ASSESSEMENT OF THE PROVISION, UTILISATION AND MAINTENANCE OF FACILITIES IN SECONDARY SCHOOLS IN BIDA AND KUTIGI EDUCATONAL ZONES IN NIGER STATE.

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NIGERIA.

FEBRUARY, 2015

DECLARATION

I declare that the work in this study entitled,"Assessment of Provision, Utilization and Maintenance of Facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State," has been carried out by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other Institution.

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Name of Student	**Signature**	**Date**

CERTIFICATION

This thesis entitled, "ASSESSMENT OF PROVISION, UTILIZATION AND MAINTENANCE OF FACILITIES IN SECONDARY SCHOOLS IN BIDA AND KUTIGI EDUCATIONAL ZONES IN NIGER STATE"by GANA,Abubakar Tasha meets the regulations governing the award of the degree of Master of Education (M.Ed) in Educational Administration and Planning of the Ahmadu Bello University, Zaria and approved for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to the memory of my Late Parents MallamIsahNdagililoAudu and Mallama Maryam Isah (Mother) and MallamaZainabIsah (Step Mother)

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My special gratitude goes to Allah (SubhanahuWata'ala), with whose great wisdom and inspiration I joined this program, and for seeing me through.

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I cannot conclude this acknowledgement without thanking the management of Niger State Ministry of Education Minna for its mature cooperation in releasing some sensitive documents for me on Secondary Schools across the state for principals' and Teachers' population for my study and the authorities of all the sampled Schools in Niger State (Particularly in Bida and KutigiEducational zones) for their cooperation in allowing me eliciting Principals' and Teachers' (Respondents) opinions, their cooperation I receive during the data collection which all provided me with essential data and information on this study. Jazakallahukhair to you all.

ABSTRACT

This studyassessed Provision, Utilization and Maintenance of Facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State. Objectives of the study were toascertain the provision, utilization and maintenance of infrastructural facilities, teaching facilities, learning facilities, welfare facilities and recreational and games facilities in secondary schools in Bida and Kutigi Educational Zones in Niger state. Related literatures of concepts in relation to the study were reviewed. The research was conducted using the descriptive survey research design. Seventy five itemquestionnaire tagged (PUMOFQ) using likert rating scale of strongly agree (SA), agree (A), Disagree (D), and Strongly Disagree (SD) was used to gather data. The instrument was validated by my supervisors, pilot tested and a reliability co-efficient of 0.82 was obtained.Sample population of 300 Participants (137 Principals and 163 Teachers) were used, the sample was taken using judgmental/purposive sampling technique. Five null hypotheses were formulated and tested using chi-Squareat 0.05 level of significance. The researchfindings revealed that, infrastructural facilities, teaching facilities, learning facilities, welfare facilities and recreational and games facilities in Secondary Schools in Bida and KutigiEducational Zones in Niger State were not adequately provided, the available ones were under-utilized and were poorly maintained. Recommendations were made which included that; Government who is the key player in providing and maintaining such facilities should not by-pass school principals and teachers. Host communities and Parent Teachers Association of the schools should also hold periodical consultation with principals and teachers aiming at complimenting governments' efforts. Principals and Teachers should be faithful and patriotic when managing the fund meant for provision and maintenance of Educational facilities. Suggestions for further studies were made which include that; Assessment of attitude of stakeholders on the management of facilities for teaching and learning in Secondary schools in other states of the federation and attitude of Teachers /students towards utilization and maintenance of facilities in schools be researched on.

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LIST OF ABBREVIATIONS

MDG: Millennium Development Goals

UNESCO: United Nations Education and Scientific Organization

TUR: Time Utilization Rate

SUR: Space Utilization Rate

UBE: Universal Basic Education

MOE: Ministry of Education

OPERATIONAL DEFINITION OF TERMS

Provision: this implies the supply, production or act of making available those things of education which enable skillful teacher to achieve high level of instructional efficiency.

Utilization: this is the degree or extent to which an item has been put into effective use.

Maintenance: this is involves any action taken to keep a facility in a good working condition for as long as it is designed to serve, or to restore it to its functional operational state in case of failure.

Facilities: they are material things that are meant to facilitate effective teaching and learning process in a school set up. They are expendable materials of education.

Utilization: this involves the judicious use of facilities provided for teaching and learning in schools.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

There are growing concerns among Education stakeholders and Practitioners about the present poor state of Infrastructural facilities available for teaching and learning in Secondary Schools across the Country. There are calls for the need to re-vamp the Educational sector to address the concerns of the citizenry and comply with Millennium Development Goals (MDGs). These calls, gave rise to the current educational reforms of the Federal Government.

Documentary research evidences revealed that facilities and resources for teaching and learning in schools are grossly inadequate and sometimes inappropriate. Nwadiani (2001) observed that the facilities are not only over utilized, they are also poorly maintained. UNESCO (1998) further stressed that monitoring of the learning achievement report on the available instructional materials in the 960 sampled schools across the country revealed that chalkboard and chalk were the only materials reported as being adequately available in the schools. According to Ajayi (2007) and Okebukola (2002), effective teaching/learning process cannot be guaranteed with inadequate instructional materials. Oladipo (2001) observed that Nigerians have not developed the culture of maintaining facilities, especially public utilities, Aminu (1986) in Abdulkareem andFasasi (2010) accused Nigerian schools of poor strategic planning in their physical development. He observed that in certain schools, laboratories were dusty, bottles of chemicals were left open on the benches, unlabeled. In addition, the few cupboards had suffered leaks and were dismantled and were doubtful if any practical work could go on under such

conditions. Mbakwem and Asiabaka (2007) lamented the unhealthy nature of the buildings: uncompleted, old and antiquate, sometimes dilapidated buildings, overcrowded and unconducive classrooms and unhygienic toilet, inadequate laboratories and workshops. Adehinde (1997) in Mari (2010) observed that poor maintenance culture and at the same times attitude of some school heads towards facilities and equipment, calls for alternative efforts at making teaching and learning what it is supposed to be. Nwadiani (2001) observed that the facilities are not only over utilized they are also poorly maintained. Similarly, in a study of Aibgoje (2007) found that some school facilities were inadequate while others are not available at all. Hughes and Ubben (1990) in Yusuf and Akinniranye (2011) emphasized that in order to make optimal utilization of facilities in schools, School personnel and members of the community should have the knowledge of the functioning of such facilities and the alternative uses to which they could be put. Without such knowledge, some items will be underutilized; some will be over utilized while others will not be utilized at all.

A study of overcrowded schools in New York City found that in such schools students scored significantly lower both in mathematics and reading exams than did similar students in schools. In addition, when asked, students and teachers in overcrowded schools agreed that overcrowding negatively affected both classroom activities and instructional techniques. (Reversa-Batizand Marti, 1995). In Khan and Iqbal (2012) found that overcrowding and heavy teacher workloads created stressful working conditions for teachers and led to higher teacher absenteeism. American association of School Administrators (1999) reported that the students were more likely to

prosper when their environment was conducive to learning. Environmentally responsive heating air conditioning and ventilation systems, either in new or renovated schools, provide a more comfortable learning environment. A recent report, evaluating school facilities in Milwaukee (2000) completed by the Council of Education Facilities Planners International documented that, 'Facility condition had a stronger effect on student's performance than the combine influence of family background socio-economic status, school attendance and behavior'. Jimoh (2010) proper utilization of facilities provided the teachers with interesting platforms for conveying information since they motivate learners to learn more and more. Ema and Ajayi (2004) found that, "Teaching equipment and materials have changed over the years not only to facilitate learning situation but to also to address the instructional needs of individuals and groups". Bolick (2003) argued that 'while some educators have been fascinated by the potential of instructional materials to enhance teaching and learning, some teachers are lagged behind in utilizing instructional materials during teaching and learning'.

As a result of the identified problems, the attention of many scholars and educators have continued to be directed towards the search on variables such as provision, utilization and maintenance of facilities for teaching and learning among other variables. Ezewu (1983), Bloom (1978), Mccabe et al (1975) in Wasagu (2005) were of the view that a well-designed functional schools building with a wide array of teaching aids provides effective delivery of the school curriculum and are positively related to academic achievements.

Xaba (2011), Xaba and Ngubane (2010), Chaka (2008), Grant-Lewis and Naidoo(2006), Naidoo (2005) observed that, one of the functions of the school governing bodies as prescribed by the South African Schools Act 1996, is the adequate provision, maintenance and proper utilization of facilities, which by its very nature is a specialized function that requires specialist knowledge and skills to execute. Much research efforts both local and international have been put on some of these variables, while not particularly explored in South Africa and Nigeria, the significance of facilities maintenance to school functionality is recognized worldwide to the extent that many education departments have dedicated organizational structures or units responsible for facilities maintenance , provision and management and it is reported in numerous international studies (Victoria State Government Department of Education and Training, 2006; Alberta Learning Facilities Branch,2004;Mearing Crittenden, Morgan & Guess, 1991;Organisation of American States General Secretariat, 1990). For example Asiabaka (2008) wrote about the need for effective facility provision, management and uses in schools in Nigeria; while Baltimore County public schools (2007) in Xaba (2012) office of strategic planning published a handbook entitled 'comprehensive maintenance of school buildings for schools in the Caribbean. Szuba and Young (2003) wrote a comprehensive planning guide for maintaining school facilities.

Facilities maintenance is also beginning to be recognized in South Africa, with, firstly, its prescription as school governance function in the school Act and secondly, with the recent proclamation of the schedule for the National Policy for equitable provision of

enabling school physical teaching and learning environment. (Republic of South Africa, 2008: 25), which states in section 4. 107:

> *If well maintained and managed, they (school facilities) provide conducive environments that translate into quality education. If well maintained and utilized. They can realize substantial efficiency gains...*

However, it does appear from the above background to the study that provision, utilization and maintenance of facilities for teaching and learning requires study. Since no study available to the researcher that has investigated the combined "Assessment of the provision, utilization and maintenance of facilities for Teaching and learning in secondary school in Bida and Kutigi educational zones of Niger State.In the light of its significance, it is necessary that facilities provision, utilization and maintenance be accorded priority as part of school programs aimed at promoting teaching and learning goals and effectiveness. In this regard, the researcher I argue that this is a specialist function and should be assigned to professional facilities-provision and maintenance staff as opposed to being allocated to lay school governors. Since no studies in Niger State to explore or investigate the combined 'provision, utilization and maintenance of facilities for teaching and learning, the researcher sought therefore to explore this phenomenon particularly in secondary schools in Bida and Kutigi educational zones of Niger State.

1.2 Statement of the Problem

The National Policy on Education of Nigeria (2004) stipulates: Education and training facilities will be multiplied and made more assessable to afford the individual a far more diversified and flexible choice of teaching methods (7 (3).

Section 4: Secondary Education: stipulates that, government will ensure that all Schools are properly equipped to promote sound and effective teaching and learning and in particular, that the suitable textbooks and libraries are provided to schools. To this end, funds are being provided for school libraries, textbooks and equipment. That Federal Government will after consultation with States set up a national Committee to advice on the production of suitable textbooks and instructional materials for the whole federation. Government will set up an audio-visual aid development Centre in the Federal Ministry of Education in Kaduna and will continue to provide funds in order to expand its facilities so as to bring services within the reach of each school. (1985: 12-14 in Usman (2006).

On the stipulations above, we need to note:

The philosophy of Nigerian education seems not to be unaware of scarcity and need for school facilities. Nevertheless, the effort has not yielded dividend since the problem persist, with new vigor, most likely due to explosive school population and lack of maintenance and repair culture. These two factors top the list in impoverishing schools with facilities. Others are theft, poor contract arrangement coupled with insincerity by both parties, fire outbreak and so on. The ratio of 1:2000 media to students cannot afford the individual a diversified and flexible choice. Ajayi and Ayodele (2001) further explained that, the situation in one secondary school to the other and to some tertiary institutions are not much different as can be judged from the availability of basic facilities. According to Okebukola (2002) and Ajayi (2007), effective teaching/learning process cannot be guaranteed with inadequate instructional materials. In the area of plant

utilization and maintenance, Oladipo (2001) found that, Nigerians have not developed the culture of maintaining facilities, especially public utilities.

The study therefore critically looked at the roles adequate Provision, Utilizationand Maintenance of Educational Facilities playon Teaching and Learning in Secondary Schools in Bida and Kutigi Educational Zones of Niger State.

1.3 Objectives of the Study

The following are stated objectives the study is been conducted.

i. ascertain the Provision, Utilization and Maintenanceof Infrastructural facilities in Secondary Schools in Bidaand KutigiEducational Zones in Niger State;
ii. determine the Provision, Utilizationand Maintenance of Teaching Facilities in Secondary Schools in Bidaand KutigiEducational Zones in Niger State;
iii. examine the Provision, Utilizationand Maintenance of Learning Facilities in Secondary Schools in Bidaand KutigiEducational Zones in Niger State;
iv. determine the Provision, Utilizationand Maintenance of Welfare facilities in Secondary Schools in Bidaand KutigiEducational Zones in Niger State; and
v. examine the Provision, Utilizationand Maintenance of Recreational and Games Facilities in Secondary Schools in Bidaand KutigiEducational Zones in Niger State.

1.4 Research Questions.

The Study was to provide answer to the following Question:

i. Are Infrastructural Facilities Provided, Utilizedand Maintained in Secondary Schools in Bidaand KutigiEducational Zones in Niger State?

ii. AreTeaching facilities provided, utilizedand maintained in Secondary Schools in Bidaand KutigiEducational Zones in Niger State?

iii. Are Learning facilities provided, utilizedand maintained in Secondary Schools in Bidaand KutigiEducational Zones in Niger State?

iv. Are Welfare facilities provided, utilizedand maintained in Secondary Schools in Bidaand KutigiEducational Zones in Niger State?

v. Are Recreational and Games facilities provided, utilized and maintained in Secondary Schools in Bida and KutigiEducational Zones in Niger State?

1.5 Research Hypotheses

These Null hypotheses were formulated and tested.

i. There is no significant difference in the Opinions of Principals and Teachers on the Provision,Utilization and Maintenance of Infrastructural Facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State.

ii. There is no significantdifference in the Opinions of Principals and Teachers on the provision, utilizationand maintenance of teaching facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State.

iii. There is no significant difference in the Opinions of Principals and Teachers on the provision, utilizationand maintenance of Learning Facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State.

iv. There is no significant difference in the Opinions of Principals and Teachers on the provision, utilizationand maintenance of Welfare Facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State.

v. There is no significant difference in the Opinions of Principals and Teachers on the provision, utilizationand maintenance of Recreational and Games Facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State.

1.6 Basic Assumptions.

The researcher assumes that:

a. adequate provision, maximal utilization and regular maintenance of Infrastructural facilities in secondary schools make teaching and learning in Secondary Schools a less difficult task;

b. adequate provision, optimal utilization and regular maintenance of teaching facilities in Secondary Schools makeslearning much more effective;

c. adequate provision, proper utilization and routine maintenance of learning facilities in Secondary Schools promote effective teaching;

d. adequate provision, optimal utilization and regular maintenance of welfare facilities in Secondary Schools promote effective teaching and learning; and

e. adequate provision, maximal utilization and regular maintenance of recreational and games facilities in Secondary Schools makes learning much more effective.

1.7 Significance of the Study

The findings of this study are beneficial to educational administrators and planners such as school heads (principals), head masters, teachers, local education secretaries, directors and heads of education departments, parastatals, and institutions in the state.

The result of the study will give educational administrators the much needed information on best practices of the provision, maximum utilization and maintenance of facilities for teaching and learning in secondary schools in Niger State and the Nation at large. It is hoped that the result from the findings of this research study would be equally of immense significance to curriculum planners as they plan program of study in schools.

1.8 Scope of the Study

This research covered secondary schools in Bida and KutigiEducational Zones of Niger State. It coveredSecondary School Principals and Teachers sampled from the two Educational Zones of the State.

CHAPTER TWO
REVIEW OF THE RELATED LITERATURE

2.1 Introduction

This chapter reviewed what other authorities have said on the topic at hand and the relationship between their work and this research work. This chapter covered the following sub-sections:

i. Concept ofEducational Facilities

ii. Concept of Provision of Educational Facilities

iii. Concept of Utilization of Educational Facilities

iv. Concept of Maintenance of School Facilities

v. Provision Utilization and Maintenance of Educational Facilities

vi. Provision Utilization and Maintenance of Teaching Facilities in Schools

vii. Provision Utilization and Maintenance of Learning Facilities in Schools

viii. Provision Utilization and Maintenance of welfare Faculties in Schools

ix. Provision Utilization and Maintenance of Recreational and Games Facilities in Schools

x. Empirical Studies

xi. Summary

2.2 Conceptual Framework

2.2.1 Concept of Educational Facilities

Educational facilities refer to non-human and non-financial resources. They also include all movable and immovable materials which are used for teaching and learning and other school activities. They are synonymous with school physical facilities school material resources, school plant and school facilities (Abdulkareem and Fassasi, 2010).

Olaboye (2004) stated that educational facilities consist of instructional resources such as audio and visual aids; graphic, printed materials display materials and consumable materials. They also include physical resources such as building, land, furniture, equipment, machinery, vehicles, electricity and water supply infrastructures. In another dimension Ojedele, (2004) identified three components of educational facilities. These are school infrastructure such as buildings and playgrounds instructional facilities (teaching and learning materials, equipments and furniture) and school physical environment.

According to Castaldi, (1977) in Peretomode, (1998) educational facilities are those things of education which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible, when they are not provided. Mgbodile et al, (1986) in Peretomode, (1999) cited in Kubo, (2010) describes the school plant as the space interpretation of the curriculum.

Dare, (2009), defines school plant to include the site, buildings, equipments, and the facilities in the school.

Dare, (2010) defined school plant as all the valuable assets of the school that can be used to foster and facilitate effective teaching and learning as well as to protect the physical well-being of the occupants.

Again Cutis, (1999) in Dare, (2010) defines school plant as the treasurable assets of the school through which effective teaching and learning can take place and promoted.

2.2.2 Concept of Provision of Educational Facilities

Provision according to Longman Dictionary of Contemporary English means to supply people with something that they need or want, especially regularly over a long period of term. It means to have a lot of something a little of something. Provision of educational facilities is the supply or act of making available those things of education of education which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided (Castaldi, 1977) in (Peretomode, 1998).

2.2.3 Concept of Utilization of Educational Facilities

Adegboyeje (2000) stated that, utilization is the degree or extent to which an item has been put into effective use. According to him, various degrees of utilization include non-utilization, underutilization, maximum utilization, optimum utilization and overutilization. In this regard, utilization of facilities for teaching has to do with judicious harnessing of teaching facilities for the achievement of educational objectives.

Yusuf and Akinniranye (2011) observed that, most schools are often under-utilized. They opined that, time utilization rate (TUR) and space utilization rate (SUR) are indicator used to measure the utilization of facilities for teaching. They define 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. The effective use of the classroom, desk, chairs, tables, chalkboard or white board as the case may be in teaching enhances better learning and longevity of these facilities.

2.2.4 Maintenance of School Facilities

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. Jarret, (2000) in Saba, (2006) sees maintenance as a process whereby machines are constantly checked and faults rectified to avoid any loss in man hours and to boast production. Ekenze (1991) opined that maintenance is work undertaken in order to keep or restore every facility to an acceptable standard.

School facilities maintenance basically relates to the repair, replacement and general upkeep of physical future as found in school buildings, grounds and seating systems. (Xaba, 2012) facilities maintenance is concerned with ensuring safe conditions for facility users, be they learners, educators staff, parents or guests, and is also concerned with creating a physical setting that is appropriate and adequate for learners. Maintenance culture according to Saba, (2006) is an acquired and sustained habit of ensuring tools and equipment one in good condition through maintenances.

Xaba (2012) make the point that school facilities if well-maintained and utilized by the learners translates into quality education. Young, Roehirich-Patrick, Josep and Gibson (2003: 2) postulate that an effective school established a well-disciplined, secure a wholesome learning environment, and maintain clean and orderly school building. Makut (2010) and Kalat (2006) believed that teachers and students have a crucial role to play in facility maintenance process. Xaba (2012) pointed out that maintenance of instructional facilities lend credence to the current Universal Basic 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 value and worth of facilities. Oladipo, (2001) observed that Nigerians have not yet developed the culture of maintaining 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 chemical were left opened on the benches unlabeled.

Edwards (1992) in Manga, Aliyu and Garba (2013) in his study of building conditions, parental involvement and student's achievement in the district of Columbia public school system found that students in school buildings that were in poor condition achieved 6% below students in school buildings that were maintained in excellent condition. He concluded that decaying school facilities, damaged electrical fittings, in operative heating and cooling systems is affecting the learning of students.

McGruffey (1992) found that proper building maintenance was related to fewer disciplinary problems. He also found that building components that are necessary for effective teaching and learning are usually absent in poorly maintained school buildings. Study conducted by Bower and – Burkett (1999) Shows that there is a significant and positive relationship between the maintenance of classroom, equipment, electricity, water supply, playgrounds, and landscaping and students academic performance in science with calculated r-values from 20 to 75.

Cash (1993) observed that, student's scores on achievement test were 5% lower in school building with poorly maintained laboratories, libraries, workshops and classroom furniture.

The importance of facilities maintenance cannot be over emphasized, the objectives of which according to Momoh and Onjewu (2006) is to among other things ensure facilities are always available to provide services to yield maximum benefits to students. To extend this life of the facilities for maximum benefit and to ensure operational readiness of facilities for continuous service.

