | 20 | - | 21 | 2.1 |
| 15 | Most schools replace damaged items in common rooms | Principals | 2 | 1 | - | 8 | 10 | 21 | 1.9 |
| | | Teachers | 4 | 12 | 7 | 160 | 82 | 265 | 1.9 |
| | | Patron/matron | - | - | - | 15 | 6 | 21 | 1.7 |
| | | supervisors | - | - | - | 14 | 7 | 21 | 1.6 |

Table 4.9 revealed the opinions of principals, teachers, patrons/ matrons and supervisors on the provision, utilization and maintenance of common rooms in hostels of boarding secondary school, Niger state. Item 1 attempts to seek the opinion o respondents on whether common room furniture is provided in hostels. The respondents all agreed that common room furniture is provided with the mean score of 4.5, 4.1, 4.6 and 4.1 for principals, teachers, patrons/ matrons and supervisor respectively. Item 2 was on whether lightening in common rooms are adequate, the item statement was accepted by the respondents with the corresponding mean score of 4.3, 3.9, 4.8 and 3.9. Item 3 was to find out if Television is provided in common rooms. The item statement was rejected, meaning that there is no provision of television in common room in

hostels. The mean score obtained were 2.0, 2.3, 2.0 and 2.8. Item 4 was to seek the views of the respondents on whether common rooms are provided within the hostels. The statement was accepted by the respondent with mean score of 4.4, 4.4, 4.9 and 3.8 accordingly. Item 5 was to find out if most schools do not have well equipped common rooms. The responses of the respondents indicated acceptance of the item statement with the corresponding mean score of 4.6 for principals, teachers 4.5, patrons/ matrons 4.7 and supervisors 4.5.Item 6 was to know whether common rooms are adequately utilized. The item was rejected by the respondent, meaning common rooms are not adequately utilized. Their mean score were 1.6, 1.8, 2.1 and 2.1 respectively. Item 7 was to know if furniture in common rooms is optimally utilized. The responses of the respondents showed that common rooms are not optimally utilized and was rejected with the mean scores of 2.3, 2.3, 2.3 and 1.5.Item 8 was to seek the views of the respondents on whether students are not allowed to use common rooms in their schools. All the respondents disagreed with the item statement and was rejected, implying that students are allowed to use common rooms in their schools, the mean score obtained were 1.9, 1.8, 2.0 and 1.6 implying rejection of the item statement.

By this analysis, it was revealed that common rooms were provided in most hostels, but not optimally utilized by the students and the facilities therein were poorly maintained.

## 4.4 Hypotheses Testing

In this section, all results and outcome of the null hypotheses raised and tested in line with the objectives of this study, were summarized and presented. Data obtained as responses from the respondents (principals, teachers, patrons/ matrons and supervisors) from the questionnaire administered was tested. The test of hypotheses was carried out using one way Analysis of variance (ANOVA). This was determined at 0.05 level of significant and statistical

package for social sciences (SPSS) was used to analyze the data. Where significant difference exists, Scheffe was deployed to ascertain the extent of the differences. In all, eight hypotheses were tested and acceptability or rejection of the Null Hypothesis was determined by comparing the p-value against the significant set by the study (F-value).Hypothesis is therefore rejected if the p-value is less than the level of significance set by the study.

**4.4.1** **Null Hypothesis 1 (H01):** There is no significant difference in the opinions of principals, teachers, house masters/ mistresses and supervisors on the provision, utilization and maintenance of water supply in hostel in boarding Secondary Schools in Niger State.

Items one (1) to fifteen (15) on the questionnaire are directly related to this hypothesis.

This hypothesis was tested using Analysis of Variance (ANOVA) to test for significant difference in the opinions of principals, teachers, patrons/ matrons and supervisors on the provision, utilization and maintenance of water supply to hostels in boarding secondary schools, Niger state.

**Table4.10: Summary of Analysis of Variance (ANOVA) on the opinions of respondents on the Provision, Utilization, and Maintenance of water supply to Hostels in Boarding Secondary Schools, Niger State.**

| Status | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 1.004 | 3 | .335 | 0.205 | 0.893 |
| Within Groups | 528.358 | 324 | 1.631 | | |
| Total | 529.361 | 327 | | | |

From table 10, the F-value is 0.205 and the P-value is 0.893 at0.05level of significance. Since the p-value is greater than the level of significance set for study (0.05),the hypothesis is therefore retained. Thus, there is no significance difference in the opinions of principals, teachers, patrons/ matrons and supervisors on the provision, utilization and maintenance of water supply in boarding secondary schools, Niger state.

**4.4.2** **Null Hypothesis 2 (H02):** There is no significant difference in the opinions of principals, teachers, patrons/ matrons and supervisors on the provision, utilization and maintenance of electricity supply in hostel in boarding Secondary Schools in Niger State.

Items sixteen (16) to thirty (30) on the questionnaire are directly related to this hypothesis

This hypothesis was tested using Analysis of variance (ANOVA) to test for significant difference in the opinion of principals, teachers, patrons/ matrons and supervisors on the provision, utilization and maintenance of electricity supply to hostels in boarding secondary schools, Niger state. The summary of the result is shown in table 4.11;

**Table 4.11: Summary of Analysis of Variance (ANOVA) on the Opinion of Respondents on the Provision, Utilization and Maintenance of electricity supply to Hostels in Boarding secondary Schools, Niger State.**

| status | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 3.798 | 3 | 1.266 | 0.909 | 0.437 |
| Within Groups | 451.475 | 324 | 1.393 | | |
| Total | 455.273 | 327 | | | |

From table 4.11, the F-value is 0.909 and the P-value is 0.437 at 0.05level of significance. Since the p-value is greater than the level of significance set for study (0.05),the hypothesis is therefore retained. Thus, there is no significant difference in the

opinions of principals, teachers, patrons/ matrons and supervisors on the provision, utilization and maintenance of electricity in boarding secondary schools, Niger state.

**4.4.3** **Null Hypothesis 3 (H03):** There is no significant difference in the opinions of principals, teachers, patrons/ matrons and supervisors on the provision, utilization and maintenance of sanitary facilities in hostel in boarding Secondary Schools in Niger State.

Items thirty one (31) to forty five (45) on the questionnaire are directly related to this hypothesis

This hypothesis was tested using Analysis of variance (ANOVA) to test for significant difference in the opinion of principals, teachers, patrons/ matrons and supervisors on the provision, utilization and maintenance of sanitary facilities in hostels in boarding secondary schools, Niger state. The summary of the result is shown in table 4.12;

**Table 4.12: Summary of Analysis of Variance (ANOVA) on the opinion of respondents on the Provision, Utilization and Maintenance of sanitary facilities in hostels in Boarding Secondary Schools, Niger State.**

| Status | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 3.085 | 3 | 1.028 | 0.911 | 0.436 |
| Within Groups | 365.830 | 324 | 1.129 | | |
| Total | 368.916 | 327 | | | |

From table 4.12, the F-value is 0.911 and the P-value is 0.436 at 0.05 level of significance. Since the p-value is less than the level of significance set for study (0.05), the hypothesis is therefore retained. Thus, there is no significant difference in the opinions of principals, teachers, patrons/

matrons and supervisors on the provision, utilization and maintenance of sanitary facilities in boarding secondary schools, Niger state.

**4.4.4** **Null Hypothesis 4 (H04):** There is no significant difference in the opinions of principals, teachers, patrons/ matrons and supervisors on the provision, utilization and maintenance of Dining facilities in hostel in boarding Secondary Schools in Niger State.

Items forty six (46) to sixty (60) on the questionnaire are directly related to this hypothesis

This hypothesis was tested using Analysis of variance (ANOVA) to test for significant difference in the opinion of principals, teachers, patrons/ matrons and supervisors on the provision, utilization and maintenance of Dining facilities in hostels in boarding secondary schools, Niger state. The summary of the result is shown in table 4.13;

**Table 4.13: Summary of Analysis of Variance (ANOVA) on the opinion of respondents on the Provision, Utilization and Maintenance of Dining facilities in hostels in Boarding Secondary Schools, Niger State.**

| Status | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 1.236 | 3 | .412 | 0.379 | 0.768 |
| Within Groups | 352.215 | 324 | 1.087 | | |
| Total | 353.451 | 327 | | | |

From table 4.13, the F-value is 0.379 and the P-value is 0.768 at 0.05 level of significance. Since the p-value is greater than the level of significance set for study (0.05),the hypothesis is therefore retained. Thus, there is no significant difference in the opinions of principals, teachers, patrons/ matrons and supervisors on the provision, utilization and maintenance of Dining facilities in Boarding Secondary Schools, Niger State.

**4.4.5** **Null Hypothesis 5 (H05):** There is no significant difference in the opinions of principals, teachers, patrons/ matrons and supervisors on the provision, utilization and maintenance of recreational facilities in hostel in boarding Secondary Schools in Niger State.

Items sixty one (61) to seventy five (75)on the questionnaire are directly related to this hypothesis

This hypothesis was tested using Analysis of variance (ANOVA) to test for significant difference in the opinion of principals, teachers, patrons/ matrons and supervisors on the provision, utilization and maintenance of Recreational Facilities in hostels in Boarding Secondary Schools, Niger state. The summary of the result is shown in table 4.16;

**Table 4.14: Summary of Analysis of Variance (ANOVA) on the opinion of respondents on the Provision, Utilization and Maintenance of Recreational Facilities in hostels in Boarding Secondary Schools, Niger State.**

| Status | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 1.275 | 3 | .425 | 0.326 | 0.807 |
| Within Groups | 422.475 | 324 | 1.304 | | |
| Total | 423.750 | 327 | | | |

From table 4.14, the F-value is 0.326 and the P-value is 0.807 at 0.05level of significance. Since the p-value is greater than the level of significance set for study (0.05),the hypothesis is therefore retained. Thus, there is no significant difference in the opinions of principals, teachers, patrons/ matrons and supervisors on the provision, utilization and maintenance of recreational facilities in Boarding Secondary Schools, Niger State.

**4.4.6** **Null Hypothesis 6 (H06):** There is no significant difference in the opinions of principals, teachers, patrons/ matrons and supervisors on the provision, utilization and maintenance of Beds (mattresses and beds spreads)/ Bedding space in hostel in boarding Secondary Schools in Niger State.

Items seventy six (76) to ninety90) on the questionnaire are directly related to this hypothesis

This hypothesis was tested using Analysis of variance (ANOVA) to test for significant difference in the opinion of principals, teachers, patrons/ matrons and supervisors on the provision, utilization and maintenance of Beds (mattresses and beds spread)/ Bedding space in hostels in Boarding Secondary Schools, Niger state. The summary of the result is shown in table 4.17;

**Table 4.15: Summary of Analysis of Variance (ANOVA) on the opinion of respondents on the Provision, Utilization and Maintenance of Beds (mattresses and beds spread)/ Bedding space in hostels in Boarding Secondary Schools, Niger State.**

| Status | Sum of Squares | DF | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 13.202 | 3 | 4.401 | 4.313 | 0.005 |
| Within Groups | 330.627 | 324 | 1.020 | | |
| Total | 343.829 | 327 | | | |

From table 4.15, the F-value is 4.313 and the P-value is 0.005 at 0.05 level of significance. Since the p-value is less than the level of significance set for study (0.05), the hypothesis is therefore rejected. Thus, there is significant difference in the opinions of principals, teachers, patrons/ matrons and supervisors on the provision, utilization and maintenance of Bed (mattresses and bed spreads)/ Bedding space in boarding secondary schools, Niger state.