School plant maintenance is confronted with numerous challenges especially at the post primary schools. Some of these problems that grossly erode the sustenance of maintenance culture include:

i. Lack of working tools necessary for the execution of maintenance operations
ii. Lack of adequate finances to purchases tools and pay for the labor.
iii. Lack of regular inspection to detect damaged building and equipments etc.
iv. Lack of regular supervision of staff to ensure that school plant maintenances activities are executed on daily basis.
v. Lack of a clear schedule of duties allocated to guide staff.
vi. Lack of delegation of authority to or committee so they can actively participate in the performance of maintenance operations.
vii. Lack of application of punitive measures or other sanction against staff who are found wanting in the discharge of their maintenance operations.
viii. Lack of rewarding hardworking staff that showed exceptional commitment.

ix. Lack of adequate Enlightment programme to educate staff and students on the need to embrace maintenance culture.

In order to entrench maintenance culture and ensure efficient performance of school plants maintenance activities, Manga, Aluju and Garba (2013) recommended the following strategies

i. Adequate tools are provided to make it possible and easier to perform various tasks on school plant maintenance.
ii. Adequate finances should be provided to purchases necessary tools required for effective execution of maintenance operation.
iii. There should be regular inspection of school facilities.
iv. There should be regular supervision of staff to ensure they perform their duties.
v. There should be a clearly spelt out schedule of duties to guide staff.
vi. The school head should delegate authority to staff and to committee that need to be in charge of ensuing the performance of school plant maintenance activities.
vii. Staffs that are deliberately negligent of their duties should be sanctioned and appropriately punished.
viii. Hardworking staff should be rewarded and commended for their diligence and commitment.
ix. Regular workshops, seminars and conference should be organized to enlighten staff and students alike on the need for school plant maintenance culture.

2.3**Provision Utilization and Maintenance of Educational Facilities**

2.3.1 **Provision Utilization and Maintenance of Infrastructural Facilities in Schools**

National Policy on Education provides a policy statement that anchors the provision, utilization and maintenance of facilities in our basic education system. The National Policy on Education (2005): in section one on philosophy of Nigerian education stipulates: Education and training facilities will be provided multiplied and be made more accessible to afford the individual a few more diversified and flexible choice 7 (3). AProfessional teacher should be aware of the usefulness and indispensability of instructional materials, resources, equipments, infrastructures and their refinements and techniques for achievement of better result in education (Okam, 1999). Mozeiobi, (1992) strongly subscribes to the view that an achievement of better result in classroom by the teacher derives very largely from functional application of instructional materials and resource, equipment, facilities and refinements of variety of instrument and techniques. Recently, study by Jekayika, (1993), Suleiman and Atiku (1997), Ajayi and Ayodele, (2001) proved that adequate provision of instructional resources has significant effects on student's performance and enhances the effectives of instructional delivery and supervision. Also Hallack, (1977), Agbenta (1993) Adeyemi and Igbineweka, (2000) emphasized the significance of different categorizes of physical facilities on the quality of academic programs. Hallack (1990) stressed that while available, adequate and relevant facilities promote academic achievements, unattractive school buildings cracked classroom walls and floors, lack of or inadequate playgrounds and surroundings inhibit academic achievement. A well designed functional school building with a wide array of

teaching aids provide effective delivery of the school's curriculum and are positively related to academic achievement (Ezewu, 1983, Bloom, 1978, McCabe et al, 1975) in (Peretomode, 1998). The World Bank, (1988) in Babatope (2010) noticed a correlation between economic development and the development of education and that of enrolment ratio in schools is one of the indices of developments that the quality of education is often a reflection of performance of graduates in the labour market which is also dependant on the quality of academic programmes and provision of instruction facilities provide by the various schools.

Jimoh, (2012) emphasized that the use of Infrastructuralfacilities are sine qua non in affecting behavior of learners of every field i.e. a prerequisite, requirement or an essential condition. He added that it is necessary to note that Infrastructuralfacilities are important catalysts of social re-engineering and change in learners. It is obvious that effective instruction cannot be well accomplished without the use of Infrastructural facilities. The reason is not far-fetched: advances in technology have brought instructional materials especially the projected and electronic materials to the forefront as the most radical tools of globalization and social development which have affected the classroom teaching learning situation positively.

Infrastructural facilities possess some inherent advantages that make them unique in teaching. For one thing, they provide the teacher with interesting and completing platforms for conveying information since they motivate learners to want to lean more and more. Also by providing opportunities for private study and reference.

Bolick, (2003) pointed to a good relationship between effective teachings and using of Infrastructuralfacilities. He argued that "…while some educators have been fascinated by the potential of Infrastructural facilities during teaching and learning. Others expressed doubts that instructional materials will ever incite teaching reform in social studies"

Okam, (1999) Observed that instructional material constitute vital features of our classrooms and are essentially to ease and bring about effectiveness in communication between teachers and learners. He added that materials like study prints including pictures and exhibits may be used not only in illustrating ideas, but also for simulating study for effective work during teaching learning situation. Chalk board may be used to build elements of process and explanations in classroom. Films and filmstrips are particularly useful in the provision of visual impressions of the realities behind the role of a variety of symbols and are therefore designed to assist the learner in building requisite vocabularies apart from enabling them establish appreciation rhythms, relationships among diverse phenomena (Ikwumelu, 1988) in (Makut, 2010) on the productive use of televisions whether broadcast or close circuit during classroom operation.

Famwang, (1989) in Okam, (1999) cited in Makut, (2010) explains that it is capable of helping to overcome learning barriers for many pupils by presenting important ideas, helping mould attitude and provide information in ways which demand neither high verbal proficiency nor physical presence at the scene of action. Again they are used for the purpose of understand usefulness of graphs,) pie, bar or line) charts and diagrams during lessons.

The philosophy of Nigerian education seems not unaware of scarcity and need for school facilities. Nevertheless the effort has not yielded dividend since the problem persist with new vigor most likely due to explosive school population and lack of maintenance and repair culture. These two factors top the list in impoverishing schools with facilities. Others are theft, poor contract arrangement coupled with insincerity by both parties, fire outbreak, and so on. The ratio of 1:2,000 media to students cannot afford the individual a diversified and flexible choice.

Despite Government policy statement that all schools will be properly equipped to promote sound and effective teaching and learning and in particular that suitable textbooks and libraries are to be provided to schools. That Government will after consultation with states set up a National Committee to advice on the production of suitable textbooks and instructional materials for the whole federation. That Governments is setting up an audio-visual aid development centre of the Federal Ministry of Education in Kaduna and will continue to provide funds in order to expand its facilities so as to bring service within the reach of each school (1985: 12 – 14) in (Usman, 2006). However, there seems to be in Nigeria schools an alarming shortage and even complete absence of instructional materials. Ajayi and Ayodele, (2001) further explained that the situation in secondary schools to some tertiary institutions are not much different as can be judged from the availability of basic instructional facilities such as lecture rooms, office accommodation laboratories and so on. Writing about the physical condition of equipments and facilities in schools Mbakwem and Asiabaka (2009) Lamented the unhealthy nature of the buildings: uncompleted, old and antiquated, sometimes dilapidated buildings over-crowded and un-

conductive classrooms, unsighted and unhygienic toilets inadequate laboratory and workshop.Hallack, (1990) stressed that while available adequate and relevant facilities promote academic achievements unattractive school buildings cracked classroom walls and floors, lack of or inadequate playgrounds and surroundings inhibit academic achievement many schools have no clean water supply within 500 meters of the school as stipulated in the UBE strategic plan (2001). There are no toilet facilities for children's conveniences; no functional libraries for training in reading culture and research (catch them young): no transportation systems for conveying the young learners to places of educational interests and other outings. These are blind sports that are not yet addressed yet they are critical need areas of the schools and their pupils. When pupils are exposed to disadvantage conditions of learning, learning would be slow (Mbakwem and Asiabaka, 2007a) According to Ajayi (2007) and Okebukola (2002), effective teaching and learning process cannot be guaranteed with inadequate instructional materials and infrastructures. In the same vein, Hallack, (1977), Agbenta, (1993) Adeyemi and Igbineweka, (2000) emphasize the significance of different categories of physical facilities on the quality of academic programmes. According to these scholars inadequacy of any category of these physical facilities could lead to overcrowding stress, unruly behaviors, distraction and gradual decay of symbolic things that help pattern human behavior. Makat, (2012) maintained that when instructional aides and infrastructure are in short supply teaching and learning is impaired. This implies that the quality of academic program is adversely affected.

2.3.2 **Provision Utilization and Maintenance of Teaching Facilities in Schools**

Teaching according to Walberg, (1982) in Hinjari, (2001) is a noble profession done by responsible officials – teachers to facilitate, direct, expedite, encourage, influence expected learning outcomes that are stipulated in the educational policy for socio-economic political and technological development. Teaching according to Onwuka, (1981) in Hinjari, (2001) involves the teacher in influencing desirable changes in behaviors on the part of the pupils. Nwokocha, (1996) in Zarif (2008) sees teaching as "a triadic and dynamic process involving a teacher in a conscious and deliberate act of teaching a pupil or student being taught and some material information or knowledge being imparted". To Akinpelu (2001), teaching is a family of activities which involves research, lesson planning, lesson presentation, marking of students work, provision of guidance and counseling moral up-bring and role modeling.

Fraenkel, (1973) in Makut, (2010) subscribed that teachers need to master their relevance for showing a numerical relationship which permits grasping the meaning of masses of statistical data quickly and accurately. He explain further that nearly any list of figure can be made into a graph which will be more interesting understandable than just a long page of numbers Toof, (1992) endorses that teachers have a duty to encourage students to produce experience chart, organizational chart and diagrams. IbeBassy (1986) also stressed that maps, models and globes are vital tools in everyday life. He continued that teaches uses maps for various location purposes, world maps can be useful in helping student learning world relationships in a given field such as population density, community production and population distribution. As globes are the only representatives of the earth in this there is no distortion.

The major function of a teacher is to channel and orient these instructional materials and resources into the effective teaching in order to achieve the desired ends among pupils and students and the success of the programme depend on the adequacy and the availability of good instructional material (Okam, 1999).

Gujjar and Malik, (2007) if the necessary facilities that will facilitate the training of child are not available, the teaching and learning process cannot be successful.Ema and Ajayi, (2006) opined that "without the teacher who is knowledgeable, Infrastructuralfacilities cannot create change and progress, the only time it begins to make impact is when the teacher begins to make use of it and allows it to take over its value".

Ema and Ajayi, (2004) assert that "teaching equipment and materials have changed over the years not only for facilitate teaching and learning situation but also to address the Infrastructuralneeds of individual and groups". Jimoh, (2012) asserted that different rent types and variety of instructional material are available to be used in teaching any subject effectively. However, it is not all topics that require the same type and quantity of material. As far as educational Infrastructural facilitiesis concerned. These materials could be purchased, locally made or improvised imported from other countries when necessary for the effective instructional delivery.

Yusuf and Akinniranye, (2011) affirms that, if school facilities are to be adequately and appropriately utilized, flexibility in the design of facilities is needed. For example, the provision of movable partitions on buildings makes it possible to expand and contract Infrastructuralspace to meet the demand of various teaching – learning situation. He added that alternative uses to which school facilities should always be explored.

School facilities which could be made to serve double or multiple purposes should be used for these purposes. The dining hall for example could be used for holding school assemblies, staging dramas as well as a venue for the community's cultural and recreational activities.

However, Hughes and Ubben, (1980) in Yusuf and Akinniranye, (2011) have emphasized that in order to make optional provision of facilities in school, school personnel and members of the community should have adequate knowledge of the functioning of such facilities and the alternative uses to which they could be put. Without such a knowledge some items will be under-used, some will be over used while others will not be used at all. Yusuf and Akinniranye, (2011) opined that "Time utilization rate (TUR) and Space Utilization Rate (SUR) are the indicator used to measure the utilization of schools and equipments. He defines the time utilization rate to mean ratio between the number of period during which classroom is used, and the maximum number of period available per-week. Space Utilization Rate (SUR) on the other hand compares the average size of the classes occupying a room and its theoretical capacity. Nwadiani, (2010) observed that the facilities in most schools are not only over utilized, they are also poorly maintained. Jimoh, (2010) holds that the teacher is assisted by Infrastructuralfacilities in overcoming physical difficulties that could have hindered his effective presentation of a given topic. He added that Infrastructuralfacilities generally make teaching and learning easier and less stressful. They are equally indispensable catalysts of social and intellectual development of the learners.

Joof (1995: 85) explained that" the concept of Infrastructural facilities has gone through several evolutionary stages from the simple aids Infrastructuraltechnology, media to communication and education technology". This according to him tells us that instructional materials are not just objects or equipments used during teaching-learning process but they are those objects improvised by the teacher to make conceptual abstraction more concrete and practical to the learners.

Gujjar and Malik, (2007) explained that Infrastructural facilities are the relevant materials utilized by a teacher during instructional process for the purpose of making the contents of instructions more practical and less vague. "Infrastructuralmedia today are very gradually finding their ways into the class where modern and versatile teachers are exploring new ways of transferring learning to the younger generation by the use of prints, visuals and audios or various combination of these trios make up all we have as Infrastructuralmedia: Infrastructuralmedia therefore are the information dissemination devices make up of prints, radio, picture including film, movies, photographs etc, used in the classroom for an easy transfer of learning"

More senses/media facilities should involve for more lasting and formidable teaching-learning (Trump 1962, Erickson 1968) in (Usman, 2006). He further explained that Government and indeed all the stockholders in education stressed the need for adequate provision and frequent utilization of Infrastructuralfacilities for a sound and effective instructional delivery Usman, (2006) Opined that real objects like pots, cutlery, furniture , stones, energy generating materials, clothes, foods e.t.c could be provision to class and utilized by the teacher. Models of human torsi, skeletons, shapes, globe, maps,

and houses etc could be made and brought to the class. Instructional simulation of family unit, market scene, Emirs, Chiefs or Sarki's palace banking etc could be made and presented in the class for effective teaching.

Those within the educational sector like graphic artists teachers and technologist could produce simple facilities through tracing with carbon papers, tracing papers, tracing box or high box, glass or glass winder the grid method (enlargement and reduction) enlargement by opaque, and photograph method through the use of an instrument called pantograph all with the aim of marking good use of them in order to facilities instructional delivery task. Improvisation is a way of making instructional materials ready for use during teaching-learning process. Improvisation, according to Igunnu (2006:3) in Usman (2006) "is to make or do something quickly in time of need using whatever is available…sometimes due to unexpected circumstances that can surface during a program or due to location". Hence the teacher has use his ingenuity, senses and skills to bring out something that looks and function like original so as to achieve set objectives.

Adeleye (2008) Summarized Infrastructural facilities available for instruction into four major categories: Visual aid-these include pictures, maps, charts, graphs, diagrams, chalkboard, sketches, 'atlas and painting. Audio visual aids-television, computer programmes, film trips, video recording and projectors; Auditory aids-audio recordings, radios, records or cassette tapes, music and printed materials – Encyclopedias textbooks magazines, formals, newspapers, pamphlets novel poems simulation games, government records and publication games, government records and publication almanacs biographic, editorial cartoons and case studies.

Jimoh, (2010) grouped the kinds and categories of Infrastructuralfacilities used in effective delivery of instruction under three broad categories to include projected and electronic materials, non-projected materials and phenomenal and manipulative materials. Projected and electronic materials are forms of media which could be visual, audio and audio-visual in naturethat requires projection and electricity in their using process for teaching and learning situation. Non-projected materials: Ughamadu (1992) in Anyannwu 2003) assert that, non-projected materials are those materials that do not require any form of projection before they can be utilized. These could include the following, textual and non-textual, chalkboard, magnetic broad/soft/broad flip-chart, and specimen, models etc phenomenal and manipulative materials. These Infrastructuralfacilities or material are majorly community based-resources that, promote the teaching-learning of moral values and cultural activities of the learners. Phenomenal are Infrastructuralsituations such as event, things, features settings, festivals resource persons and other community resources that are directly apprehended by the learner at their natural setting. Manipulative materials are Infrastructural facilities that, the learners actually handled skillfully, deal with and manage expertly to bring about the desired behavioral changes.

It is very important of a professional teacher to note and bear in mind that every instructional material has its definite unique strength in teaching-learning situation. It is necessary to note also that though effective communication better teaching and faster learning can only be facilitated or guaranteed by careful selection and skillful utilization of appropriate Infrastructural facilities by the users. (Jimoh, 2010).

Principles and requirement for the selection of instructional aids or materials according to Jimoh, (2010) included (i) Instructional task; - The behavioral objectives, contents learning activities, evaluation instruments and techniques as element of Infrastructuraltask should be taken into cognizance by an effective teacher in the selection and development of Infrastructuralmaterials and equipment.

Dynamic variable: - These variables constitute the concentration and size of the target audience, the desired level of learner's response and participation, the class room, social climate, sitting, viewing and listening arrangement, available time, space, teacher competence among others are to be seriously considered in the selection, decision and development. The environmental factors; these consists the educational community and the available educational infrastructure. Such as people, facilities, equipped library, workshops, laboratories, electricity, water supply and personnel should equally be considered in the selection and development. Similarly, Bozimo (2002) posited the following criteria in the selection of instructional materials:

i. Appropriateness of the materials to the instructional objectives
ii. Freedom of the content from bias,
iii. Degree of the quality variety of the materials
iv. Quality of the format, print, sound or photography,
v. Availability of the materials to clarity objectives of and how to operate the materials.

Kissock (1981) in Bozimo (2002) also poses some questions that will assist a teacher in the selection and application of infrastructural instructional materials. These questions are as follows:

i. Do the materials fit within the planned rational and scope of the program?
ii. Will their use help ensure alignment of objectives created for this program?
iii. Are they compatible within the teaching strategies selected?
iv. Do they offer the content which is important for achievement of the objective?
v. Are their languages and vocabularies appropriate for the students reading abilities?
vi. Are there any harmful ethnic, religious, social, sexual or racial biases in the materials?
vii. Are they well made?
viii. Is the cost appropriate and affordable?
ix. Will they be useful for the length of time desired?
x. Will teachers find the materials easy to use?
xi. Will students be interested in making use of them?
xii. Are they factually correct?

Jimoh, (2010), Asiabaka and Mbakwem (2011) and Anyanwu (2003) identified some guidelines and requirement for the utilization of instructional materials for according to them utilization judges the value of instructional aids. Teacher's ability to effectively utilize the available materials and optimize the attainments of instructional situation varies

with their level of utilization. However, once materials have been selected, careful preparation comes first by the user.

Anyawu (2003) identify three ways by which the teacher should prepare for the use of instructional materials, these are: By previewing before they are brought to the class. The teacher should have the first knowledge by using it himself before the class. First knowledge – the teacher should have a full knowledge of the parts, names, operational level of the intended Infrastructural facilities. Actual presentation – this is the period the teacher operates and uses these materials in instructing the children.

The following however, are the basic guidelines and requirement for utilization of Infrastructural facilities in effective instructional delivery:

Specification of Objectives: clear objectives which are behaviorally stated provides guides in instructional materials using process, they direct the sequence, methods, content and techniques of instructional process. They provide scientific basis of valid evaluation instrument construction and administration.

Maximal fit with Instructional Tasks: instructional materials must be appropriate to situational determined and individually responsive.

Preparation and Previews: for effective and successful use of instructional material for proper teaching-learning situation, the teacher must in advance prepare himself, the learner and the environment the material as a matter of must should be previewed by the teacher in order to follow its process of presentation sequentially.

Multi-Dimensional Presentation: proper and creative use of a variety of instructional materials at different level of lesson planning can be adequately achieving various instructional objectives reasons because it will enrich variety of learners mid as they attain better goals more easily than with the use of a single medium.

Environmental Situation: the environmental variables such as physical, cultural and social in which the instructional materials are utilized for learning have significant effect on their effectiveness sound-motion film for instances with their attention – complexly properties can be successfully presented in less quit environment.

Measure for Outcome: Infrastructural instructional materials should be evaluated in terms of their suitability, practicability to the instructional objectives, appeal to the cost effectiveness, learner achievement level, consistency with content call for improvement in utilization techniques etc.

According to the National Education Knowledge Industry Association "School buildings are a tool in the enterprise called learning and, like any tool, they can help or hurt the enterprise. We can't control all the influences that affect a child's learning, but we can control the kinds of learning facilities to which we send our children". (Harry, Ed, Lynnisse, Linda and Teresa, 2003). Daniel Duke with the Thomas Jefferson Centre for Educational Design at the University of Virginia in Harry, Lynnisse, Ed, Linda and Teresa, (2003) has postulated that building condition affects many intervening variable, which, in turn, influence student learning. Jimoh, (2010) opined that the computer has now been found to be the most suitable, and versatile medium for individualized learning because of its immense capacity as a data processor, using for different games for the

children. The computer technology has made it possible for students to avail themselves of internet facilities. Website abound where instructor and learners can visit in order to obtain needed information (Jimoh, 2010). Esu, (2004) expressed that instructional materials assist the learners in acquiring clear concepts of subject matter, they are also students' best single academic friend.

Osobonye (2002) in Mari, (2006) Opined that the extent to which the child can practice the skills depend on the availability of facilities to diversify his experience. Also Voss (1982) in Mari, (2006) observed that laboratory experiences provide knowledge of specimen, phenomena or illustrations of basic principles and their applications and serves as verification of facts. Bolick, (2003) asserted that instructional materials are integral components of teaching-learning situation; it is not just to supplement learning but to complement its process. It then shows that, if there must be an effective teaching-learning activity, utilization of instructional materials will be necessary. He added that manipulative materials should be made available for use by learners especially pupils in lower basic education classes in all their instructional process. Manipulative materials according to Esu, (2004) are instructional materials that, the learners actually handle skillfully, deal with and manage expertly to bring about the desired behavioral changes. They are important for the development of skill in professional training. They promote complete mastery of the content materials and the specific objectives. They also form part of both the instructional and performance evaluation can be adhered. Manipulative materials express the channel through which the required learning takes place. They cut across all aspects of skills development and mastery learning. These materials are vital for

effective instructional delivery because such skills as communication, tolerance, patience, and assertiveness are easily demonstrated, learnt and observed through instructional games. They are embedded in cared and board games that have specific instructional values in order to enhance basic and logic reasoning amongst learners.