**Table 4.16 Result of the Scheffe post-Hoc test on the mean score of the respondents on the provision, utilization and maintenance of Bed (mattresses and bed spreads)/Bedding space in boarding Secondary Schools in Kaduna state.**

| (I) Status | (J) Status | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
|---|---|---|---|---|---|---|
| | | | | | Lower Bound | Upper Bound |
| Principal | Teacher | -.72336* | .22901 | .020 | -1.3669 | -.0798 |
| | Patron/Matron | -.57524 | .31175 | .335 | -1.4513 | .3008 |
| | Supervisor | -.28333 | .31175 | .843 | -1.1594 | .5927 |
| Teacher | Principal | .72336* | .22901 | .020 | .0798 | 1.3669 |
| | Patron/Matron | .14812 | .22901 | .936 | -.4954 | .7917 |
| | Supervisor | .44002 | .22901 | .299 | -.2035 | 1.0836 |
| Patron/Matron | Principal | .57524 | .31175 | .335 | -.3008 | 1.4513 |
| | Teacher | -.14812 | .22901 | .936 | -.7917 | .4954 |
| | Supervisor | .29190 | .31175 | .831 | -.5842 | 1.1680 |
| Supervisor | Principal | .28333 | .31175 | .843 | -.5927 | 1.1594 |
| | Teacher | -.44002 | .22901 | .299 | -1.0836 | .2035 |
| | Patron/Matron | -.29190 | .31175 | .831 | -1.1680 | .5842 |

*. The mean difference is significant at the 0.05 level.

The result of the Scheffe post-Hoc test indicated that the observed significant difference was between teachers, patrons/ matrons and supervisors; principals, patrons/matrons and supervisors; supervisors, principals and teachers; and patrons/ matrons and teachers. There was no significant difference between the opinions of teachers and principals.

**4.4.7** **Null Hypotheses 7 (H07):** There is no significant difference in the opinions of principals, teachers, patrons/ matrons and supervisors on the provision, utilization and maintenance of wardrobes/ lockers in hostel in boarding Secondary Schools in Niger State.

Items ninety one (91) to one hundred and five (105) on the questionnaire are directly related to this hypothesis

This hypothesis was tested using Analysis of variance (ANOVA) to test for significant difference in the opinion of principals, teachers, patrons/ matrons and supervisors on the provision, utilization and maintenance of wardrobes/ lockers in Boarding Secondary Schools, Niger state. The summary of the result is shown in table 4.16;

**Table 4.17: Summary of Analysis of Variance (ANOVA) on the opinion of respondents on the Provision, Utilization and Maintenance of wardrobes/ lockers in hostels in Boarding Secondary Schools, Niger State.**

| Status | Sum of Squares | DF | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 1.927 | 3 | .642 | 0.628 | 0.598 |
| Within Groups | 331.588 | 324 | 1.023 | | |
| Total | 333.516 | 327 | | | |

From table 4.17, the F-value is 0.628 and the P-value is 0.598 at 0.05 level of significance. Since the p-value is greater than the level of significance set for study (0.05),the hypothesis is therefore retained. Thus, there is no significance difference in the opinions of principals, teachers, patrons/ matrons and supervisors on the provision, utilization and maintenance of wardrobes in Boarding Secondary Schools, Niger State.

**4.4.8** **Null Hypotheses 8 (H08):** There is no significant difference in the opinions of principals, teachers, patrons/ matrons and supervisors on the provision, utilization and maintenance of common rooms in hostel in boarding Secondary Schools in Niger State.

Items one hundred and six (106) to one hundred and twenty (120) on the questionnaire are directly related to this hypothesis

This hypothesis was tested using Analysis of variance (ANOVA) to test for significant difference in the opinion of principals, teachers, patrons/ matrons and supervisors on the provision, utilization and maintenance of common rooms in Boarding Secondary Schools, Niger state. The summary of the result is shown in table 4.16;

**Table4.18: Summary of Analysis of Variance (ANOVA) on the opinion of respondents on the Provision, Utilization and Maintenance of common rooms in hostels in Boarding Secondary Schools, Niger State.**

| Status | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | .018 | 3 | .006 | 0.008 | 0.999 |
| Within Groups | 242.289 | 324 | .748 | | |
| Total | 242.307 | 327 | | | |

From table 4.18, the F-value is 0.008 and the P-value is 0.999 at 0.05 level of significance. Since the p-value is greater than the level of significance set for study (0.05),the hypothesis is therefore retained. Thus, there is no significance difference in the opinions of principals, teachers, patrons/ matrons and supervisors on the provision, utilization and maintenance of common rooms in Boarding Secondary Schools, Niger State.

## 4.5 Summary of Major Findings

The study revealed that:

1. water was not adequately provided, but properly utilized when available and maintained as well in hostels in boarding public secondary schools, Niger state;
2. electricity was not adequately provided, but when available it was utilized and maintained minimally in hostel in boarding secondary schools Niger state;
3. sanitary facilities were provided, over utilized and minimally maintained in hostels in boarding secondary schools, Niger state;
4. dining hall facilities were provided, over utilized, but poorly maintained in boarding secondary schools, Niger state;
5. recreational facilities were provided but not adequately utilized and were poorly maintained;
6. bed (mattresses and bed spreads) bedding space were not adequately provided, as such were not properly utilized, but largely maintained;
7. wardrobes/ lockers were provided by the school and NGOs, but not in the required quantity; wardrobes/ locker were not appropriately utilized by students and poorly maintained; and
8. common rooms were provided in most hostels, but not optimally utilized by the students and the facilities therein were poorly maintained.

## 4.6 Summary of Hypotheses Testing

The summary of the eight Null Hypotheses tested for this study is hereby presented in table 4.19.

**Table 4.19: Summary of Hypotheses Testing**

| s/n | H0 Statement | Statistical Tool Used | Result | Level of sig. | Decision |
|---|---|---|---|---|---|
| 1 | There is no significant difference in the opinions of respondents on the provision, utilization and maintenance of water supply in hostel in boarding Secondary Schools in Niger State. | Analysis of variance (ANOVA) | F-ratio is 0.205, While the p-value is 0.893 | 0.05 | H0 was retained. This mean that there is no significant difference in the opinions of respondents |
| 2 | There is no significant difference in the opinions of respondents on the provision, utilization and maintenance of electricity supply in hostel in boarding Secondary Schools in Niger State. | Analysis of variance (ANOVA) | F-ratio is 0.909, While the p-value is 0.437 | 0.05 | H0 was retained. This means that there is no significant difference in the opinions of respondents |
| 3 | There is no significant difference in the opinions of respondents on the provision, utilization and maintenance of sanitary facilities in hostel in boarding Secondary Schools in Niger State. | Analysis of variance (ANOVA) | F-ratio is 0.911, While the p-value is 0.436 | 0.05 | H0 was retained. This means that there is no significant difference in the opinions of respondents |
| 4 | There is no significant difference in the opinions of respondents on the provision, utilization and maintenance of Dining facilities in hostel in boarding Secondary Schools in Niger State. | Analysis of variance (ANOVA) | F-ratio is 0.379, While the p-value is 0.768 | 0.05 | H0 was retained. This means that there is no significant difference in the opinions of respondents |
| 5 | There is no significant difference in the opinions of respondents on the provision, utilization and maintenance of Recreational facilities in hostel in boarding Secondary Schools in Niger State. | Analysis of variance (ANOVA) | F-ratio is 0.326, While the p-value is 0.807 | 0.05 | H0 was retained. This means that there is no significant difference in the opinions of respondents |
| 6 | There is no significant difference in the opinions of respondents on the provision, utilization and maintenance of Bed (mattresses% bed spreads)/ bedding space in hostel in boarding Secondary Schools in Niger State. | Analysis of variance (ANOVA) | F-ratio is 4.313, While the p-value is 0.005 | 0.05 | H0 was rejected. This means that there is significant difference in the opinions of respondents |
| 7 | There is no significant difference in the opinions of respondents on the provision, utilization and maintenance of Wardrobes/ lockers in hostel in boarding Secondary Schools in Niger State. | Analysis of variance (ANOVA) | F-ratio is 0.628, While the p-value is 0.598 | 0.05 | H0 was retained. This means that there is no significant difference in the opinions of respondents |
| 8 | There is no significant difference in the opinions of respondents on the provision, utilization and maintenance of Common rooms in hostel in boarding Secondary Schools in Niger State. | Analysis of variance (ANOVA) | F-ratio is 0.080, While the p-value is 0.999 | 0.05 | H0 was retained. This means that there is no significant difference in the opinions of respondents |

## 4.7 Discussions of the Findings

This study was able to establish that;

Water was not adequately provided in the hostels for students use, when water is available it is properly utilized and maintained as well in hostels in boarding secondary schools Niger state. The study revealed that there were no adequate water tanks in most of the hostels and the supply of water is just once in a day. Students had to resort to filling their water containers when ever water is available. Even the water pipes were not adequately provided and in some schools there was non at all. It is imperative to say that in hostels where students reside, water supply is essential, all the necessary clean-up in the hostels require the use of water. This is in line with the findings of Murillo and Roman (2011) that the availability of water has an effect on the achievement of secondary education students but its relative weight varies from region to region.

The findings also showed that electricity supply was not adequately provided but students utilized what is available to them. Maintenance of electrical fittings, sockets, wires, bulbs and security light were minimal. Students were somehow restricted to use of electrical appliances. It was discovered from the findings that most damaged sockets, cables and bulbs were not replaced. Broken poles take time before they are replaced.

The non- replacement of these damaged sockets, cable and bulbs affects students negatively in boarding schools. This is in line with the findings of Bacolon and Tabias (2006) that schools providing basic facilities such as electricity performed much better in achievement growth than schools that did not.

From the findings of the study, it was established that there is provision of sanitary facilities, and the facilities were as well utilized in the hostels. However, it was also discovered

that there was poor maintenance culture regarding the sanitary facilities. Students use toilets without enough water, consequently, most toilets remained un-kept. This attitude impacted negatively on the health of the students. This is in line with the opinion of Bhagwaon (2012) when he opined that learners particularly the girls benefited tremendously for having access to private, clean and hygienic toilets.

It was further established that dining halls provide in all the boarding secondary schools, and were utilized by the students. However, it was discovered that the facilities were poorly maintained. The findings also showed that dining facilities were over utilized due to over population. The study revealed that dining tables were not properly maintained, missing cutleries were not regularly replaced and dining halls were not repainted every academic year.