Most teacher will agree that during the last decades the quality of instructional resource, including text-books has greatly improved, but with qualitative changes and a rapidly multiplying supply of available materials, the teachers problem of selection has grown increasingly acute" (Arudorf 1969: 278) in (Jimo, 2010). Instructional materials in great qualities are being placed in school at an ever increasing rate. The teacher's problem today then is not the lack of materials, but how to make the best instructional use of those available to him. (Jarolinek, 1971) cited in (Jimoh, 2010) unfortunately, instructional materials especially with the modern innovation are grossly lacking and faced with a lot of problems in its use by teachers. Some of the revealing problems in the foregoing include:

Teacher's professional knowledge and Technical Know-how: since educational communication and technology is a fairly new area of importance in education especially in developing communities like Nigeria, it is a highly technical field, and to understand how it can affect the instruction delivery, one first has to understand the operational functionality of the resource kits, for instance a teacher who is not computer literate would found it difficult to apply its operation even when and where necessary, or even if the teacher has a partial knowledge of the operational function of the materials. The materials might be wrongly used thereby creating a wrong impression for the audience or the students.

Environmental Factors: the degree of satisfaction derived by children in respect to conformability of environment of that learning situation is a great deal. For instance teaching versatility of social studies content in a very remote area where there is no availability of electricity and probably part of the contents may require projected materials, this will come to be very difficult learning to accomplish.

Time Constraints: In most cases the time allotted for a subject on the timetable might not be enough for the teacher to present his contents alongside with effective use of the materials which will affect the wholesome delivery of the content.

Financial Constraints: there are sophisticated instructional materials that can make learning easier and faster such as computer-aided programme but lack of funds has effects on its importation and use in schools. The consequences of the under-funding of this sector are obvious and immediate.

Poor Maintenance Culture: Materials available for the effective instructional delivery are poorly manhandled by both the teacher's learners and some school authority. Schools are affected by non-availability of resource room for proper keeping of these materials.

Unavailability of the Instructional Materials:

Another pressed issue about instructional materials for use is that, the materials are grossly lacking in the schools (Adewoye, 1987, Akafa 1986 and Buba 2003).

Having seen the problem associated with the use of facilities and equipments for teaching learning process, Jimoh (2010) opined that all hands must be on desk to ensure

adequate provision of these materials. Bozimo (2002) “the important of instructional materials lies on the fact that abstract ideas, data or information expressed in printed page become tangible and concrete when they are translated or reflected in forms of instructional material and resource.

The implications of using instructional materials and equipment can be summarized to include the following:

i. They can be used to explain our points, reduce abstracting, create reality and simplify events.
ii. Use of some organs in attempt to learn, you must appeal to the sense organs of sight, learning, teachers feeling and tasting. Systematically designed materials provide you with this opportunity.
iii. Interest arousing, departure from boring and usual.
iv. Encourages active participation, their use can lead to the beginning of learner’s development of exploratory and inquisitive nature of the child.
v. Pace learning, you can use them to meet the learners’ individual learning capability that is moving at their own pace.
vi. Saves the teachers time, reinforce what you are saying ensure that your point is understood, and signal what is important/essential.
vii. Enable students to visualize or experience something that is impractical to see or do in real life.
viii. Facilitate different learning styles.

2.3.3 **Provision Utilization and Maintenance of Learning Facilities in Schools**

Ngwoke, (1995) defines learning as a process which causes a change in the behaviour of an individual. Denga, (1998:16), To him learning is a process which involves the management of facilities interest, habits, social adjustment, acquisition of knowledge, role selection, beliefs and formation of cognitive change in human behaviour which involves deliberate instruction, practice and experiences. Learning is simply a change in an organism due to experience that affects the organism's behaviour. (Hintzman, 1998).

United Nations Educational Scientific and Cultural organization (UNESCO, 1998) further stressed that monitoring of learning achievement report on the available instructional materials in 960 sample secondary and primary schools across the country revealed that chalkboard and chalk were the only materials reported as being adequately available in the schools.

Manga, Aliyu and Garba, (2013) Expressed that the provision and maintenance of physical inputs in particular will create a conducive school environment for effective teaching and learning. Several other studies conducted on the place of facility maintenance to teaching learning process indicated that decaying school facilities, damaged electrical fittings, inoperative heating and cooling systems affects the learning of students and moral of teachers. Lowe (1990) found out that proper maintenance of school facilities positively affected teachers moral by giving them a sense of personals safety, renewed hope and commitment as well as the belief that the district cared about what went on in school buildings.

Anyanniyi, (2006) Observed that, considering the state or Nigerian economy, there is the need to inculcate a culture of maintenance in our learners and teachers while the dilapidated structures and those that have been broken down should be repaid. The deterioration in the condition of improperly maintained physical facilities could best be avoided if proper preventive maintenance procedures are implemented and used by school district. A recent National Survey conducted by the American Association of School Administrators found that 74 percent of school facilities should be replaced or repaired immediately; another 12 percent were identified as immediately; another 12 percent were identified as inadequate places of learning (Hansen, 1992) in (Frazier, 1993). UNESCO, (1984) Explained that there must be a maintenance culture in order to avoid dilapidation and fast wearing out of the facilities.

In spite of the great significance attached to the provision of school facilities, the school lands in many Africa Secondary Schools across the continent are poorly maintained. Frazier, (1993) opined that the maintenance challenges can only be met if leadership of international community's is forthcoming with legislation of facilities Act to accommodate the influx of students at colleges and schools. Taiwo, (2002) noted that the physical environment in most secondary schools in African centuries is literacy aggressive due to poor maintenance culture. Otu, (2002) noted that is very common to see secondary school classrooms with broken windows and doors, collapse ceilings, damaged roofs, cracked walls, faded paints, broken furniture non-functional equipment, electrical fittings and damaged infrastructures. Jagaba (2004) added that playgrounds, libraries and laboratory equipment are generally in poor condition in many secondary schools.

Anyanniyi (2006) observed that facilities in most of the schools across the country are in a dysfunctional state due to poor maintenance culture. Mbata (1990) revealed that some equipment, workshops and classrooms are sub-standard not to talk of being properly maintained. Lowe (1990) noted that poor condition of school facilities also resulted in higher rate of absenteeism low morale and reduced job satisfaction. Oyedeji (1998) maintained that there is a positive relationship between the quality of maintenance and the level of functionality of school plant. He identified the significance of school plant maintenance to include:

i. School plant maintenance makes it possible to have a clean and healthy school environment.
ii. It ensures that school buildings and facilities are kept safe and well protected.
iii. It ensures that school facilities are constantly functioning in gfood working condition.
iv. It helps to slow down the rate of degradation of facilities and extends their life span.

Vickey (1984) in Okapi, Alex and Onjewu (2006) points out four policy options open to the planner who is considering the maintenance of the stock of school buildings, furniture and equipment.

i. No Maintenance at all: This is a situation in which maintenance is adjusted too costly to include in the school budget or where the government judges that there is no need to change maintenance against public funds.

ii. **Emergency Maintenance:** This is urgent attention given to repair facilities damaged by the natural events.

iii. **Adhoc Maintenance:** This is the provision of a general sum of money in the budget which is used at the discretion of education authority to finance unplanned maintenance activities.

iv. **Planned or Preventive Maintenance:** This is the maintenance undertaken at regular interval with a view of reducing or preventing the future deterioration of items.

Considering the immense value of maintenances of facilities toward sustaining a conducive learning environment, principals of secondary schools in Africa and Nigeria in particular should re-direct their energies to develop and apply effective plant maintenance strategies. Ogunu (2000), Taiwo (2000) and Sani (2007) identified types of maintenance approaches to include:

i. Individual school Custodian Maintenance Approach: Here maintenance is highly centralized and the school custodian ensures that maintenance tools are not only provided but that subordinate staff on daily basis executes maintenance duties.

ii. District wide maintenance approach: This is where there is a fully staffed maintenance department within an expert maintenance crew which handles different aspects of maintenance work.

iii. Situational Maintenance Approach: This depends on availability of funds that are usually generated by charging the public for their use of school facilities.

iv. Committee maintenance approach: these centers on giving maintenance responsibility to a constituted works committee comprising of teachers students and supporting staff.

v. Community participating Maintenance Approach: This is where technical experts and professional brick layers, plumbers, carpenters, welders, mechanics and other members of the community form a committee jointly with the school to provide maintenance services.

vi. Emerging Maintenance Approach: Action regarding school plant maintenance is taken only when there is an emergency situation or disaster.

vii. Adhoc Maintenance Approach: This is where limited funds for maintenance are kept with an official of the ministry or school Board to respond to maintenance need of schools according to the gravity of their needs.

viii. Preventive Maintenance approach: This is well-planned pro-active and systematic maintenances that consultancy cheeks and takes preventive measures before problem will arise.

When huge sums of money have been used to construct schools and equity them with necessary physical facilities it is naturally expected that such facilities will be properly maintained. The school manager therefore has the statutory responsibility of ensuring that everything possible is done to keep the school plant in good functioning condition. The school head need to enforce the following school plant maintenance activities.

i. school grounds and the entire environment should be swept clean from wastes generated by animals, plant and human beings on daily basis;

ii. school buildings should also be swept, floors and furniture scrubbed of dust on daily basis;

iii. electrical bulbs and fluorescent tubes should be replaced when they expire.

iv. school plant landscaping need to be maintained regularly;

v. refuse and sewage should be regularly disposed in order to maintain a healthy and clean school environment;

vi. school plant security should be maintained at all times;

vii. machines and other mechanical devices should be lubricated to make them run smoothly;

viii. water supply infrastructure such as pipes, taps, wells boreholes, tanks and other equipment should be kept in good condition; and

ix. road network and walkways in the school need to be beautified and kept in good condition for smooth traffic of vehicles and pedestrian movement.

Khan and Iqbal, (2012) found that excellent school facilities are basic ingredients for a successful learning and are very important for achieving the targets and improving the literacy rate of a country. The phenomena that some schools have surplus facilities and others lack them are an indicator of poor educational planning in schools.

Lyons, (2012) documented that learning is a complex activities that supremely tests students' motivation, teaching resources, their skills of teaching and curriculum.

He further concluded that there was an explicit relationship between the physical characteristics of school buildings and educational outcome. Also a study by American Schools Board Journal, (2000) in Dare (2009) on the effect of heat and humidity on learning showed that children in classroom with controlled temperature did better than those in the uncontrolled temperature.

Fuller et al. (1999) revealed that physical learning environment or the places in which formal learning occur range from relatively modern and well-equip building to open-air gathering places. The quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure. Some author augured that "extent empirical evidence is inconclusive as to whether the condition of school buildings is related to higher student's achievement, after taking into account students' background".

American Association of School Administrators (1999) reported that students were more likely to prosper when their environment was conducive to learning. Environmentally responsive heating air condition and ventilating systems either in new or renovated school provided a more comfortable learning environment. A number of studies have shown that many school systems, particularly those in urban and high poverty areas are plagued by decaying buildings that threaten the health, safety and learning opportunities of students. Good facilities appear to be an important precondition for student learning, provided that other conditions are present that support a strong academic programme in the school. A growing body of research has linked student achievement and behavior to the physical building condition and overcrowding. Decaying environmental conditions such as peeling paint crumbling plaster non-

functioning toilet poor lighting, inadequate ventilation and inoperative heating and cooling system can affect the learning as well as health and the morale of staff and students. http://wwwe.edgov/officesOESE/archives/units/constructionimpact2.

A study of the District of Columbia school system found, after controlling for other variables such as a student's socio economic status, that student's standardized achievement scores were lower in schools with poor building conditions. Students in school buildings in poor condition had achievement that was 6% below schools in fair condition and 11% below schools in excellent condition (Edwards, 1991). Http//www2. ed.gov/office/DESE/ac hives/units/const ructionimpact2

Cash (1993) examined the relationship between building condition and student achievement in small, rural Virginia high schools. Student scores on achievement tests adjusted for socioeconomic status was found to be up to 5 percentile point lower in buildings with lower quality ratings. Achievement also appeared to be more directly related to cosmetic factors than to structural ones. Poorer achievement was associated with specific building condition factors such as substandard science facilities air conditioning locker conditions, classroom furniture, more graffiti and noisy external environments.

A study of North Dakota light Schools a state selected in part because of its relatively homogeneous, rural population, also found a positive relationship between school condition (as measured by principals survey responses) and both student achievement and student behavior. (Earthman, 1995)

http:/wwww2.ed.gov/offices/DESE/archives/unit/construcitonimpact2.

Research indicates that the quality of air inside public school facilities may significantly affect students' that youth especially those under ten years of age are more vulnerable than adults to the types of contaminants (asbestos, radon, and formaldehyde) found in some school facilities (Andrews and Neuroth, 1988). http:/www2.ed.gov/offices /DESE.archives/units/construction impact2

2.3.4 **Provision Utilization and Maintenance of Welfare Facilities in Schools**

The law, workplace (health, safety and welfare) regulations, states that employers must provide, suitable and sufficient welfare facilities for the well-being of their employees while at work.

Staff and students welfare is an-encompassing term covering a wide range of facilities that are essential for their well-being. Welfare facilities cover such areas as toilet, washing somewhere clean to eat and drink during breaks and changing facilities. The extent of the facilities you need to have in place will depend somewhat on the number of people you employ and the work they will be undertaking but organizations such as schools you will need to provide; enough toilets and washbasin for those expected to use them-including disabled toilet.

i. an area for eating and drinking;
ii. where possible, separate male and female facilities;
iii. clean drinking water either tap or bottled;
iv. rest facilities for program and nursing methods;
v. sanitary facilities;

vi. office and desk;

vii. floors and traffic routes; and

viii. school bus for students and other vehicles for staffs usesmaintenance fund.

In a school setting and ofcourse in most organizations, health, safety and welfare are basic requirements at work and can be divided into four broad categories; the working environment, welfare facilities, workplace safety and housekeeping. The provision of adequate welfare arrangements is important both in terms of complying with the law and keeping the workforce happy. People tend to perform better and be happier at their work if they are working in a healthy environment. The health, safety and welfare at work etc, act 1974 employers and those in control of workplaces, have a general duty under, the act to ensure so far as is reasonably practicable the health, safety and welfare of all their employees and anyone who uses premises. In Scotland, smoking is prohibited in the school and other public places. Hazardous substance and order discriminate refuse disposal or dumping, factory noise and smoke are punishable by law. The law also stipulates that employers needed to assess the risks of falling from a height and injuries from falling objects. Schools must be securely fenced with proper security outfit and all other welfare facilities for both teachers and students such as school clinics, communication, vehicles staff house accommodation, student's hostel. etc www.healthy working lives.com/advice/legislation-and–policy/employee issues/welfare workplace.

Asiabaka and Mbakwem, (2010) holds that school child should be groomed on the proper use of toilet facilities, refuse disposal and sanitation, the importance of games and

sports as well as science resource corner among others. “Train a child the way he should go and when he grows up, he will not depart from it” (Proverb 22:6).

They further explained that if the necessary facilities that will facilitate the training of a child are not available, the teaching learning process cannot be successful. How children witness the environment, live in it and interact with it are all crucial to their life long experience. They should be made to see, observe and experience positive values and imbibe them (http/www.ncert.nic.onkf.chap2.htm).

Lyons, (2012) documented that learning is a complex activity that supremely test students’ motivation, physical condition, teaching resources, their skills of teaching and curriculum. Obanya, (2001) pointed out that the “hands on experience” acquired through interactive and practice-oriented program are completely when learners are denied the opportunity to handle or manipulate laboratory equipments, tools and other machines.

2.3.5 **Provision Utilization and Maintenance of Recreational and Games Facilities in Schools**

Recreational, leisure and games have long been considered important human and societal health. As was illustrated in sporting activities (variety musical shows and P.T bar num circus), and organizations (YMCA Olympic Games)

Physical Educationaccording to National Association for Sport and Physical Education, (2001), an association of the American Alliance for Health, Physical Education, Recreation and Danceplays a critical role in educating the whole student. Research supports the importance of movement in educating both mind and body. Physical education contributes directly to development of physical competence and

fitness. It also helps students to make informed choices and understand the value of leading a physically active lifestyle. The benefits of physical education can affect both academic learning and physical activity patterns of students. The healthy, physically active student is more likely to be academically motivated, alert, and successful. In the preschool and primary years, active play may be positively related to motor abilities and cognitive development. As children grow older and enter adolescence, physical activity may enhance the development of a positive self-concept as well as the ability to pursue intellectual, social and emotional challenges. Throughout the school years, quality physical education can promote social, cooperative and problem solving competencies. Quality physical education programs in our nation's schools are essential in developing motor skills, physical fitness and understanding of concepts that foster lifelong healthy lifestyles.

Physical Benefits

Physical education is unique to the school curriculum as the only program that provides students with opportunities to learn motor skills develop fitness and gain understanding about physical activity. Physical benefits gained from physical activity include: disease prevention, safety and injury avoidance, decreased morbidity and premature mortality, and increased mental health. The physical education program is the place where students learn about all of the benefits gained from being physically active as well as the skills and knowledge to incorporate safe, satisfying physical activity into their lives.

Elementary

In the elementary grades, the physical education program emphasizes the development of fundamental loco motor, non-loco motor and manipulative skills through the main content

areas of educational games, dance, and gymnastics. The movement framework, (i.e., body, space, effort, and relationship) is also a part of the core content and is the basis for developing, expanding, and refining children's range of motor skills and awareness. Quality instruction by physical education professionals is critical if children are to develop fundamental motor patterns (e.g. jump, throw, skip, hop, catch, and kick). The motor skill foundations established during the elementary grades may enhance children's social, cognitive and physical development and increase the likelihood of continued interest and participation in physical activity. Fitness at elementary grades is supported by a rich experience in many basic movement forms.

Adegboyeje, (1994) described school facilities as embracing school plants, school site, buildings, classrooms, corridors, playgrounds and other land, lighting, sanitary and other facilities; furniture and equipment's as well as consumable items, which include paper, pen, pencil, chalk, dusters, gums, staples and pins.

A recent report, evaluating school facilities in Milwaukee (2000) completed by the council of Educational facility planners international documented that "Facility condition may had a stronger effect on student performance that the combined influences of family background, socio-economic status, school attendance and behavior".

2.4 Empirical Studies

In a study by Asiabaka and Mbakwem (2008), titled Assessment of Facility needs for Government Primary schools in Imo State: Some neglected areas. The study assessed the facility needs of government primary schools in Imo state of Nigeria. All then 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 resource corners. Rain harvesting was the major source of water supply. Toilet facilities were not available in virtually all theschools. Although the communities benefitted from rural electrification, the primary schools were not supplied with electricity. Furthermore, findings showed that only football fields were the sporting facility available in then schools. There was no transport system in any of the primary schools. The primary schools were dilapidated and floors needed re-plastering. It was also found that most of these schools still had mud 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-datein all the primary schools in the state. This will ensure effective teaching and learning. The study further recommended thatthe host communities should assist in the provision of facilities in the primary schools located in their communities.

In another study titled Management of Educational Facilities in Nigerian Secondary Schools: The Roles of Administrators and Inspectors. The paper focuses on management of educational facilities in Nigerian Secondary Schools. Increase in demand for education as a result of Federal Government's efforts, has brought pressure on existing facilities in then schools. Administrators and inspectors of schools are responsible for effective management of the facilities in order to, prevent wastages and ensure achievement of educational objectives. The paper therefore highlights the stages

in facility management and the functions which could be performed by managers of education in order to achieve effective management of the facilities.

Recommendations were made as thus:

Effective management of educational facilities is vital to the achievement of educational objectives. Therefore the following recommendations are worthy of note.

- Relevant and adequate facilities must be supplied to schools at the right time. This would enhance the implementation of education objectives. The Government and other stakeholders should set aside substantial amount of money for provision of such facilities.
- It is also recommended that there should be different forms of training programmes such as seminar, workshop in which adequate knowledge on utilization and maintenance of facilities would be acquired. This will assist users in putting the facilities into effective usage. Experts in the use of a particular facility can be invited to teach others.
- Moreover, teachers, students and members of school community should develop positive attitude towards the use of facilities. Enlightment could be organized for the stakeholders and on proper management of school facilities. This could necessitate organizing an Enlightment programme for them.
- Regular maintenance and improvement services should be conducted in order to enhance quality performance and durability. In this regards staff members who are experts in particular fields could be assigned to maintenance and improvement services.

- Finally, it is recommended that a holistic approach to facility management should be adopted. This is to ensure that provision, utilization, maintenance and improvement efforts on the facilities are adequately given attention in the management process.

2.5 Summary

In the light of the above problem under investigation the wide conscientious and related literature has been reviewed in line with the above stated research objectives and questions under the following sub-headings; concepts of school facilities, provision of facilities, utilization of facilities and maintenance of facilities. Concepts of teaching, learning and Secondary School Education. The issue of adequate provision, maximum utilization and strategies for maintenance of school facilities, objectives and importance of facility maintenance, effects of inadequate provision of facilities to teaching and learning situation, problems associated with the utilization of instructional materials and the way out, maintenance activities in the school and so on were addressed.

However, it does appear from the above background that provision, utilization and maintenance of facilities for teaching and learning in school requires study, since no study available to this researcher that has combined the provision, utilization and maintenance of facilities in relation to effective teaching and learning. This study was therefore designed to investigate provision, utilization and maintenance of facilities for teaching learning in Bida and Kutigi Educational Zones in Niger State.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this study is to assess the provision, utilizationand maintenance of facilities in secondary schools in Bida and Kutigi Educational zones in Niger State.

The chapter discusses the following sub-sections; research design, population of the study, sample and sampling techniques of the study, instrument of the Study, validity of the instruments, reliability of the instrument, administration, scoring of the instruments and the methods of data analysis.