The study further revealed that recreational facilities were provided but were not adequately utilized. It was established that recreational facilities were poorly maintained.
The findings showed that not all boarding schools have volley ball court, football field were provide in all boarding schools, most schools lack most basic games and sporting facilities, tracks and field event was nearly not provided in most boarding schools; most games/ sporting facilities were poorly utilized. Cracked/ hollow tracks were not often refilled. Games and other sporting activities are integral part of boarding school. This is in line with the opinion of Kachhar (2007) when he said A school which has no play- ground has no right to exist, play-ground is said to be the cradle of democracy.

In the same vein, it was deduced from the findings of the study that Beds (mattresses and bed spreads)/ bedding space were not adequately provide and was identified as having effect on students psychologically. most often students had to provide bed spreads from home. Beds were

closely arranged such that there is no space for free movement within the hostels. Most bed were damaged due to prolong usage, however, damaged beds were regularly checked and removed.

It was further established that wardrobes/ lockers were provided by the schools and sometimes supported by NGOs, even though the provision was not in the require quantity. It was revealed that lockers are no accessible by all students as such they were over utilized. Damaged lockers/ wardrobes were not often replaced with new ones, there seems to be no standard maintenance practice.

The findings revealed that common rooms were provide in most hostels, but not optimally utilized by the students, and the facilities there in were poorly maintained. The study showed that common rooms furniture were provided for students use, most hostels have electricity but don't have basic facilities such as Television, DVD etc. The study showed that, student were allowed to use common rooms. Common rooms provide place for relaxation after rigorous academic work of the day. However, most damaged facilities in common rooms were not regularly replaced. This hinders student from enjoying the period of relaxation.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENTDATIONS

## 5.1 Introduction

This chapter is presented under the following sub- headings:

5.2 Summary;

5.3 Conclusions;

5.4 Recommendations; and

5.5 Suggestions for further studies

## 5.2 Summary

This study was conducted to assess the provision, utilization and maintenance of boarding facilities in public secondary schools, Niger state. In order to achieve the objectives of the study, eight specific objectives were raised, in line with these objectives, eight research questions, eight null hypotheses and eight basic assumptions were formulated. Relevant and related literatures were extensively reviewed along with five (5) empirical studies. Descriptive statistic research design was adopted for the study, a total of 328 respondents were sampled from the total population of 2309. A structured questionnaire was used to collect data from the respondents. The data collected were presented i table and were analyzed using weighted mean to answer the research questions. The eight hypotheses were tested using one way analysis of variance (ANOVA) for the null hypotheses at 0.05 alpha level of significance. Descriptive statistic was used to analyze the bio- data of the respondents. the major findings of the study were; (i) water was not adequately provided , but properly utilized when available and maintained as well in hostels in boarding secondary schools; (ii) electricity was not adequately provided but utilized when available and maintained minimally; (iii) sanitary facilities were

provided, utilized and maintained; (iv) dining facilities were provided in all the boarding schools and utilized as well but poorly maintained; (v) recreational facilities were provided but not adequately utilized and poorly maintained; (vi) beds/ bedding space were not adequately provided, not properly utilized, but largely maintained; (vii) wardrobes/ lockers were provided by the schools/ NGOs, but not appropriately used by students and poorly maintained as well; (viii) common rooms were provided, but not optimally utilized and poorly maintained.

## 5.3 Conclusions

Based on the findings of this study, it can be concluded that:

a) Water and electricity were adequately provide, but properly utilized when available and maintained as well;

b) Sanitary, dining, recreational facilities, beds, wardrobes/ lockers and common rooms were provided in hostels in boarding schools;

c) Dining, recreational, wardrobes/ lockers, common rooms were poorly maintained; and

d) Beds/ bedding space, wardrobes/ lockers, common rooms, recreational facilities were not properly or optimally utilized;

## 5.4 Recommendations

In view of findings, the following recommendations were made:

1. Water is essential in the life of boarding students, as such it should be provided regularly through alternative source;
2. Electricity contributes to the well being of boarding students, as such, it should be relatively stable for effective utilization. The school should make provision for alternative source of electricity like generator;

3. Sanitary facilities should be provided in the right ratio considering the students population, additional efforts should be made to keep them clean all the time;
4. The location of dining hall should not be too far from the hostels and there is the need for speedy replacement of damaged facilities in the dining hall;
5. Recreational facilities should be put to proper use to enhance student's physical, and mental agility;
6. There is the need for adequate provision of bedding space to prevent the hostels from being chock- full or choked;
7. There should be additional wardrobes/ lockers, this will guarantee the safety of their cloths and other valuables; and
8. Common rooms should not be there in name but should be put to effective usage, this will enable students to relax and watch educative programmes after school hours.

## 5.5 Suggestions for Further Studies

The researcher suggested the following areas for further studies

1. A replica of this study should be conducted in private boarding secondary schools in Niger state in order to compare the findings to determine whether there is correlation.
2. Similar study should be conducted in other states of the federation by using different instrument such as check list in order to negate or affirm the findings of this study

## REFERENCES


Abdulkareem .A.Y. (2003). An *Analysis of School Plant Maintenance Practice in Kwara State Secondary Schools*. Institute Journal of Studies in Education 1(5); 1-11.

Abdulkareem .A.Y.(2003). An *Analysis of the Provision and Management of Facilities in Kwara State Primary Schools*. Abuja Journal of Education 1(5); 183-200.

Adegboyeje, R. A.(1999).*A Practical Approach to Effective Utilization and Maintenance of Physical Facilities in Secondary schools*. In J.O Fadipe and E.F Oluchkwu ; NIEPA88-103.

Adegbyeje. R.A.(200).*Management of School Physical Facilities*. Ibadan Foundation Publications.

Agber N.N (2003). *Fundamentals of Research Reporting in Education*; A Practical Approach Makurdi: Published by Seifers.

Ahmed. R.S. (2014).*Evaluation of Provision and Maintenance of Infrastructural Facilities in Boarding Secondary Schools in Yola Metropolis*. Adamawa state, Nigeria: Ahmadu Bello University (unpublished M.ED Thesis).

Aminu .J. (1987).*Quality An Stress in Nigerian Education*. Zaria: Northern Nigeria Publishing Company.

Asiabaka.P.I and Mbakwem. J. (2010).*Assessment of Facility Needs for Government Primary Schools in Imo state Nigeria:* Some Neglected Areas. New York Science Journal 1(2) 22-29.Reviewed from www.science pub.org.

Babatope, B.A. (2010).*Problems of Facilities in South-West Nigerian Universities and the Way Forward* .Journal of Educational Administration and Policy Studies. 2(2) http:www.academicJournals org/ JEAPS.

Bacolon.m. and Tobia .J.(2006). *School, School Quality and Academic Achievement*: Evidence from the Philippines. Elsevier, 20(6):619- 632.

Bhagwan .J. (2012).*World Water Day: Creating Jobs while Improving Water and Sanitation Condition at Easter Cape Schools through Innovation*. The Council for Scientific and Industrial Research (CSIR), (Media Release, 22 March, 2012).

Bullock.C. (2007).*The Relationship Between School Building Conditions and Student's Achievement at the Middle School Level in the Common Wealth of Virginia*. Dissertation, Virginia Polytechnic Institution and State University, Blocks Bug.

Durosoro, D.O (1998).*School Plant Management Practices in Nigeria: Trend, Issues and Problems.* In A.A. Olagboye, J.O. Fadipe (eds).Management of Nigerian Education: Project Monitoring and School Plant Maintenance, Ondo: NEPPA.

Fafunwa, A.B.(2004).History of education in Nigeria. Ibadan: NPS Education publishers Ltd.

Gana.A.T. (2008).*Assessment of the Provision, Utilization and Maintenance of the Facilities in Secondary Schools in Bida and Kutigi Education Zone of Niger State*. Ahmadu Bello University (unpublished M.ED thesis).

Halimatu,M.B. (2003). *Practical Guideline for Effective Administration and Management of Primary Schools*: A Challenge for Democratic Nigeria. Bakatsina Journal of Education.

Impact of infrastructural facilities on boarding secondary schools.http:www.google.com

Jime'nez- Castellanos. O. (2010).*Relationship Between Educational Resources and School Achievement*. A Mixed Intra District analysis, Urban Review: Issues and ideas in Public Education; 42(4); 351-371.

*Jumare A.M.(2016).School plant planning. M.ed Lecture note for Students of Educational Administration and Planning. A.B.U, Zaria. (unpublished).*

Kachhar (2007).*Secondary School Administration*. New Delhi. Sterling publishers pvt LT D.

Maruf .O .I. and Aliyu, Z (2013).*Measurement and Evaluation in Education,* Zaria: Stevano Printing Press.

Mashamba .H.J. (2004).*Department of Education Budget*.Vole 3.Polokwane: Review Printers.

Murillo, F.J and Roman. M.(2011).*School Infrastructural and Resources do Matter. Analysis of the Incidence of School Resources on the Performance of Latin American Students. School Effectiveness, School Improvement*, 22(1); 29-50.

Musa. I.D. (2003). *An Overview of the Management of Higher Education Institution in a Period of Economic Constraints*. Bakatsina Journals of Education.

Nwana. O.C. (2008).*Introduction to Educational Research*. Ibadan. HEBN Publisher's plc.

Oladipo, S.A. (2001).*Maintenance of School Plant. A Vital Strategy of Achieving Efficiency in the Universal Basic Education Scheme*. Africa Journal of Educational Management.9 (2):185-195.

*Oluchukwu, E.E.(1998).School plant planning and implementation. In Olagboye, A.A and Fadipe, J.O (EDs).Management of Education Project Monitoring and School Plant Maintenance, Ondo NIEPA to Educational Planning, Ile-Efe, University of Ife press.*

*Otu, D.O (2002). The Effects of the Environment on pupils Learning: A case study of Schools in Zaria Metropolis, Kaduna state. UBE Forum 2(2): pp 11-20.*

*Sani,D.M.(2007). Relationship Among School Plant Construction, Utilization, Maintenance and School Effectiveness in Kebbi State Secondary Schools,Nigeria. Unpublished Ph.D. Dissertation, university of Ilorin, Nigeria.*

*Suleiman, H.H.(1997). Planning and Management of Physical Facilities in Secondary Schools in Adamawa State of Nigeria. Ahmadu Bello University (unpublished Ph.D. Thesis).*

*Taiwo, B.M (2000). Maintenance of School Infrastructure for productivity. In fagbamiye, E.O and Durosaro D.O. (Eds).Educational Productivity in Nigeria NIEPA, Ilorin. Haytee Press and Publishing Company.*

## APPENDIX

**Questionnaire on the Assessment of Provision, Utilization and Maintenance of Boarding Facilities, in Public Secondary Schools, Niger State.**

Department of Educational
Foundations and Curriculum,
Faculty of Education,
Ahmadu Bello University,
Zaria.