3.2 Research Design

The research design adopted for this study is descriptive study (Survey type). The researcher used this because the variables under study are quantitative discrete variables, Sambo(2008). Quantitative discrete variables are variables that can be assigned numerical values which are counting numbers that do not take anyintermediate values. The values can always be listed e.g. number of books in the library. Therefore, the assessment of provision, utilization and maintenance of facilities could be quantified, counted or listed in whole numbers. Survey design allows the researcher to describe variables (objects) in their natural existing scenario using questionnaire without any manipulation of either dependent or independent variable.

3.3 Population

The population of this study basically consisted of the principals and teachers of public Secondary Schools.There are a total of 137 secondary schools in Bida and Kutigi

Educational zones in Niger state with same number of principals and total of 2,630 teachers as presented on Table 3.1.

Table 3.1 Population

S/N	Zone	L.G.A$_s$	No. of schools	Teachers per L.G.A.
1.	Bida	Bida	16	1259
		Agaie	14	144
		Katcha	27	236
		Gbako	15	112
2	Kutigi	Lavun	30	447
		Edati	11	122
		Mokwa	22	310
TOTAL		7	135	2630

Source: Niger State Ministry of Education (MOE, 2014)

3.4 Sample and Sampling Techniques

The researcher envisaged problem of time frame and financial constraints and therefore could not cover the entire population. Hence the researcher sampled 300 participants (137 Principals and 163 Teachers) from the above population using judgmental or purposive sampling. Purposive sampling was chosen because the researcher wished to have a wider and even coverage of theopinions from target population, on that note every principal became automatic member of the sample, one teacher also per School

in addition to one each from first five most populated Schools, and as such Table 2 was reached.

Table 3.2 Sample Population of the Study

S/N	EDUCATIONAL ZONE	L.G.A	NO.OF SCHS.	PRINCIPALS AND TEACHERS/ LGA	SAMPLE OF PRINCIPALS AND TEACHERS/L.G
	BIDA	1. Bida	16	1259	36
		2. Agaie	14	144	31
		3. Katcha	29	236	62
		4. Gbako	15	112	34
	Sub-Total	**4**	**74**	**1751**	**163**
	Kutigi	1. Lavun	30	144	64
		2. Edati	11	122	25
		3. Mokwa	22	310	48
	Sub-Total	**3**	**63**	**879**	**137**
	Grand total	**7**	**137**	**2630**	**300**

3.5Instrumentation

A Self designed questionnaire with Seventy five (75)Question itemstagged Provision Utilization and Maintenance of Facilities Questionnaire (PUMOFQ) was adapted by the researcher.The Questionnaire was made up of Sections A and B. Section 'A' sought biographical data of Respondents such as: School, Name, class taught, age, and sex. Section 'B' contained 15 item statements for each facility. The Likert scale rating of strongly agreed (SA), Agreed (A), strongly disagreed (SD), Disagreed (D) were used to obtain raw data from the respondents.

3.5.1 Validity of the Instrument

The designed instrument was validated by mysupervisors from the Administration and planningunit of the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria, and other experts on research studiesand was subjected to the pilot study.

3.5.2 Pilot Study

Pilot study was conducted at Government Day Secondary School and Bosso Secondary School Minna in Niger State. In the pilot study, the validated instruments were administered once to the respondents composed of two Principals and 78 Teachers.

3.5.3 Reliability of the Instrument

To estimate the reliability of the instrument, Split-half method was used to divide the subjects in to even and odd (two) groups. The Pearson Product moment correlation

coefficient was applied to estimate the reliability of the instruments, and then the Spearman-brown-prophecy formula was used to compute the final reliability coefficient, the r = 0.82 which indicate that the instrument was reliable to measure what it is supposed to measure

3.8 Methods of Data Analysis

The data collected were statistically analyzed using mean and standard deviation at the descriptive statistical level, while chi-square was applied to data for testing the hypotheses at the inferential level.

CHAPTER FOUR
PRESENTATION OF DATA ANALYSIS

4.1 Introduction

The objective of this was to investigate the differences that existed between the opinions of Principals and Teachers on provision, utilization and maintenance of various Educational facilities in Secondary schools. This chapter discussed the following Subsections:

4.2 Analysis and Interpretation of Data

Hypotheses were formulated in chapter one for testing by statistical analysis. Two main types of tests were adopted**;** the descriptive statistic was used to get the mean and standard deviation for the research variables and in testing for differences between the opinions of the Principals and Teachers in Provision and Maintenance of Education Facilities, inferential statistics. All the hypotheses sought to establish the differences between the opinions of the Principals and Teachers in Provision Utilization and Maintenance of various Educational Facilities inSecondary Schools in Bida and Kutigi Educational Zonesin Niger state. The results of the analysis have been represented in tables and figures.

Hypothesis 1 (Ho_{1a}): There is no significant difference in the opinions of Principals and Teachers on provision of infrastructural facilities in Secondary schools in Bida and KutigiEducational Zonesin Niger State.

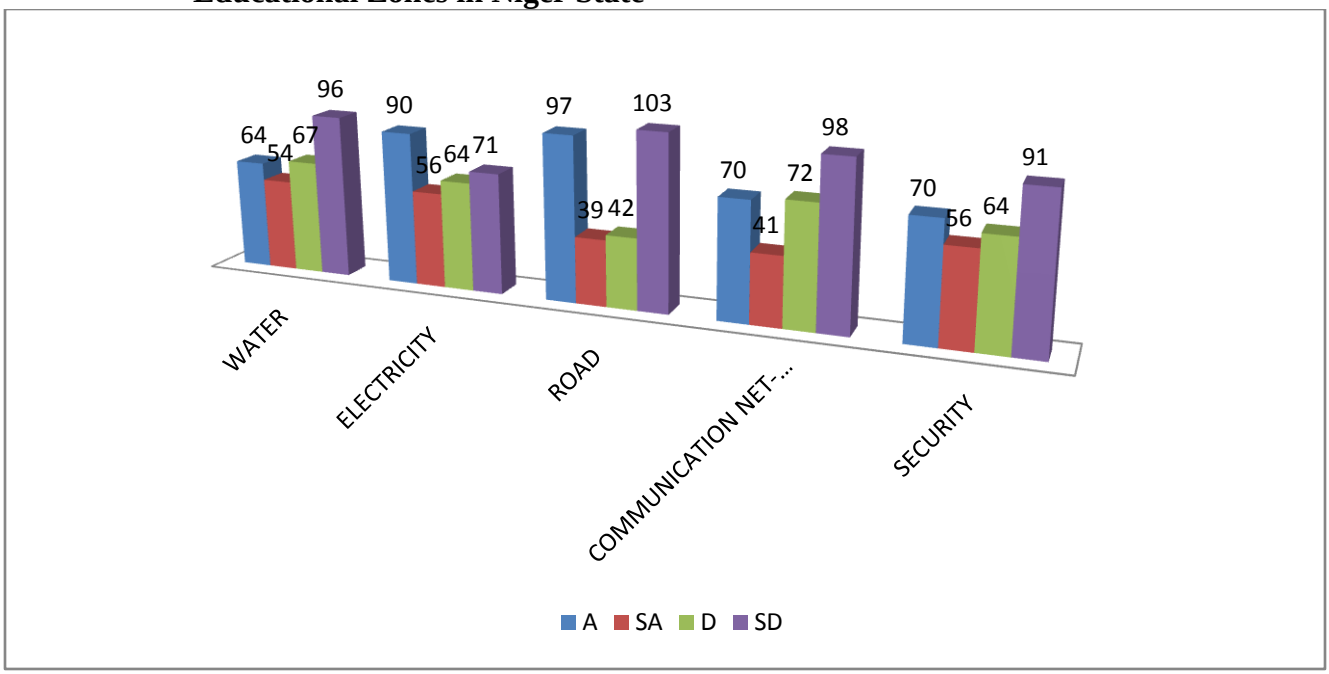
Table 4.1a: Chi square test for Principals' andTeachers' responses on provision of Infrastructural Facilities in SecondarySchools in Bida and Kutigi Educational Zones in Niger State

Source of variation	Mean	Standard deviation	$\chi^2_{calculated}$	P-value
Principals	310.0	32.5	31.381	0.000
Teachers	392.5	125.2		

α = 0.05

From Table 4.1a the mean score for Principals was 310.0 while Teachers had 392.5 while Principals and Teachers had standard deviation of 32.5 and 125.2 respectively which indicates differences between the opinions of principals and teachers.When Chi-Square was applied to the data, a χ^2value of 31.381 was obtained. Since the P-value = 0.000 is less than α = 0.05, The hypothesis which stated that there is no significant difference in the opinions of Principals and Teachers on provision of infrastructural facilities in Secondary schools in Bida and Kutigi Educational Zonesin Niger Stateis hereby rejected which implies that there was a significant difference in the opinions of Principals and Teachers on provision of infrastructural facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State.

Figure 4.1a: Multiple Bar-chart for Principals' and Teachers' responses provision of Infrastructural facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State



From the figure 4.1b, out of 281 Respondents of water as infrastructural facility 96 (34.16%) Strongly disagreed that there is adequate water provision to schools of the Zone, 67 (23.84%) Disagreed, 64 (22.78%) Agreed and 54(19.22%) Strongly Agreed. Outof 281 Respondents on Electricityas infrastructural facility 71 (25.3%), Strongly Disagreed that there is adequate Electricity provision to schools of the Zone, 64 (22.8%)Disagreed, 90 (32.0%) Agreed and 56(19.9%) Strongly Agreed.Out of 281 Respondents on Road as infrastructural facility 103(36.7%), Strongly Disagreed that there is adequate Road provision to schools of the Zone, 42 (14.9%)Disagreed, 97 (34.5%) Agreedand 39 (13.9%) Strongly Agreed.Out of 281 Respondentson Communication Network as infrastructural facility 98 (34.9%), Strongly Disagreed that there is adequate Communication Network provision to schools of the Zone, 72 (25.6%)Disagreed, 70 (24.9%) Agreed and 41(14.6%) Strongly Agreed. Out of 281 Respondentson Security

equipment As infrastructural facility 91(32.4%), Strongly Disagreed that there is adequate Security Services provision to schools of the Zone,64 (22.8%)Disagreed, 70 (24.9%) Agreed and 56(19.9%) Strongly Agreed that security equipment are not adequately provided for Secondary Schools in Bida and Kutigi Educational Zones in Niger State.

Hypothesis 1 (Ho_{1b}): There is no significant difference in the opinions of Principals and Teachers on utilization of infrastructural facilities in Secondary schools in Bida and KutigiEducational Zonesin Niger State

Table 4.2a: Chi square test for Principals' andTeachers' responses on utilizationof Infrastructural Facilities in SecondarySchools in Bida and Kutigi Educational Zones in Niger State

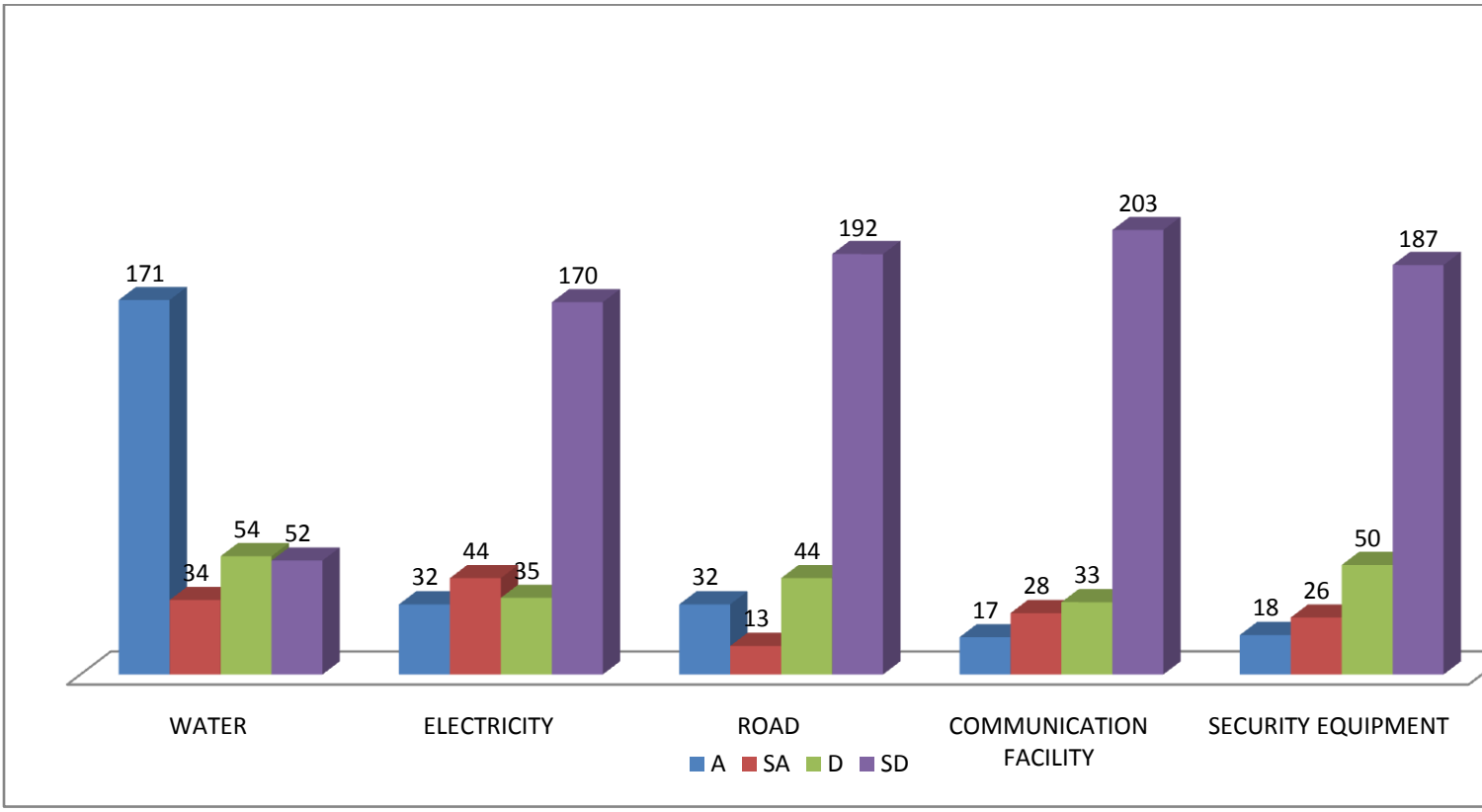
Source of variation	Mean	Standard deviation	$\chi^2_{calculated}$	P-value
Principals	393	288	0.010	0.919
Teachers	310	178		

α = 0.05

From Table 4.3.1b, the mean score for Principals was 393 where Teachers had 310 and Principals and Teachers had standard deviation of 288 and 178 respectively which indicates differences in the opinions of principals and teachers.When Chi-Square was applied to the data, a χ^2value of 0.010 was obtained. Since the P-value = 0.919 is greater than α = 0.05, The hypothesis which stated that there is no significant difference in the opinions of Principals and Teachers on utilizationof infrastructural facilities in Secondary Schools in Bida and Kutigi Educational Zones is hereby retained which implies that there

was a significant difference in the opinions of principals and teachers in Secondary Schools in Bida and Kutigi Educational Zones in Niger State.

Figure 4.2b: Multiple Bar-chartsfor Principals' and Teachers' responses on Infrastructural facilities utilization in Secondary Schools in Bida and Kutigi Educational Zones.



From fig.4.2b, out of 281 Respondents onwater as infrastructural facility 52 (7.8%) Strongly Disagreed that there is adequate waterutilization in schools of the Zone, 54 (19.2%) Disagreed, 171 (60.9%) Agreed and 34(12.1%) Strongly Agreed.Out of 281 Respondents onelectricity as infrastructural facility 170 (60.5%), Strongly Disagreed that there is adequate electricityutilization in schools of the Zone, 35 (12.5%)Disagreed, 32 (11.3%) Agreed and 44(15.7%) Strongly Agreed.Out of 281 Respondents on road as infrastructural facility 192(68.3%), Strongly Disagreed that there is adequateutilization

in schools of the Zone,44 (15.7%)Disagreed, 71(11.3%) Agreed and 13(4.6%) Strongly Agreed.Out of 281 Respondents on communication facility as infrastructural facility, 203(72.2%), Strongly Disagreed that there is adequate communication facility utilization in schools of the Zone, 33 (11.8%)Disagreed, 17 (6.1%) Agreed and 28(9.9%) Strongly Agreed.Out of 281 Respondents on security equipment as infrastructural facility 187(66.6%), Strongly Disagreed that there is adequate security equipmentutilization schools of the Zone, 50 (17.8%)Disagreed, 18 (6.4%) Agreed and 26 (9.2%) Strongly Agreed.

Hypothesis 1 (Ho_{1c}): There is no significant difference in the opinions of Principals and Teachers on maintenance of infrastructural facilities in Secondary Schools in Bida and KutigiEducational Zonesin Niger State

Table 4.3a: Chi square test for Principals' and Teachers' responses on maintenanceof Infrastructural Facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State

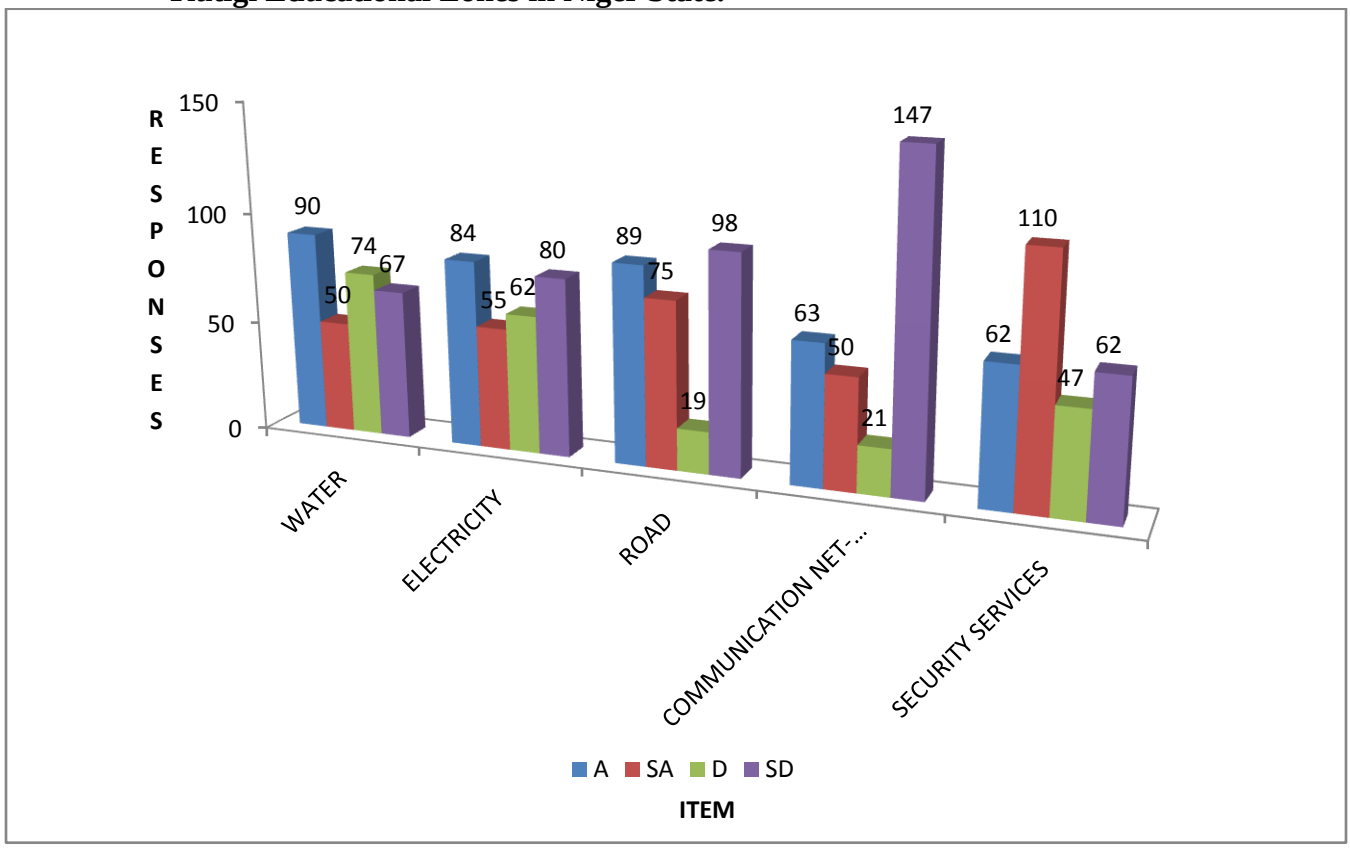
Source of variation	Mean	Standard deviation	$\chi^2_{calculated}$	P-value
Principals	393	155	104.906	0.000
Teachers	310.0	118.8		

$\alpha = 0.05$

From Table 4.3a, the mean score for Principals was 393 where Teachers had 310.0 and Principals and Teachers had standard deviation of 155 and 118.8 respectively which indicates differences the opinions of principals and teachers.When Chi-Square was applied to the data, a χ^2value of 104.906 was obtained. Since the P-value = 0.000 is less

than α = 0.05. The hypothesis which states that there is no significant difference in the opinions of Principals and Teachers on maintenance of infrastructural facilities in Secondary schools in Bida and kutigi Educational Zones is hereby rejected which implied that there was a statistical significant difference between the opinions of Principals and Teachers on maintenance of infrastructural facilities in Secondary schools in Bida and Kutigi Educational Zones.

Figure 4.3b: Multiple Bar-chart for Principals' and Teachers' responses on Infrastructural facilities in maintenance Secondary Schools in Bida and Kutigi Educational Zones in Niger State.