Dear Sir/Madam,

**REQUEST LETTER**

Attached is a questionnaire on the assessment of the provision, utilization and maintenance of boarding facilities in public secondary schools, Niger State; tagged (PUMOBFQ). It is designed to seek your opinion on the fore- mentioned topic.

The research work is purely an academic exercise, please you are expected to read carefully and respond by ticking (√ ) appropriately to express your opinion. The information you provide shall be treated with confidentiality. Thanks.

Yours faithfully,

Usman Mohammed

**SECTION 'A': BIO DATA**

Please tick ( ) or fill in the corresponding box honestly

1. **Gender: (a)** Male ( ) (b) Female ( )
2. **Status:** (a) Principal ( ) (b) Teacher ( ) (c) House master/ mistresses ( )
3. **Academic Qualification: (a)**N C E ( ) (b) Diploma ( ) (c) Degree ( ) (d) Others ( )
4. **Nature of School**: (a) Urban ( ) (b) Rural ( )

Please, tick ( ) in the column that relates to your opinion.

**Section B: Provision, Utilization and Maintenance of water supply in Boarding Secondary Schools in Niger State.**

| S/N | Provision of water | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 1 | There is adequate water supply in schools | | | | | |
| 2 | Water tanks are provided | | | | | |
| 3 | There is multiple sources of water | | | | | |
| 4 | Water is supply once in a day | | | | | |
| 5 | There is adequate supply water pipe in the hostel | | | | | |
| | **Utilization of water** | | | | | |
| 6 | Water is under utilized in hostels | | | | | |
| 7 | Students use water supply properly | | | | | |
| 8 | Water supply is well utilized due to supervision | | | | | |
| 9 | Only one source of water is used | | | | | |
| 10 | Water tanks are over stressed | | | | | |
| | **Maintenance of water** | | | | | |
| 11 | Most water tanks are not washed regulaly | | | | | |
| 12 | Most taps are not replaced when damaged | | | | | |
| 13 | Damaged water facilities are not often replaced | | | | | |
| 14 | Most water pipes can't supply water | | | | | |
| 15 | There is regular maintenance of water supply | | | | | |

**SECTION C: Provision, Utilization and Maintenance of Electricity supply in hostels in Boarding Secondary schools in Niger state.**

| S/N | Provision of Electricity | Strongly Agree | Agree | undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 16 | Electric sockets adequately provided | | | | | |
| 17 | There is regular supply of electricity | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 18 | Security lights are provided | | | | | |
| 19 | Electricity is provided 24 hours daily | | | | | |
| 20 | Electricity is sufficiently provided | | | | | |
| | **Utilization of Electricity** | | | | | |
| 21 | Electric sockets are not properly used | | | | | |
| 22 | Electricity is optimally utilized | | | | | |
| 23 | Students are not allowed to use electrical appliances | | | | | |
| 24 | Electrical appliances are miss- used | | | | | |
| 25 | Most security light are not used | | | | | |
| | **Maintenance of Electricity** | | | | | |
| 26 | Damaged sockets are replaced regularly | | | | | |
| 27 | Damaged cables are checked and replaced | | | | | |
| 28 | Broken poles are taken care of | | | | | |
| 29 | Most security bulbs are replaced | | | | | |
| 30 | School electricity wires are always replaced when damaged | | | | | |

**SECTION D: Provision, Utilization and Maintenance of Sanitary facilities (toilet/bathrooms) in hostels in boarding secondary schools in Niger state.**

| S/N | Provision of Sanitary Facilities | Strongly Agree | Agree | undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 31 | There is adequate provision of toilets | | | | | |
| 32 | Bathrooms are adequately provided | | | | | |
| 33 | Pit toilet are commonly provided | | | | | |
| 34 | There is equal ratio of toilet/ bathrooms | | | | | |
| 35 | Bathroom are adequately provided | | | | | |
| | **Utilization of Sanitary Facilities** | | | | | |
| 36 | Bathrooms / toilet are not effectively used | | | | | |
| 37 | Toilets are over utilized | | | | | |
| 38 | Bathrooms/ toilets used without enough water | | | | | |
| 39 | Toilets are un-kept due to over usage | | | | | |
| 40 | There is regular supply of water to bathrooms/ toilets | | | | | |
| | **Maintenance of sanitary facilities** | | | | | |
| 41 | Sanitary facilities are regularly washed | | | | | |
| 42 | There is regular supply of chemicals in toilets | | | | | |
| 43 | Pit toilets are still in use in hostels | | | | | |
| 44 | House masters often supervise sanitary facilities | | | | | |
| 45 | There is regular change of bathrooms/ toilets facilities | | | | | |

**SECTION E: Provision, Utilization and Maintenance of Dining hall/ facilities in Hostels in Boarding Secondary schools in Niger state.**

| S/N | Provision of Dining hall/ facilities | Strongly Agree | Agree | undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 46 | Spacious/ attractive dining halls are provided | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 47 | Dining facilities are adequately provided | | | | | |
| 48 | Table cloths are adequately provided | | | | | |
| 49 | Cutleries' are adequately provided | | | | | |
| 50 | There is adequate provision of wash-hand basin in dining halls | | | | | |
| | **Utilization of Dining Hall/ Facilities** | | | | | |
| 51 | Dining facilities are over utilized in most school | | | | | |
| 52 | There is under utilization of dining halls | | | | | |
| 53 | Location of dining hall affect it utilization | | | | | |
| 54 | Students hardly utilize dining facilities properly | | | | | |
| 55 | Dining hall is accessible to all students | | | | | |
| | **Maintenance of Dining Hall/ Facilities** | | | | | |
| 56 | Dining hall tables are poorly maintained | | | | | |
| 57 | Dining hall chairs are replaced when damaged | | | | | |
| 58 | Damaged windows are replaced in dining halls | | | | | |
| 59 | Dining halls are repainted every academic year | | | | | |
| 60 | Dining cutleries are regularly replaced | | | | | |

**SECTION F: Provision, Utilization and Maintenance of Recreational Facilities in Hostels in Boarding in boarding secondary schools in Niger state.**

| S/N | Provision of Recreational Facilities | Strongly Agree | Agree | undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 61 | Volley ball courts are provided in schools | | | | | |
| 62 | Football fields are provided in boarding schools | | | | | |
| 63 | Football, volleyball, handball are provided | | | | | |
| 64 | Basic games and sporting facilities not provided | | | | | |
| 65 | There is provision for track and field events | | | | | |
| | **Utilization of Recreational Facilities** | | | | | |
| 66 | Football field are properly utilized | | | | | |
| 67 | Volleyball courts are under utilized | | | | | |
| 68 | Football, volleyball, handball are under utilized | | | | | |
| 69 | Most games/ sporting facilities are poorly used | | | | | |
| 70 | Space for track and field events in the school is not enough | | | | | |
| | **Maintenance of Recreational Facilities** | | | | | |
| 71 | Football field are not always clean | | | | | |
| 72 | Damaged nets in volleyball courts are not replaced | | | | | |
| 73 | Damaged goal post nets are always replaced | | | | | |
| 74 | Football,volleyball, handball are not maintained | | | | | |
| 75 | Cracked/hollow tracks are often refilled | | | | | |

**SECTION G: Provision, Utilization and Maintenance of Beds (mattresses and bed spread),Bedding space in hostels of boarding secondary schools in Niger state.**

| S/N | Provision of beds and bedding space | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 76 | Beds are not adequately provided in hostels | | | | | |
| 77 | Bedding space provided are inadequate | | | | | |
| 78 | Mattresses are adequate in the hostels | | | | | |
| 79 | Students provide bed spreads from home | | | | | |
| 80 | Available bed spreads are inadequate | | | | | |
| | **Utilization of Beds/ Bedding space** | | | | | |
| 81 | Beds are under utilized in most hostels | | | | | |
| 82 | Bed space in hostels are over utilized | | | | | |
| 83 | Mattresses in hostels under utilized | | | | | |
| 84 | Most beds are damaged due to prolong usage | | | | | |
| 85 | Bed spreads are not properly utilized by students | | | | | |
| | **Maintenance of Beds/ Bedding space** | | | | | |
| 86 | There is regular check for damaged beds | | | | | |
| 87 | Bed spreads are regularly washed and replaced | | | | | |
| 88 | Over used beds are often replaced with new one | | | | | |
| 89 | Damaged beds are replaced by the school | | | | | |
| 90 | Over used bed spreads are not always replaced | | | | | |

**SECTION H: Provision, Utilization and Maintenance of Wardrobes/lockers in hostels in Boarding Secondary in Niger state.**

| S/N | Provision of Wardrobes/ Lockers | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 91 | Provision of wardrobes is very low | | | | | |
| 92 | Lockers are not adequate in hostels | | | | | |
| 93 | School provides wardrobes for students | | | | | |
| 94 | Wardrobes are provided by NGOs | | | | | |
| 95 | Students provide lockers from home | | | | | |
| | **Utilization of Wardrobes/ Lockers** | | | | | |
| 96 | Students don't use wardrobes in hostels | | | | | |
| 97 | Lockers are used by only few students | | | | | |
| 98 | Students misuse wardrobes | | | | | |
| 99 | Locker and wardrobe are over used by students | | | | | |
| 100 | Students underutilized wardrobes and lockers | | | | | |
| | **Maintenance of Wardrobes/ Lockers** | | | | | |
| 101 | Wardrobes and lockers are well repaired | | | | | |
| 102 | Damaged lockers are replaced with new ones | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 103 | There is monthly maintenance of wardrobes | | | | | |
| 104 | Students replace damaged wardrobes/lockers themselves | | | | | |
| 105 | No maintenance culture in all boarding schools | | | | | |

**SECTIONI: Provision, Utilization and Maintenance of Common Room in Hostels in Boarding Secondary schools in Niger state.**

| S/N | Provision of Common Room | Strongly Agree | Agree | undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 106 | Common rooms furniture are provided | | | | | |
| 107 | Lightening in common rooms are adequate | | | | | |
| 108 | Televisions are provided in common rooms | | | | | |
| 109 | Common rooms are provided within the hostel | | | | | |
| 110 | Most schools do not have well equip common rooms | | | | | |
| | **Utilization of Common Rooms** | | | | | |
| 111 | Common rooms are adequately utilized | | | | | |
| 112 | Furniture in common rooms are under utilized | | | | | |
| 113 | Televisions in common rooms are optimally utilized | | | | | |
| 114 | Student are not allowed to use common rooms | | | | | |
| 115 | Common room are use on visiting day only | | | | | |
| | **Maintenance of Common Rooms** | | | | | |
| 116 | Common rooms televisions are maintained | | | | | |
| 117 | Common room furniture are not regularly maintained | | | | | |
| 118 | Damaged windows in common rooms are not replaced | | | | | |
| 119 | Common rooms are painted regularly | | | | | |
| 120 | Most schools replace damaged items in common rooms | | | | | |