From fig.4.3b, out of 281 Respondents on water as infrastructural facility 67 (23.8%) Strongly Disagreed that, there is adequate water Maintenance in secondary schools of the Zone, 74 (23.3%)Disagreed, 90 (32.1%) Agreed and 50 (17.8%) Strongly Agreed. Out of

281 Respondentson Electricityas infrastructural facility 80 (28.4%), Strongly Disagreed that, there is adequate Electricity Maintenance in secondary schools of the Zone, 62 (22.1%)Disagreed, 84 (29.9%) Agreed and 55(19.9%) Strongly Agreed.Out of 281 Respondents on Road as infrastructural facility 98 (34.9%), Strongly Disagreed that, there is adequate Road Maintenance in secondary schools of the Zone, 19 (6.8%)Disagreed, 89 (31.7%) Agreed and 75 (26.7%) Strongly Agreed.Out of 281 Respondents on Communication facilitiesas infrastructural facility 147 (52.3%), Strongly Disagreed that there is adequate Communication facilities Maintenanceinsecondary schools of the Zone, 21 (7.5%) Disagreed, 63(22.4%) Agreed and 50 (17.8%) Strongly Agreed. Out of 281 Respondents on Security equipmentas infrastructural facility 62 (22.1%), Strongly Disagreed that, there is adequate Security equipment Maintenance in secondary schools of the Zone, 47 (16.7%)Disagreed, 62 (22.1%) Agreed and 110 (39.1) Strongly Agreed.

Hypothesis2a(Ho_{2a}): There is no significant difference in the opinions of Principals and Teachers on provision of Teaching facilities in Secondary Schools in Bida and KutigiEducational Zones in Niger State

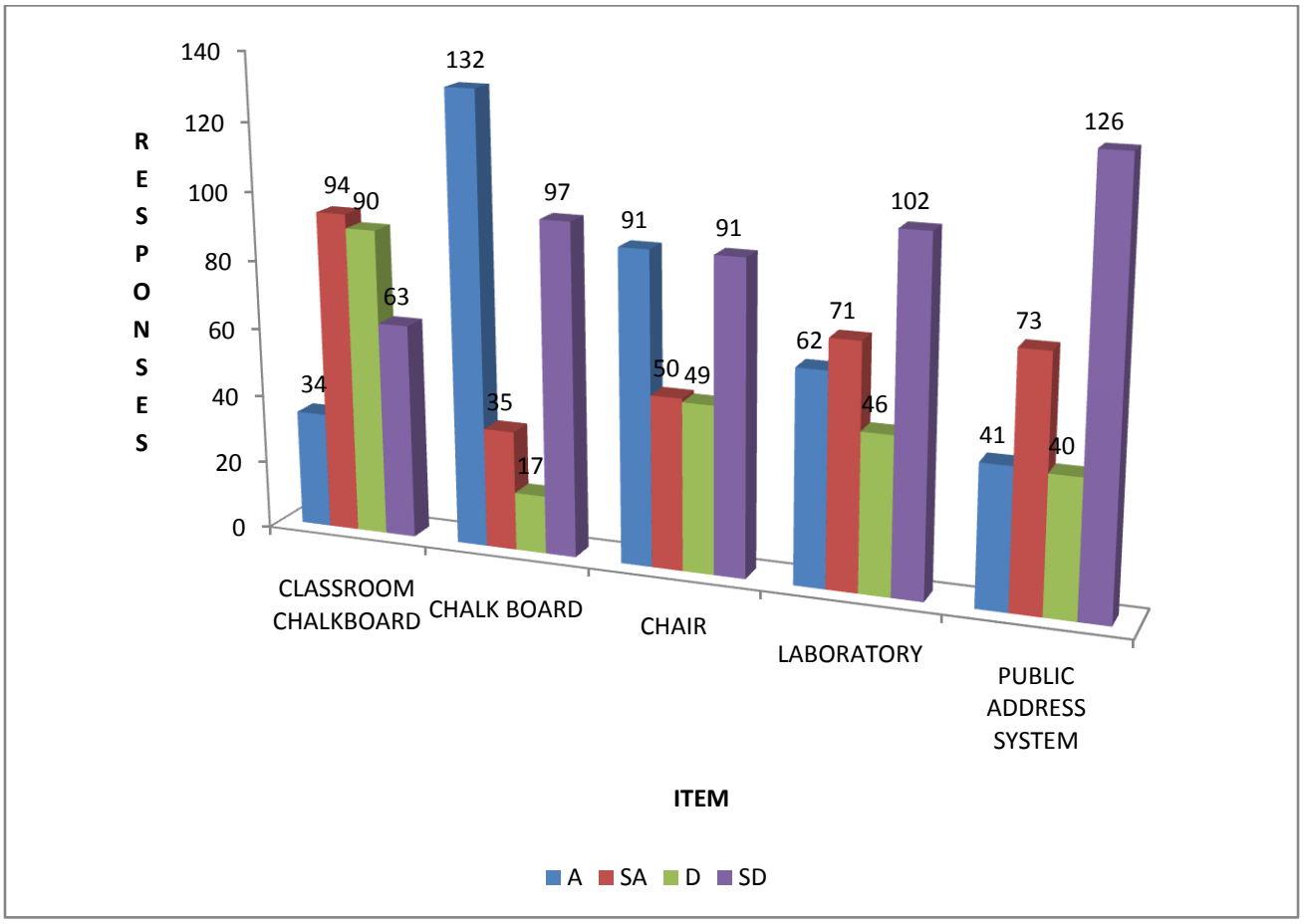
Table 4.4a: Chi square test for Principals' and Teachers' responses on provisionof Teaching Facilitiesin Secondary Schools in Bida and Kutigi Educational Zones in Niger State

Source of variation	Mean	Standard deviation	$\chi^2_{calculated}$	P-value
Principals	393	245	307.626	0.000
Teachers	310	219		

α = 0.05

From Table 4.4a, the mean score for Principals was 393 while Teachers had 310 and Principals and Teachers had standard deviation of 245 and 219 respectively which indicates differences in the opinions of principals and teachers.When Chi-Square was applied to the data, a χ^2value of 307.626 was obtained. Since the P-value = 0.000 is less than α = 0.05, The hypothesis which states that, there is no significant difference in the opinions of Principals and Teachers on provision of teaching facilities in Secondary Schools in Bida and Kutigi Educational Zones is hereby rejected which implied that, there was a significant difference in the opinions of Principals and Teachers on provision of infrastructural facilities in Secondary Schools in Bida and Kutigi Educational Zones.

Figure 4.4b: Multiple Bar-Chart for Principals' and Teachers' responses on Provision teaching facilities in Secondary Schools in Bida and Kutigi Educational Zones



From fig.4.4b, out of 281 Respondents on classroom as teaching facility 63 (22.4%)strongly Disagreed that, there is adequate provision of classroom in secondary schools of the Zone, 90 (32.0%)Disagreed, 34 (12.1%) Agreed and 94 (33.5%)strongly Agreed.Out of 281 Respondents97 (34.5%), strongly Disagreed that, there is adequate provision of chalkboard as teaching facility to secondary schools of the Zone, 17 (6.54%)Disagreed, 132 (47.79%) Agreed and 35 (12.5%) strongly Agreed.Out of 281 Respondents 91(35.5%), strongly Disagreed that, there is adequate provision of chairs as teaching facility toSecondary Schools of the Zone, 49 (17.4%)Disagreed, 91 (32.3%)

Agreed and 50 (77.8%) strongly Agreed.Out of 281 Respondents 102 (32.3%), strongly Disagreed

that, there is adequate provision of laboratory as teaching facility to Secondary Schools of the Zone, 46 (1645%)Disagreed, 62 (22.0%) Agreed and 71 (25.3%) strongly Agreed. Out of 281 Respondents126 (43.9%) Strongly Disagreed that, public address system as teaching facilityare adequately provided toSecondarySchools of the Zone, 40 (14.2%)Disagreed, 41 (14.6%) Agreed and 74 (26.3%) Strongly Agreed.

Hypothesis 2b (Ho_{2b}): There is no significant difference in the opinions of Principals and Teachers on utilization of Teaching facilities in Secondary Schools in Bida and KutigiEducational Zones in Niger State

Table 4.5a: Chi square test for Principals' andTeachers' responses on Utilization of Teaching Facilities in SecondarySchools in Bida and Kutigi EducationalZones in Niger State

Source of variation	Mean	Standard deviation	$\chi^2_{calculated}$	P-value
Principals	310.0	32.5	31.381	0.000
Teachers	392.5	125.2		

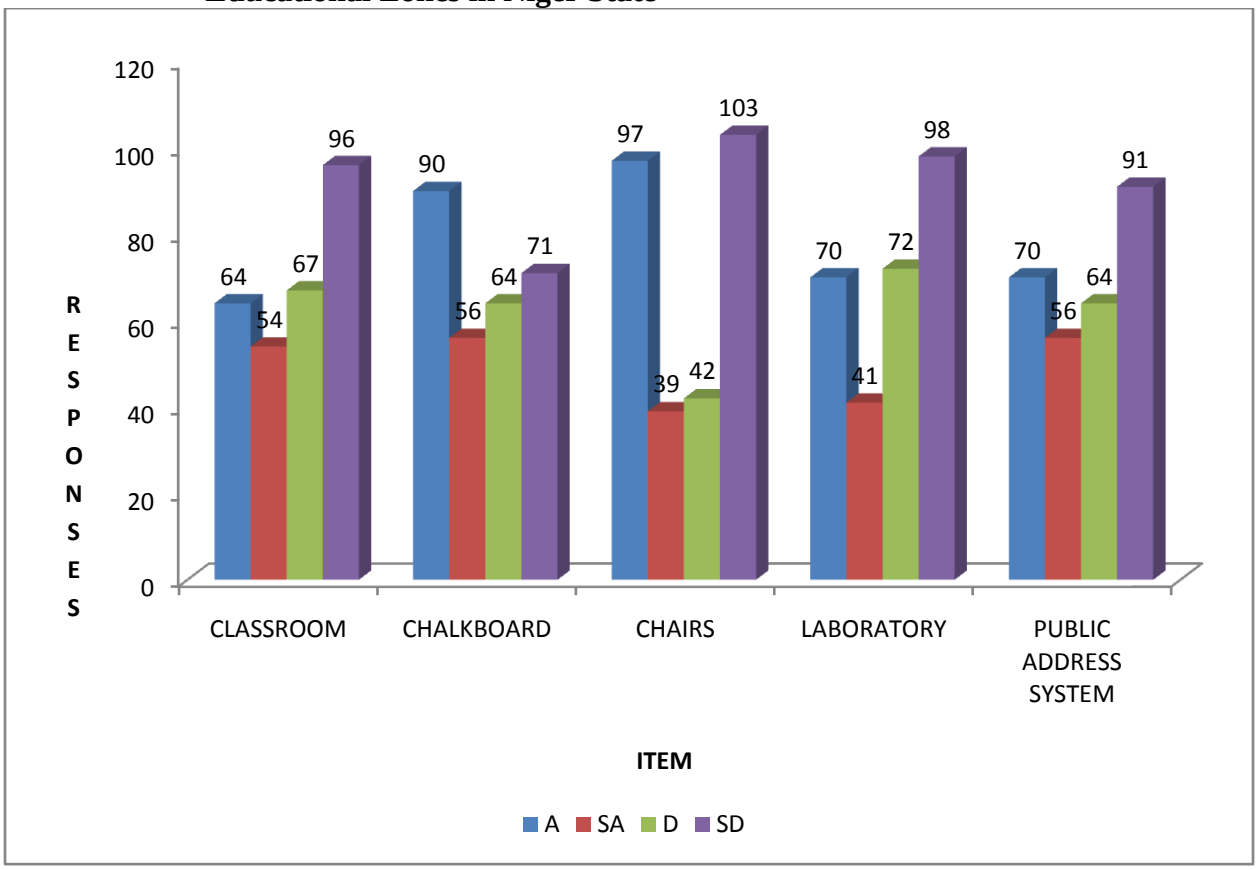
α = 0.05

From Table 4.5b, the mean score for Principals was 310.0 where Teachers had 392.5 while Principals and Teachers had standard deviation of 32.5 and 125.2 respectively which indicates differences between the opinions of principals and teachers. When Chi-Square was applied to the data, a χ^2value of 31.381 was obtained. Since the P-value = 0.000 is less than α = 0.05, The hypothesis which states that, there is no significant difference between the opinions of Principals and Teachers on utilizationof teaching

facilities in Secondary Schools in Bida and kutigi Educational Zones is hereby rejected which implied that there was a significant difference between the opinions of Principals

and Teachers onutilization of teaching facilities in Secondary schools in Bida and Kutigi Educational Zonesin Niger State.

Figure 4.5b: Multiple Bar-Chart for Principals' and Teachers' responses on Utilization teaching facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State



From fig.4.5b, out of 281 Respondents96 (34.16%)strongly Disagreed that, there is adequate utilizationof classrooms as a teaching facility in secondary schools of the Zone, 67 (23.84%)Disagreed, 64 (22.78%) Agreed and 54 (19.22%)strongly Agreed.Out of 281 Respondents on chalkboard as teaching facility 71 (25.3%), Strongly Disagreed that, there

is adequate chalkboardutilizationin secondary schools of the Zone, 64 (22.8%)Disagreed, 90 (32.0%) Agreed and 56 (19.9%)Strongly Agreed.Out of 281 Respondents onchair as teaching facility 103 (36.7%), strongly Disagreed that, there is adequate

utilization of chairs in Secondary Schools of the Zone, 42 (14.9%)Disagreed, 97 (34.5%) Agreed and 39 (13.9%)Strongly Agreed.Out of 281 Respondents, 98 (34.9%), Strongly Disagreed that, there is adequate laboratory utilization inSecondary Schools of the Zone, 72 (25.6%)Disagreed, 70 (24.9%) Agreed and 41(14.6%)Strongly Agreed.Out of 281 Respondents91 (32.4%), Strongly Disagreed that, there is adequateutilization of public address system as facility for teaching inSecondary Schools of the Zone, 64 (22.8%)Disagreed, 70 (24.9%)Agreed and56 (19.9%)Strongly Agreed.

Hypothesis 2c: (Ho_2c) There is no significant difference in the opinions of Principals and Teachers on maintenance of teaching facilities in Secondary Schools in Bida and kutigi Educational Zonesin Niger State.

Table 4.6a: Chi square test for Principals' and Teachers' responses on Maintenanceof teaching facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State

Source of variation	Mean	Standard deviation	$\chi^2_{calculated}$	P-value
Principals	392.5	36.1	0.054	0.816
Teachers	310.0	33.9		

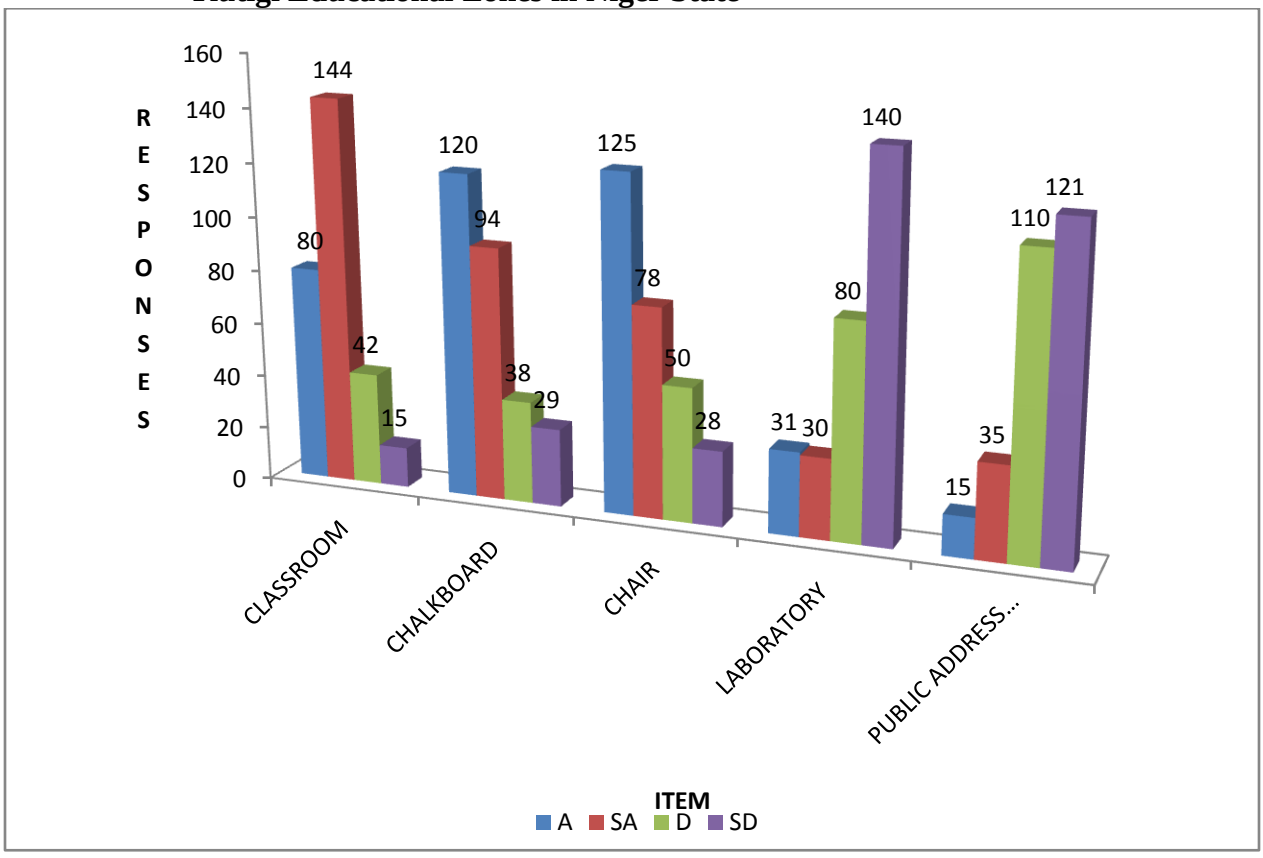
α = 0.05

From Table 4.6a, the mean score for Principals was 392.5 while Teachers had 310.0 and Principals and Teachers had standard deviation of 36.1 and 33.9 respectively which

indicates differences in the opinions of principals and teachers.When Chi-Square was applied to the data, a χ^2value of 0.054 was obtained. Since the P-value = 0.816 is less than α = 0.05, The hypothesis which stated that there is no significant difference in the opinions

of Principals and Teachers on maintenance of Teaching facilities in Secondary Schools in Bida and Kutigi Educational Zonesin Niger Stateis hereby retained which implied that there was a statistical significant difference between the opinions of Principals and Teachers on maintenance of infrastructural facilities in Secondary schools in Bida and kutigi Educational Zones.

Figure 4.6b:Multiple Bar-Chart for Principals' and Teachers' responses on utilization teaching facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State



From fig.4.6b, out of 281 Respondents on classroom as teaching facility 15 (5.3%)Strongly Disagreed that, there is adequate classroom maintenance to schools of the Zone, 42 (14.9%)Disagreed, 80 (28.4%) Agreed and 144 (51.3%)Strongly Agreed.Out of 281 Respondents on chalkboard as teaching facility 29 (10.3%), Strongly Disagreed that there

is adequate chalkboard maintenance in Secondary Schools of the Zone, 38 (13.5%) Disagreed, 120 (427%) Agreed and 94 (33.4%) Strongly Agreed. Out of 281 Respondents on chairs as teaching facility 28(9.9%), StronglyDisagreed that there ischairs are adequately maintained inSecondary Schools of the Zone, 50 (17.8%)Disagreed, 125 (44.4%) Agreed and 78 (27.8%) Strongly Agreed.Out of 281 Respondents on laboratory Network as teaching facility 140 (49.8%), Strongly Disagreed that, there is adequate laboratory maintenance insecondary schools of the Zone, 80 (28.5%)Disagreed, 31 (11.0%) Agreed and 30 (10.7%)Strongly Agreed. Out of 281 Respondentson public address system as teaching facility 121 (43.1%), Strongly Disagreed that there is adequate public address system maintenance inSecondary Schools of the Zone, 110 (39.1%)Disagreed, 15 (5.3%) Agreed and 35 (12.5%) Strongly Agreed.

Hypothesis 3c (Ho_{3a}): There is no significant difference in the opinions of Principals and Teachers on provision of learning facilities in Secondary Schools in Bida and Kutigi Educational Zonesin Niger State

Table 4.7a: Chi square test for Principals' and Teachers' responses on Provisionof learning facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State

Source of variation	Mean	Standard deviation	$\chi^2_{calculated}$	P-value
Principals	392.5	136.5		

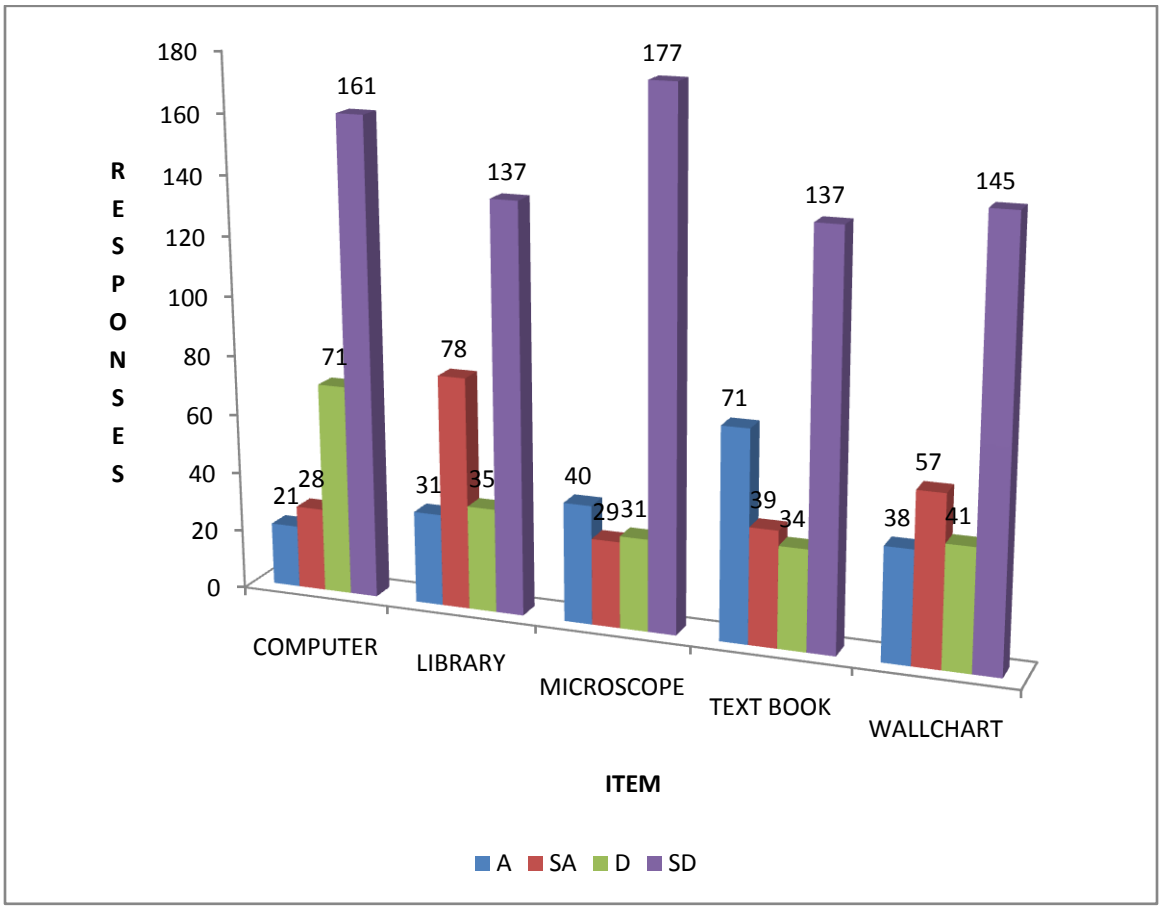
Teachers	310	240	37.034	0.000

α = 0.05

From Table 4.3.3a, the mean score for Principals was 392.2 while Teachers had 310 and Principals and Teachers had standard deviation of 136.5 and 240 respectively which

indicates differences in the opinions of principals and teachers'.When Chi-Square was applied to the data, a χ^2value of 37.034 was obtained. Since the P-value = 0.000 is less than α = 0.05, The hypothesis which states that, there is no significant difference in the opinions of Principals and Teachers on provision of learning facilities in Secondary Schools in Bida and Kutigi Educational Zones is hereby rejected which implied that there was a statistical significant difference between the opinions of Principals and Teachers on provision of learning facilities in Secondary Schools in Bida and Kutigi Educational Zonesin Niger State.

Figure 4.7b:Multiple Bar-Chart forPrincipals' and Teachers' responses on provision of learning facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State



From fig.4.7b, out of 281 Respondents 161 {57.3%} Strongly Disagreed that, there is adequate provision of computer toSecondary Schools of the Zone, 71 (25.3%)Disagreed, 21 (7.5%) Agreed and 28 (9.9%) Strongly Agreed.Out of 281 Respondents on library as learning facility 137 (48.8%), Strongly Disagreed that, there is adequate provision library to secondary schools of the Zone, 35 (12.4%)Disagreed, 31 (11.0%) Agreed and 78 (27.8%) Strongly Agreed.Out of 281 Respondentson microscope as learning facility 177 (63.0%), Strongly Disagreed that, there is adequate provision microscope toSecondary Schools of the Zone, 31 (11.0%) Disagreed, 40 (14.2%) Agreed and 29 (10.3%) Strongly Agreed. Out of 281 Respondentsof text book as learning facility 137 (48.8%), Strongly Disagreed that, there is adequate text book provision to schools of the Zone, 34 (12.1%)

Disagreed, 71 (25.2%) Agreed and 39 (13.9%) Strongly Agreed.Out of 281 Respondentson wall chart as learning facility 145 (51.6%), Strongly Disagreed that, there is adequate provision wall chart to Secondary Schools of the Zone, 41 (14.6%)Disagreed, 38 (13.13%) Agree and 57 (20.3%) Strongly Agreed.

Hypothesis 4.3b (Ho_{3b}): There is no significant difference in the opinions of Principals and Teachers on utilization of learning facilities in Secondary Schools in Bida and Kutigi Educational Zonesin Niger State.

Table 4.8a: Chi square test for Principals' and Teachers' responses on Utilizationof learning facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State

Source of variation	Mean	Standard deviation	$\chi^2_{calculated}$	P-value
Principals	392.5	36.1	0.054	0.816
Teachers	310.0	33.9		

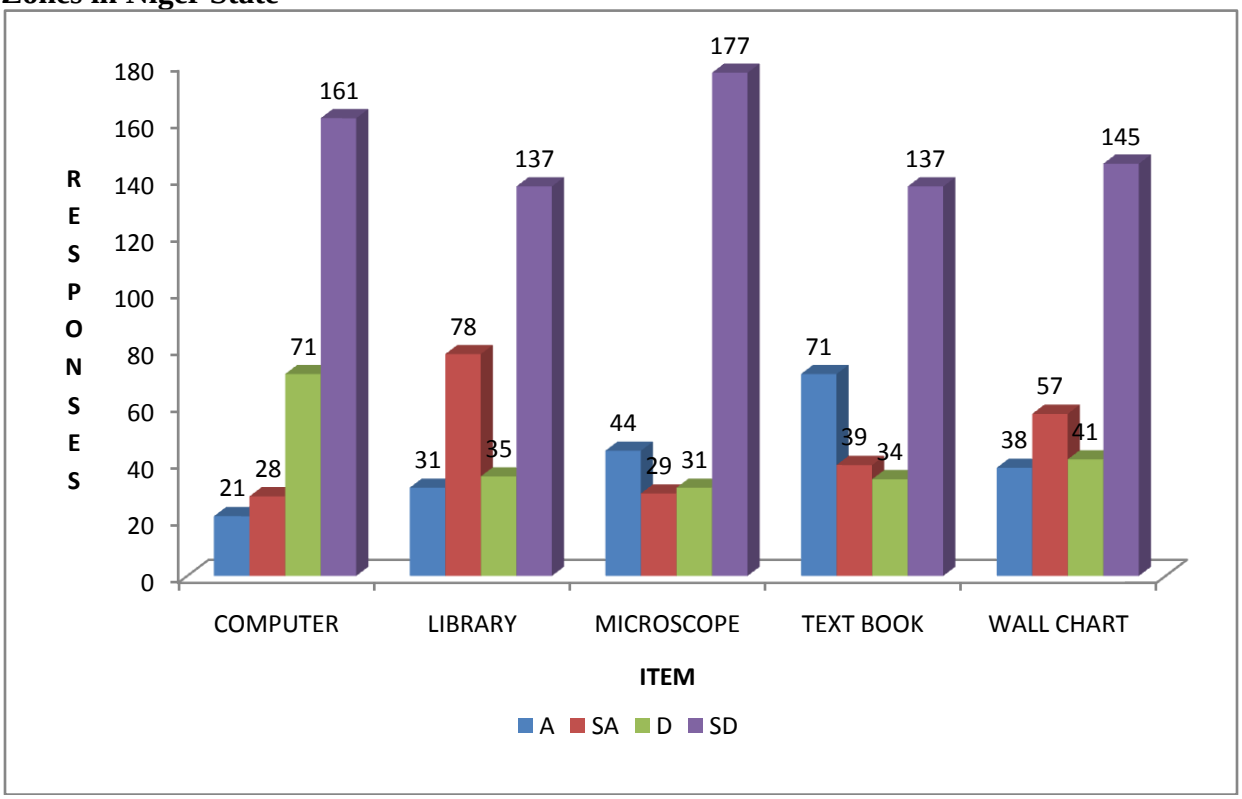
α = 0.05

From Table 4.8a, the mean score for Principals was 392.5 while Teachers had 310.0 and Principals and Teachers had standard deviation of 36.1 and 33.9 respectively which indicates differences in the opinions of principals and teachers.When Chi-Square was

applied to the data, a χ^2value of 0.054 was obtained. Since the P-value = 0.816 is greater than $\alpha = 0.05$, The hypothesis which states that, there is no significant difference in the opinions of Principals and Teachers on utilization of learning facilities in Secondary Schools in Bida and Kutigi Educational Zones is hereby retained which implies that, there was a significant difference in the opinions of Principals and Teachers on utilization of learning facilities in Secondary schools in Bida and Kutigi Educational Zonesin Niger State.

Figure 4.8b: Multiple Bar-Chart forPrincipals' and Teachers' responses on provision of learning facilities in Secondary Schools in Bida and Kutigi Educational

Zones in Niger State



From fig.4.7b, out of 281 Respondents on computer as learning facility 161 (57.3%) Strongly Disagreed that, there is adequate computer utilization inSecondary Schools of the Zone, 42 (14.9%)Disagreed, 21 (7.5%) Agreed and 28(9.97%) Strongly Agreed.Out of 281 Respondents on library as learning facility 137 (48.8%), Strongly Disagreed that, there is adequate library utilization in secondary schools of the Zone, 35 (12.6%)Disagreed, 31 (11.1%) Agreed and 78 (27.76%) Strongly Agreed.Out of 281 Respondents on microscope as learning facility 177 (62.98%), Strongly Disagreed that,microscopeis optimally utilized inSecondary Schools of the Zone, 31 (17.8%) Disagreed, 44 (15.66%) Agreed and 29 (10.32%) Strongly Agreed.Out of 281 Respondents ontexts as learning facility137 (48.8%), Strongly Disagreed that, there is maximalutilization of text booksin

Secondary Schools of the Zone, 34 (12.1%)Disagreed, 71 (25.3%) Agreed and 39 (13.9%) Strongly Agreed. Out of 281 Respondentsof wall chart as learning facility 121(43.1%), Strongly Disagree that there is adequate wall chart utilizationinSecondary Schools of the Zone, 110 (39.1%) Disagree, 15 (5.3%) Agree and 35 (12.5%) Strongly Agree.

Hypothesis 4.3c: (Ho_{3c}) There is no significant difference in the opinions of Principals and Teachers on maintenance of learning facilities in Secondary Schools in Bida and Kutigi Educational ZonesinNiger State.

Table 4.9a: Chi square test for Principals' and Teachers' responses on Maintenanceof learning facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State

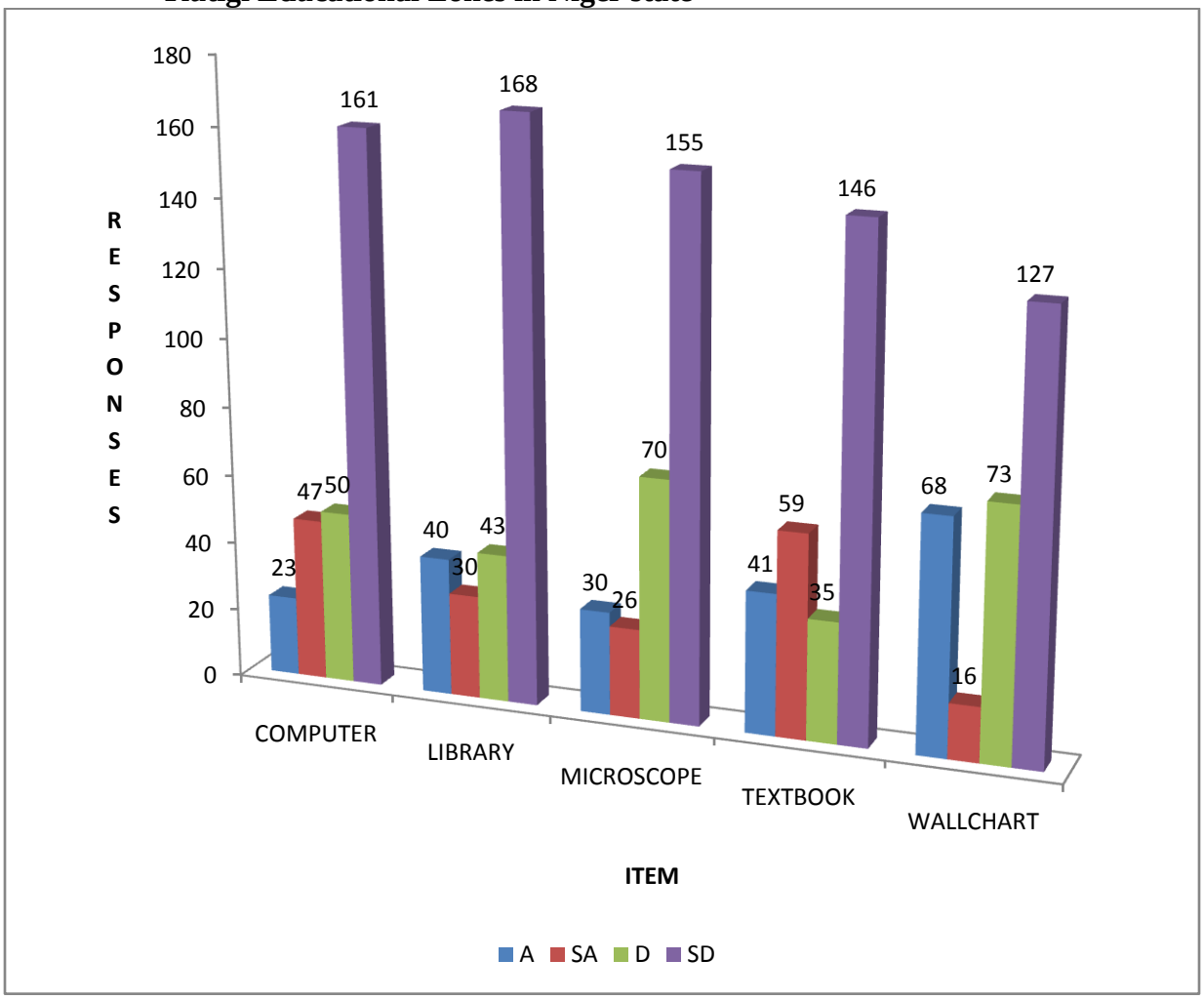
Source of variation	Mean	Standard deviation	$\chi^2_{calculated}$	P-value
Principals	393	261	0.272	0.602
Teachers	310	195		

α = 0.05

From Table 4.8a, the mean score for Principals was 393 while Teachers had 310 and Principals and Teachers had standard deviation of 261 and 195 respectively which indicates differences the opinions of principals and teachers. When Chi-Square was applied to the data, a χ^2value of 0.272 was obtained. Since the P-value = 0.602 is greater than α = 0.05, The hypothesis which stated that there is no statistical significant difference between the opinions of Principals and Teachers on maintenance of learning facilities in Secondary Schools in Bida and Kutigi Educational Zones is hereby not rejected which

implied that there was no a statistical significant difference between the opinions of Principals and Teachers on maintenance of learning facilities in Secondary schools in Bida and kutigi Educational Zones.

Figure 4.9b: Multiple Bar-Chart for Principals' and Teachers' responses on Maintenance of learning facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger state



From fig.4.9b, out of 281 Respondents of computer as learning facility 161 (57.3%) Strongly Disagreed that, there is adequate computer maintenance to schools of the Zone,

50 (17.8%)Disagreed, 23 (8.2%) Agreed and 47 (16.7%) Strongly Agreed.Out of 281 Respondents on library as learning facility 168 (59.8%), StronglyDisagreed that, there is adequate library maintenance to Schools of the Zone, 43 (15.3%)Disagreed, 40 (14.2%) Agreed and 30 (10.7%) Strongly Agreed.Out of 281 Respondents on microscope as learning facility 155 (55.2%), Strongly Disagreed that there is adequate microscope maintenance to schools of the Zone, 70 (24.9%)Disagree, 30 (10.7%) Agree and 26 (9.2%) Strongly Agreed.Out of 281 Respondentsof text book as learning facility 146 (51.9%), Strongly Disagreed that there is adequate text book maintenance to Schools of the Zone, 35 (12.4%)Disagreed, 41 (14.6%) Agreed and 59 (21.0%). Strongly Agreed. Out of 281 Respondentsof wall chart as learning facility 127 (45.1%), Strongly Disagreed that there is adequate wall chart maintenance to schools of the Zone,73 (26.0%) Disagreed, 68 (24.2%) Agreed and 16 (5.7%) Strongly Agreed.

Hypothesis 4.4a(Ho4a): There is no significant difference in the opinions of Principals and Teachers on provision of welfare facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State.

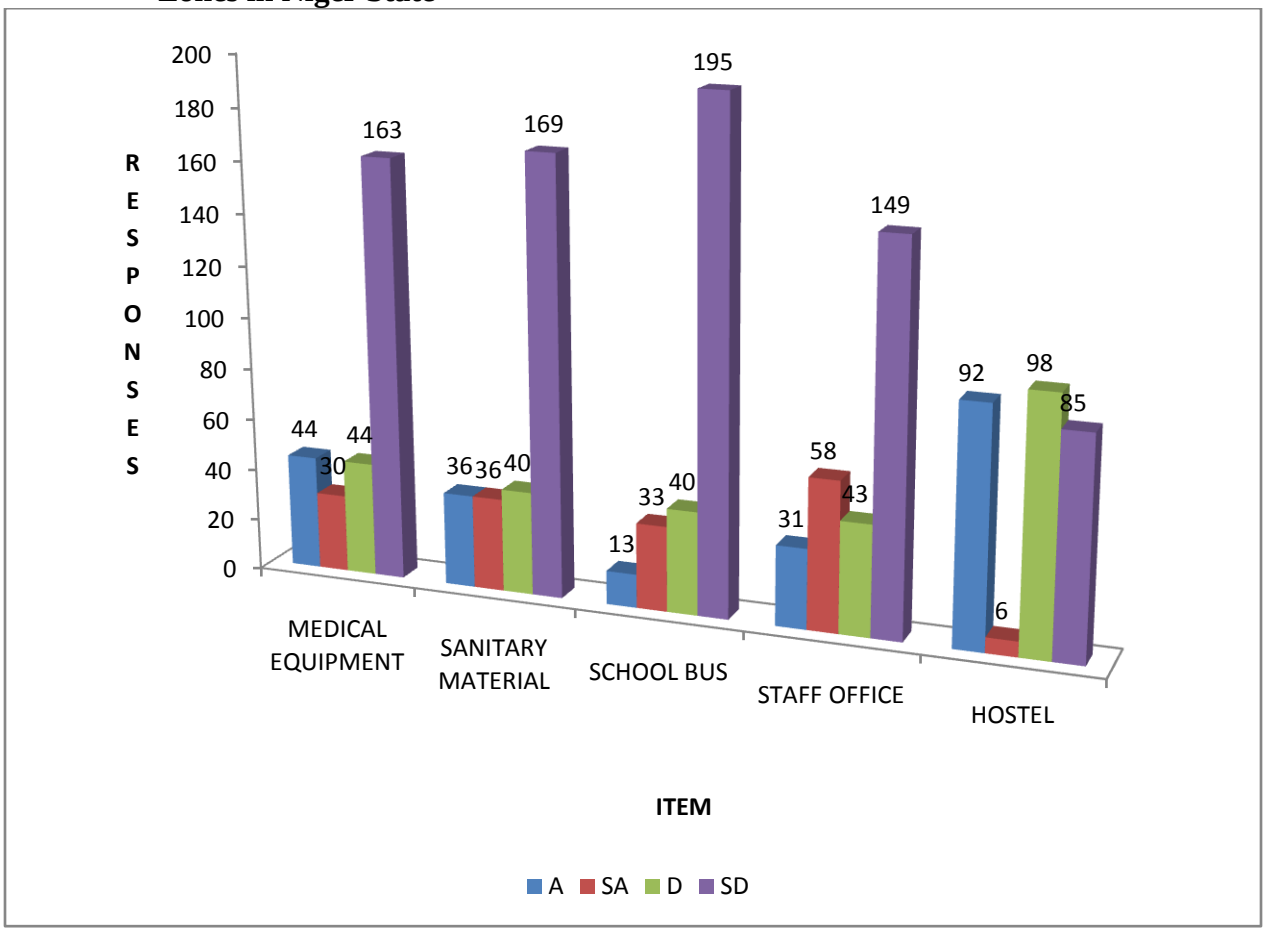
Table 4.10a: Chi-square testonopinions of Principals' and Teachers' on provision of Welfare Facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State

Source of variation	Mean	Standard deviation	$\chi^2_{calculated}$	P-value
Principals	393	288	7.588	0.006
Teachers	310	170		

α = 0.05

From Table 4.10a, the mean score for Principals was 393 while Teachers had 310 and Principals and Teachers had standard deviation of 288 and 170 respectively which indicates differences in the opinions of principals and teachers.When Chi-Square was applied to the data, a χ^2value of 7.588 was obtained. Since the P-value = 0.006 is less than $\alpha = 0.05$, The hypothesis which stated that there is no significant difference in the opinions of Principals and Teachers on provision of welfare facilities in Secondary Schools in Bida and Kutigi Educational Zones is hereby rejected which implied that there was a significant difference in the opinions of Principals and Teachers on provision of welfare facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State.

Figure 4.10b: Multiple Bar-ChartforPrincipals' and Teachers' on Provisionof Welfare facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State



From fig.4.10b, out of 281 Respondents of medical equipment as welfare facility 163 (58.0%) Strongly Disagreed that, there is adequate provision of medical equipment to Secondary Schools of the Zone, 44 (15.7%) Disagreed, 44 (15.6%) Agree and 30 (10.7%) Strongly Agreed.Out of 281 Respondents on sanitary material as welfare facility 169 (60.1%), Strongly Disagreed that, there is adequate provision of sanitary material to secondary schools of the Zone, 40 (14.2%)Disagreed, 36 (12.8%) Agreed and 36 (2.8%) Strongly Agreed.Out of 281 Respondents on School bus as welfare facility 195 (69.4%), Strongly Disagreed that, there is no adequate provision of bus to Secondary Schools of the Zone, 40 (14.2%)Disagreed, 13 (4.7%) Agreed and 33 (11.7%) Strongly Agreed.

Out of 281 Respondents on Staff Office as welfare facility 149 (53.0%), Strongly Disagreed that, there is adequate provision Staff Office to Secondary Schools of the Zone, 43 (15.3%)Disagreed, 31 (11.0%) Agreed and 58 (20.6%) Strongly Agreed. Out of 281 Respondents on Hostel as welfare facility 85 (30.2%), Strongly Disagreed that, there is adequate provision of Hostel to Secondary Schools of the Zone, 98 (34.9%)Disagreed, 92 (32.7%) Agreed and 6 (2.4%) Strongly Agreed.

Hypothesis 4.4b(Ho_{4b}): There is no significant difference in the opinions of Principals and Teachers on utilization of welfare facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State.

Table 4.11a: Chi-square test for Principals' and Teachers' responses on utilization of welfare facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State

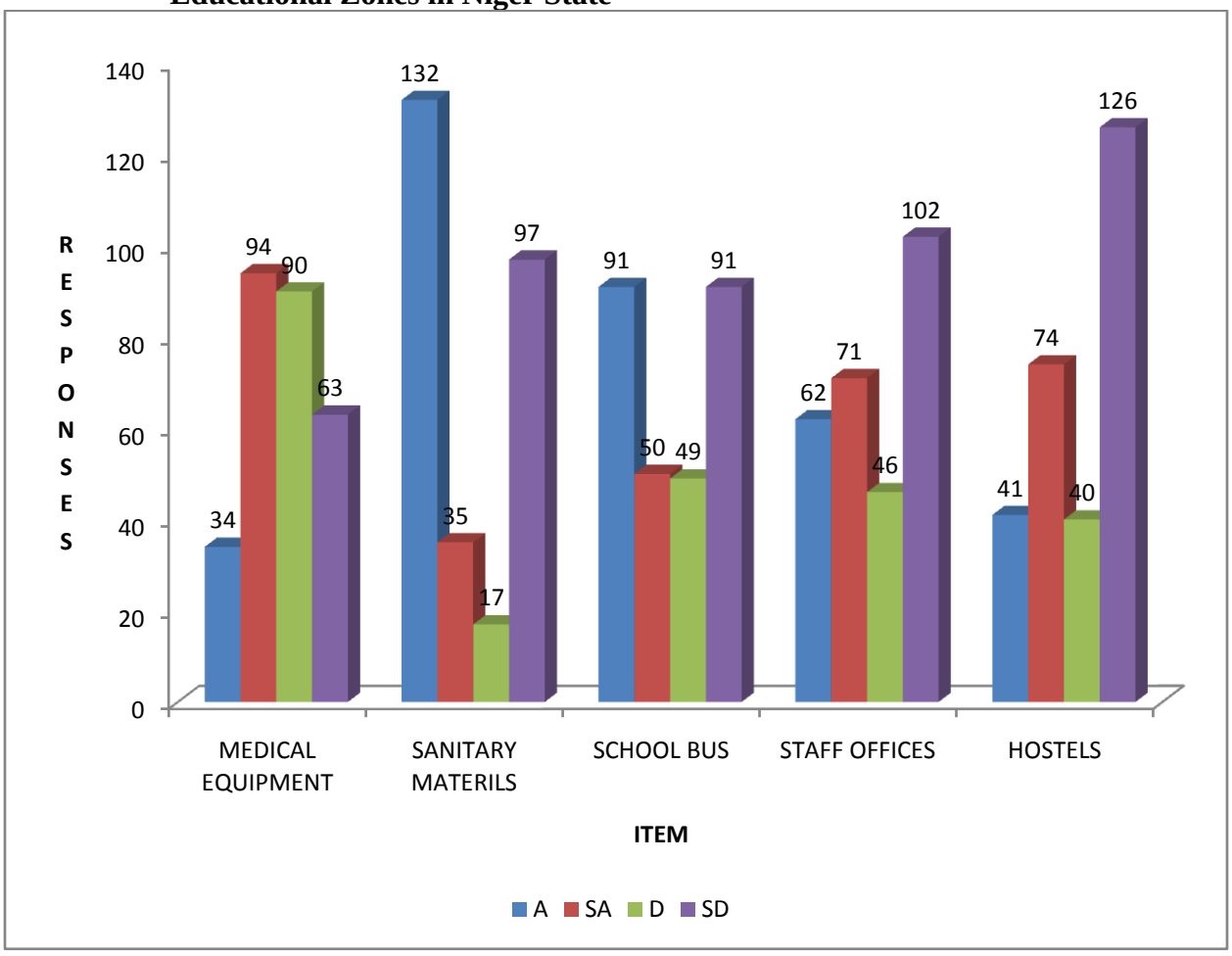
Source of variation	Mean	Standard deviation	$\chi^2_{calculated}$	P-value
Principals	393	245	307.626	0.000
Teachers	310	219		

α = 0.05

From Table 4.11a, the mean score for Principals was 393 while Teachers had 310 and Principals and Teachers had standard deviation of 245 and 219 respectively which indicates differences the opinions of principals and teachers.When Chi-Square was applied to the data, a χ^2value of 307.626 was obtained. Since the P-value = 0.000 is less than α = 0.05, The hypothesis which states that, there is no significant difference in the

opinions of Principals and Teachers on utilization of welfare facilities in Secondary Schools in Bida and Kutigi Educational Zonesin Niger Stateis hereby rejected which implied that, there was a significant difference in the opinions of Principals and Teachers on utilization of welfare facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State.

.Figure 4.11b: Multiple Bar-Chart forPrincipals' and Teachers' responses on Utilizationof Welfare facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State



From fig.4.11b, out of 281 Respondents onmedical equipment as welfare facility 63 (22.4%) Strongly Disagreed that, there is adequate medical

equipmentutilizationinSecondary Schools of the Zone, 90 (32.0%)Disagreed, 34 (12.1%) Agreed and 94

(33.5%) Strongly Agreed.Out of 281 Respondents of sanitary materials as welfarefacility 97 (34.5), Strongly Disagree that there is adequate sanitary facilities utilizationinsecondary schools of the Zone, 17 (6.54%) Disagreed, 132 (47.79%) Agreed and 35 (12.5%) Strongly Agreed.Out of 281 Respondents on school bus as welfare facility 91 (35.5%), Strongly Disagreed that, there is adequate school busutilization inSchools of the Zone, 49 (17.4%)Disagreed, 91 (32.3%) Agreed and 50 (77.8%) Strongly Agreed.Out of 281 Respondents onstaff offices as welfare facility 102{32.3%}, Strongly Disagreed that there is adequate staff office utilization in schools of the Zone, 46 (1645%)Disagreed, 62

(22.0%) Agreed and 71 (25.3%) Strongly Agreed. Out of 281 Respondentson hostel as welfare facility 126 (43.9%), Strongly Disagreed that, there is adequate hostel utilizationinSecondary Schools of the Zone, 40 (14.23%)Disagreed, 41 (14.6%) Agreed and 74 (26.3%) Strongly Agreed.

Hypothesis 4.4c(Ho_{4c}): There is no significant difference in the opinions of Principals and Teachers on maintenance of welfare facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State.

Table 4.12a: Chi square test for Principals' and Teachers' responses onMaintenance of Welfare Facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State

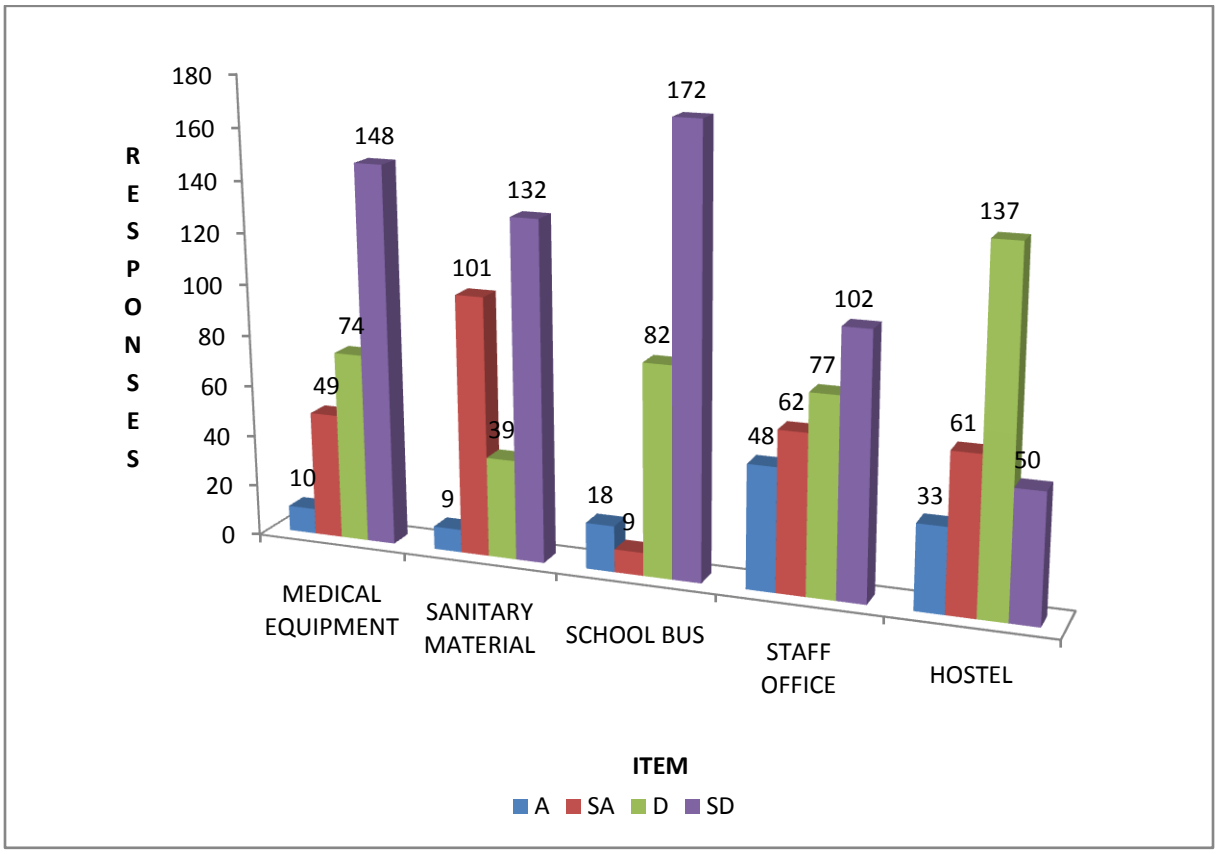
Source of variation	Mean	Standard deviation	$\chi^2_{calculated}$	P-value
Principals	393	281		

Teachers	310	158	8.982	0.003

α = 0.05

From Table 4.3.4c, the mean score for Principals was 393 while Teachers had 310 and Principals and Teachers had standard deviation of 281 and 581 respectively which indicates differences in the opinions of principals and teachers.When Chi-Square was applied to the data, a χ^2value of 8.982 was obtained. Since the P-value = 0.003 is less than α = 0.05, The hypothesis which states that, there is no significant difference in the opinions of Principals and Teachers on maintenance of welfare facilities in Secondary Schools in Bida and Kutigi Educational Zones of Niger State is hereby rejected which implies that, there was a significant difference in the opinions of Principals and Teachers on maintenance of welfare facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State.

Figure 4.12b: Multiple Bar-Chart forPrincipals' and Teachers' responses on Maintenanceof Welfare facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State



From fig.4.12b, out of 281 Respondents on medical equipment as welfare facility 148 (52.7%) Strongly Disagreed that, there is adequate maintenance of medical equipment in Secondary Schools of the Zone, 74 (26.3%) Disagreed, 10 (3.6%) Agreed and 49 (17.4%) Strongly Agreed.Out of 281 Respondents on sanitary equipment as welfare facility 132 (46.9%), Strongly Disagreed that, there is adequate sanitary equipment maintenance to schools of the Zone, 39 (13.9%) Disagree, 9 (3.3%) Agreed and 109 (35.9%) Strongly Agreed.Out of 281 Respondents on school bus as welfare facility 172 (61.2%), Strongly Disagreed that, there is adequate school bus maintenance to schools of the Zone, 82 (29.2%) Disagreed, 18 (6.4%) Agreed and 9 (3.2%) Strongly Agreed.Out of 281 Respondents on staff office as welfare facility 102 (36.2%), Strongly Disagreed that, there is adequate staff office maintenance to schools of the Zone, 82 (227.4%)Disagreed, 18 (14.2%) Agreed and 62 (22.1%) Strongly Agreed. Out of 281 Respondents on hostel

As welfare facility 50 (17.8%), Strongly Disagreed that, there is adequate hostel maintenance to schools of the Zone, 137 (48.8%) Disagreed, 33 (11.7%) Agreed and 61 (17.7%) Strongly Agreed.

Hypothesis 4.5a(Ho_{5a}): There is no significant difference in the opinions of Principals and Teachers in provision of Recreational and Games facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State.

Table 4.13a: Chi square test for Principals' and Teachers' responses onprovisionof Recreational and GamesFacilities in Secondary Schools

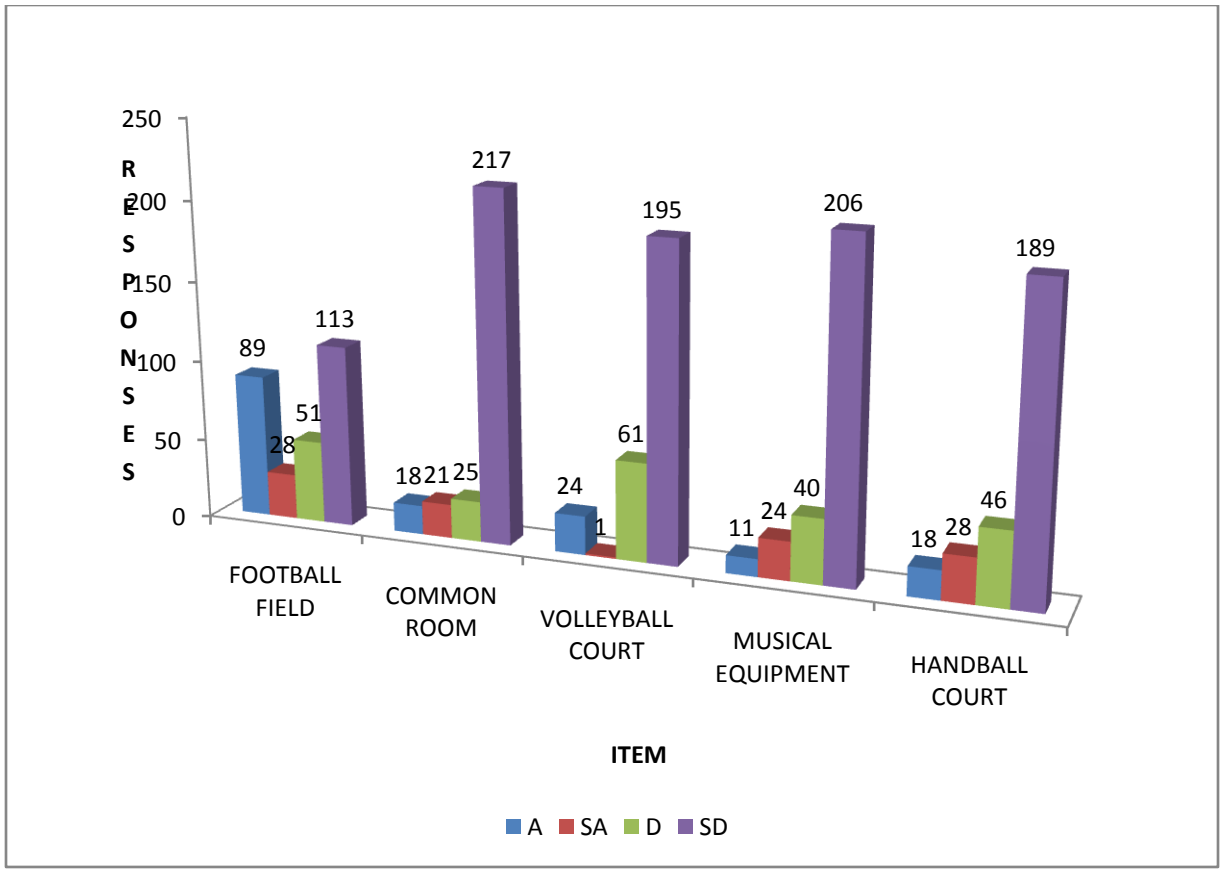
Source of variation	Mean	Standard deviation	$\chi^2_{calculated}$	P-value
Principals	393	405	31.035	0.000
Teachers	310	218		

α = 0.05

From Table 4.3.5a, the mean score for Principals was 393 while Teachers had 310 and Principals and Teachers had standard deviation of 405 and 218 respectively which indicates differences in the opinions of principals and teachers.When Chi-Square was applied to the data, a χ^2value of 31.035 was obtained. Since the P-value = 0.000 is less than α = 0.05, The hypothesis which states that, there is no significant difference in the opinions of Principals and Teachers on provision of Recreational and Games facilities in Secondary Schools in Bida and Kutigi Educational Zones of Niger State is hereby rejected.This implies that, there was a significant difference in the opinions of Principals

and Teachers on provision of Recreational and Games facilities in Secondary Schools in Bida and Kutigi Educational Zones

Figure 4.13b: Multiple Bar-Chart for Principals' and Teachers' responses on Maintenanceof Welfare facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State



From fig.4.13b, out of 281 Respondents onfootball field as recreational and games facility 113 (40.2%) Strongly Disagreed that, there is adequate provision of food ball field to Schools of the Zone, 51 (18.2%) Disagreed, 86 (31.7%) Agreed and 28 (10.1%) Strongly Agreed.Out of 281 Respondents on common room as recreational and games facility 217 (77.2%), Strongly Disagreed that, there is adequate common rooms are provided forsecondary schools of the Zone, 25 (89.9%) Disagreed, 18 (6.4%) Agreed and 21 (7.5%)

Strongly Agreed.Out of 281 Respondents on volley ball court as recreational and games facility 195 (69.4%) Strongly Disagreed that, there is adequate provision of volley ball court to Secondary Schools of the Zone, 61 (21.7)Disagreed, 24 (8.5%) Agreed and 1 (0.4%) Strongly Agreed.Out of 281 Respondents on musical equipment recreational and games facility 206 (73.3%), Strongly Disagreed that, musicalequipment are adequately provided to Secondary Schools of the Zone, 40 (14.2%)Disagreed, 11 (3.9%) Agreed and 24 (8.6%) Strongly Agreed. Out of 281 Respondents onHand ball court as recreational and games facility 186 (67.3%), Strongly Disagreed that, there is adequate provision of Hand ball court to Secondary Schools of the Zone, 46 (16.4%)Disagreed, 18 (6.4%) Agreed and 28 (10.1%) Strongly Agreed.

Hypothesis 4.5b(Ho_{5b}): There is no significant difference in the opinions of Principals and Teachers on utilization of Recreational and Games facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State.

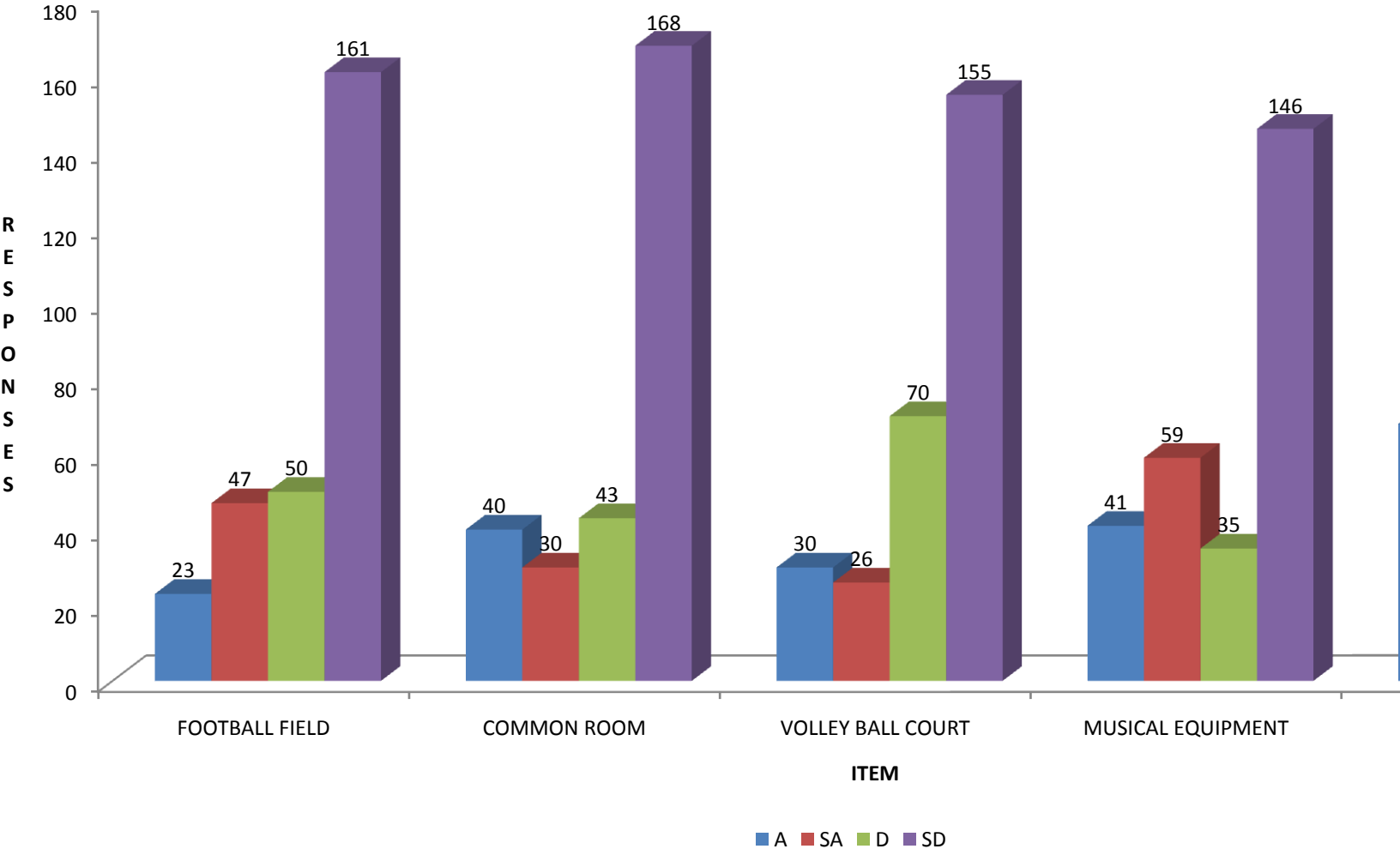
Table 4.14a: Chi square test for Principals' and Teachers' responses on Recreational and GamesFacilities utilization in Secondary Schools in Bida and Kutigi Educational Zones in Niger State

Source of variation	Mean	Standard deviation	$\chi^2_{calculated}$	P-value
Principals	393	261	0.272	0.602
Teachers	310	195		

α = 0.05

From Table 4.3.5b, the mean score for Principals was 393 while Teachers had 310 and Principals and Teachers had standard deviation of 261 and 195 respectively which indicates differences in the opinions of principals and teachers. When Chi-Square was applied to the data, a χ^2value of 0.272 was obtained. Since the P-value = 0.602 is greater than $\alpha = 0.05$, The hypothesis which states that, there is no significant difference in the opinions of Principals and Teachers on utilization of Recreational and Games facilities in Secondary Schools in Bida and Kutigi Educational Zones is hereby retained which implies that there was no significant difference in the opinions of Principals and Teachers on utilization of RecreationalandGames facilities in Secondary Schools in Bida and Kutigi Educational Zones.

Figure 4.14b: Multiple Bar-Chart for Principals' and Teachers' opinion on Recreational and Gamesfacilities utilization in Secondary Schools in Bida and Kutigi Educational Zones in Niger State



From fig.4.3.5b, out of 281 Respondentson football field as RecreationalandGames facility 161 (57.3%) Strongly Disagreed that there is adequate football field utilizationin schools of the Zone, 50 (17.8%)Disagreed, 23 (8.2%) Agreed and 47 (16.7%)Strongly Agreed.Out of 281 Respondents on common room as RecreationalandGames facility 168 (59.8%), Strongly Disagreed that, there is adequate common roomutilizationinSchools of the Zone, 43 (15.3%)Disagreed, 40 (14.2%) Agreed and 30 (10.7%) Strongly Agreed.Out of 281 Respondents on volleyball court as RecreationalandGames facility 155 (55.2%), Strongly Disagreedthat, there is adequate volley ball court insecondary schools of the Zone, 70 (24.9%)Disagreed, 30 (10.7%) Agreed and 26 (9.2%) Strongly Agreed.Out of 281 Respondents on musical equipment as RecreationalandGames facility 146 (51.9%), Strongly Disagreed that, there is adequate musical equipmentutilizationinSecondary Schools of the Zone, 35 (12.4%) Disagreed, 41 (14.6%) Agreed and 59 (21.0%) Strongly Agreed. Out of 281 Respondents on handball court as RecreationalandGames facility 124 (44.1%), Strongly Disagreed that, there is adequate utilization ofhandball courtinSecondary Schools of the Zone, 73 (26.0%)Disagreed, 68 (24.2%) Agreed and16 (5.7%) Strongly Agreed.

Hypothesis 4.5c(Ho_{5c}): There is no significant difference in the opinions of Principals and Teachers on maintenance of Recreational and Games Facilities in Secondary schools in Bida and Kutigi Educational Zonesin Niger State.

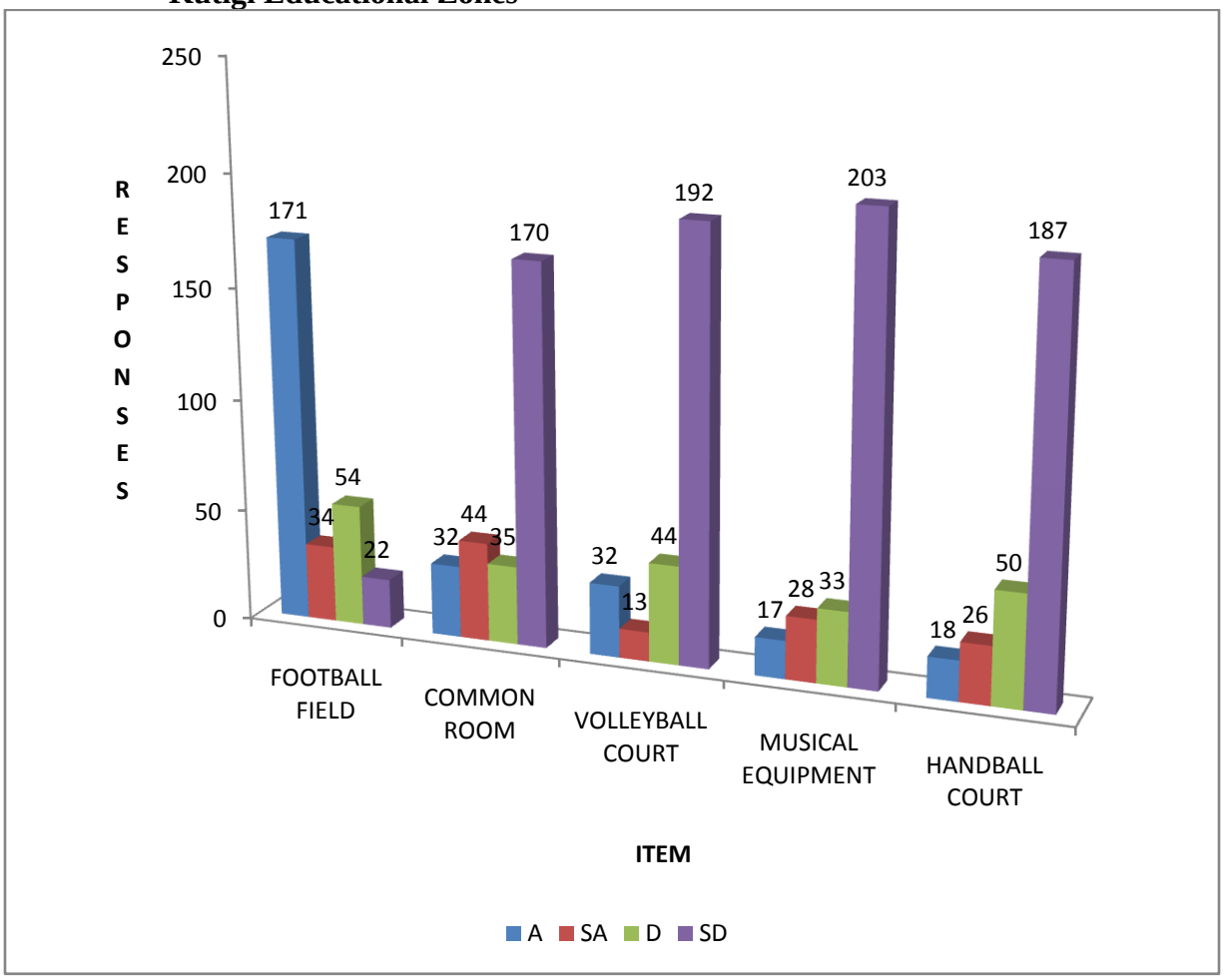
Table 4.15a: Chi square test for Principals' and Teachers' responses onRecreationalandGames Facilities Maintenance in Secondary Schools in Bida and Kutigi Educational Zones in Niger State

Source of variation	Mean	Standard deviation	$\chi^2_{calculated}$	P-value
Principals	393	288	0.010	0.919
Teachers	310	178		

α = 0.05

From Table 4.3.5c, the mean score for Principals was 393 while Teachers had 310 and Principals and Teachers had standard deviation of 288 and 178 respectively which indicates differences in the opinions of principals and teachers.When Chi-Square was applied to the data, a χ^2value of 0.010 was obtained. Since the P-value = 0.919 is less than α = 0.05, The hypothesis which states that, there is no significant difference in the opinions of Principals and Teachers on maintenance of Recreational and Games facilities in Secondary schools in Bida and Kutigi Educational Zones in Niger State is hereby rejected which implies that, there was a significant difference in the opinions of Principals and Teachers in maintenanceof infrastructural facilities in Secondary Schools in Bida and Kutigi Educational Zonesin Niger State.

Figure 4.15b: Multiple Bar-chart for Principals' and Teachers' opinion Recreational and Games Facilities Maintenance in Secondary Schools in Bida and Kutigi Educational Zones



From fig.4.15b, out of 281 Respondents on football field as recreational and games facility 22 (7.8%) Strongly Disagreed that, there is adequate maintenance of football field in secondary schools of the Zone, 54 (19.2%) Disagreed, 171 (60.9%) Agreed and 34 (12.1%) Strongly Agreed.Out of 281 Respondents on common room as recreational and games facility 710 (60.5%), Strongly Disagreed that, there is adequate maintenance of common room in Secondary Schools of the Zone, 35 (12.5%) Disagreed, 32 (11.3%) Agreed and 44 (15.7%) Strongly Agreed.Out of 281 Respondents on volley ball court as

recreational and games facility 192 (68.3%), StronglyDisagreed that, there is adequate maintenance volley ball court in Secondary Schools of the Zone, 44 (15.7%) Disagreed, 71 (11.3%) Agreed and 13 (4.6%) Strongly Agreed.Out of 281 Respondents on musical equipment as recreational and games facility 203 (72.2%), Strongly Disagreed that, there is adequate musical equipment maintenance to schools of the Zone, 33 (11.8%) Disagreed, 17 (6.1%) Agreed and 28 (9.9%) Strongly Agreed.Out of 281 Respondents on hand ball court as recreational and games facility 187(66.6%), Strongly Disagreed that, there is adequate maintenance of hand ball court in Secondary Schools of the Zone, 50 (17.8%)Disagreed, 18 (6.4%) Agreed and 26 (9.2%) Strongly Agreed.

4.3 Summary of Tested Hypotheses

The five stated and analyzed hypotheses are put in a nut shell and represented in the table below. It indicates the statistical technique used for each of the hypotheses, the level of significance, the result obtained from testing of the hypotheses and restatement of the tested hypotheses.

Table 4.9

Hypothesis	Stat.	P Value	Sign.	Result	Restated
Ho_1: There is no Significant difference in the Opinions of Principals and Teachers in the Provision, Utilization and Maintenance of Infrastructural Facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State.	Chi-square	0.000	0.05	Rejected	There is Significant difference in the Opinions of Principals and Teachers in the Provision, Utilization and Maintenance of Infrastructural Facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State.
Ho_2: There is no Significance difference in the Opinions of Principals and Teachers in the provision, utilization and maintenance of Teaching facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State.	Chi-square	0.000	0.05	Rejected	There is Significant difference in the Opinions of Principals and Teachers in the provision, utilization and maintenance of Teaching facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State.
Ho_3: There is no Significance difference in the Opinions of Principals and Teachers in the provision, utilization and maintenance of Learning Facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State.	Chi-square	0.816	0.05	Retained	There is no Significant difference in the Opinions of Principals and Teachers in the provision, utilization and maintenance of Learning Facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State.
Ho_4: There is no Significance difference in the Opinions of Principals and Teachers in the provision, utilization and maintenance of Welfare Facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State.	Chi-square	0.000	0.05	Rejected	There is Significant difference in the Opinions of Principals and Teachers in the provision, utilization and maintenance of Welfare Facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State.
Ho_5: There is no Significance difference in the Opinions of Principals and Teachers in the provision, utilization and maintenance of Recreational and Games Facilities in Secondary Schools in Bida and Kutigi Educational zones in Niger State.	Chi-square	0.816	0.05	Retained	There is no Significant difference in the Opinions of Principals and Teachers in the provision, utilization and maintenance of Recreational and Games Facilities in Secondary Schools in Bida and Kutigi Educational zones in Niger State.

4.4 **Summary of Major Findings**

The research revealed that:

1. Infrastructural facilities like water, electricity, road, communication facilities and security facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State were not adequately provided, maximally utilized and properly maintained;
2. Teaching Facilities like classroom, chalkboard, chairs, laboratory, public address and system in Secondary schools in Bida and Kutigi Educational Zones in Niger State were not adequately provided maximally utilized and properly maintained;
3. Learning Facilities like computer, library, microscope, textbook and wall chart in Secondary schools in Bida and Kutigi Educational Zones in Niger State were not adequately provided maximally utilized and properly maintained;
4. Welfare facilities like medical facilities, sanitary facilities, school bus, staff office and hostel in Secondary schools in Bida and Kutigi Educational Zones in Niger State were not adequately provided maximally utilized and properly maintained; and
5. Recreational and Games Facilities like football field, common room, volleyball court, musical facilities and handball court in Secondary schools in Bida and Kutigi Educational Zones in Niger State were not adequately provided, maximally utilized and properly maintained.

4.5**Discussion of Findings**

The study sought for responses on the provision, utilization and maintenance of facilities in Secondary schools in Bida and Kutigi Educational Zones in Niger Statefrom the principals and teachers who are the direct users of such facilities.

The findings indicated strong difference in the opinions of Principals and Teachers on provision of infrastructural, teaching, learning, welfare, recreational and games facilities in Secondary schools in Bida and Kutigi Educational Zones. This corroborates with findings ofGujjar and Malik, (2007) that if the necessary facilities that will facilitate the training of child are not available, the teaching and learning process cannot be successful. Ema and Ajayi, (2006) opined that "without the teacher who is knowledgeable, educationalfacilities cannot create change and progress, the only time it begins to make impact is when the teacher begins to make use of it and allows it to take over its value. Khan and Iqbal, (2012) found that excellent school facilities are basic ingredients for a successful learning and are very important for achieving the targets and improving the literacy rate of a country.Williams, (2000) found that, children whose schools lacked classroom materials and has an inadequate library were significantly more likely to show lower test score and lower grade repletion than those whose schools were well equipped and Fuller et al. (1999) also revealed that physical learning environment or the places in which formal learning occurs range from relatively modern and well-equip building to open-air gathering places.

The findings also indicated strong difference in the opinions of Principals and Teachers on utilization of infrastructural, teaching, learning, welfare, recreational and games facilities in Secondary Schools in Bida and Kutigi Educational Zones. This has high positive correlation.Adegboyeje (2000) stated that, utilization is the degree or extent to which an item has been put into effective use. According to him, various degrees of utilization include non-utilization, underutilization, maximum utilization, optimum utilization and overutilization. In this regard, utilization of facilities for teaching has to do with judicious harnessing of teaching facilities for the achievement of educational objectives.In another dimension, Adeboyeje (1999) see utilization of educational facilities as the degree or extent to which an item has been put into effective use. According to him, various degrees of utilization include non-utilization underutilization, maximum utilization and over-utilization. Non-utilization occurs when a facility is used more than its capacity. These degrees of utilization constitute a waste of resources and are counterproductive. On the other hand maximum utilization occurs when facilities are put into effective usage in line with primary objectives. Optimum utilization occurs when facilities are used for many purposes by the school and members of the community. Resource put in to maximum and optimum usage are not wasted. They are likely to enhance achievement of educational objectives.

The findings also indicated strong difference in the opinions of Principals and Teachers on maintenance of infrastructural, teaching, learning, welfare, recreational and games facilities in Secondary schools in Bida and Kutigi Educational Zones in

Niger State. Education as a veritable tool for national development cannot be achieved unless facilities provided for executing the programmes are not properly maintained. This is accordance with the assertion of (Akpan, 2001) that,. Maintenance of school facilities involves all the activities or programmes designed to keep the facilities and equipment as near their original state as possible. Maintenance involves activities required to keep the facilities and equipment functional at all times and thus prevent them from becoming obsolete. It is also conceived as involving any activity carried out on anycomponent of the school physical facilities in an attempt to keep or restore and more importantly, to ensure that they are in good shape. School facilities maintenance activitiesinclude repairs, replacement of worn out parts, greasing, painting or galvanizing.

School facilities if well maintained and utilized by the learners, translate into quality education. Maintenance of instructional facilities lends credence to current Universal Basic Education programme (Xaba, 2012). In another development, Young, Boehrich-Patrick, Joseph and Gibson (2003), postulated that, an effective school establishes a well-disciplined, secure and wholesome learning environment and maintain clean and orderly school building.

Babatope (2012) observed that, appropriate maintenance techniques would assist in taking care of all available facilities for teaching and learning. He added that, inculcation of maintenance culture in learners be given a pride of place so that they can appreciate the value and worth of facilities.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter discussed the following sub-sections; summary of findings, conclusion, recommendations, and implications of the study for Educational Administrators and Planners and Suggestions for further studies.

5.2 Summary

This research work is entitled,"Assessment of Provision, Utilization and Maintenance of Facilities in secondary schools in Bida and Kutigi Educational Zones in Niger State." The introductory aspect of the study comprises the background to the study, statement of the problem, objectives of the study, significance of the study, scope and limitation of the study. Five research questions and corresponding hypotheses were formulated which were tested using chi-square and at 0.05 level of significance. Related literature of concepts in relation to the study was reviewed. The research was conducted using the descriptive survey research design. Fifty item questionnaires tagged (SFPUMQ) using likert rating scale of strongly agree (SA), agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD) was used to gather data.The instrument was validated by my supervisors in the department, the final draft copy was pilot tested and the result revealed it was reliable. A sample population of 300 made up of 137 Principals and 163 Class Teachers out of a total population of 137 Principals and 2630 Class Teachers using simple random sampling technique. The result of the findings led to rejection of all the hypotheses. The study revealed that facilities in Secondary Schools in Bida and Kutigi Educational Zones were not adequately provided, optimally utilized and well maintained.

5.3 **Conclusions**

Based on the Problem under investigation and findings reached, the following conclusionsweremade.

1. Government should provide adequate infrastructural like water, electricity, road, communication facilities and security facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State. Principals and teachers should be trained on optimal utilization and maintenance of these facilities for attainment of set goals of the system.

2. Government should provide Teaching Facilities like classroom, chalkboard, chairs, laboratory, public address and system in Secondary Schools in Bida and Kutigi Educational Zones in Niger State. Principals and teachers should be trained on optimal utilization and maintenance of these facilities for attainment of set goals of the system.

3. Government should make available Learning Facilities like computer, library, microscope, textbook and wall chart in Secondary schools in Bida and Kutigi Educational Zones in Niger. Principals and teachers should be trained on optimal utilization and maintenance of these facilities for attainment of set goals of the system.

4. Government should provide Welfare facilities like medical facilities, sanitary facilities, school bus, staff office and hostel in Secondary Schools in Bida and Kutigi Educational Zones in Niger State.Principals and teachers should be trained on optimal utilization and maintenance of these facilities for attainment of set goals of the system.

5. Government should make available Recreational and Games Facilities like football field, common room, volleyball court, musical facilities and handball court in Secondary

schools in Bida and Kutigi Educational Zones in Niger State. Principals and teachers should be trained on optimal utilization and maintenance of these facilities for attainment of set goals of the system.

5.4Recommendations

Based on the findings of this research the following recommendations were drawn. They are:-

1. Infrastructural facilities like water, electricity, road, communication facilities and security facilities in Secondary Schools in Bida and Kutigi Educational Zones inNiger State should be provided, maximally utilized and properly maintained to make teaching and learning.
2. Teaching Facilities like classroom, chalkboard, chairs, laboratory, public address and system in Secondary schools in Bida and Kutigi Educational Zones in Niger State should be maximally utilized and properly maintained for the overall attainment of set educational goals.
3. Learning Facilities like computer, library, microscope, textbook and wall chart in Secondary schools in Bida and Kutigi Educational Zones in Niger State should be maximally utilized and properly maintained to make teaching effective.
4. Welfare facilities like medical facilities, sanitary facilities, school bus, staff office and hostel in Secondary schools in Bida and Kutigi Educational Zones in Niger State should be maximally utilized and properly maintained to make learning more conducive.

5. Recreational and Games Facilities like football field, common room, volleyball court, musical facilities and handball court in Secondary Schools in Bida and Kutigi Educational zones in Niger should be maximally utilized and properly maintained.

5.5 **Suggestions for Further Studies**

As a result of findings from this study, it is hereby suggested that further studies be carried out on:

1. Assessment of attitude of stakeholders on the management of facilities for teaching and learning in Secondary schools in other states of the federation.
2. Investigation on the fund appropriation on educational facilities.
3. Attitude of students towards utilization of facilities.

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APPENDIX I

Department of Educational Foundations and Curriculum

Educational Administration and planning section

Faculty of Education

Ahmadu Bello University

Zaria, Kaduna State.

Dear Respondent,

I wish to solicit for your assistance in collecting data on "Assessment of Provision, Utilization and Maintenance of Facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State forM.Ed. theses.

This research work is purely based on academic purpose, all information provided in the questionnaire will be treated with utmost confidentiality.

Your interest and sincere response will help in addressing the issue of of Provision, Utilization and Maintenance of Facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State.

Yours Faithfully,

Tasha Abubakar Gana

(Researcher)

APPENDIX II

THE PROVISION, UTILIZATION AND MAINTENANCE OF FACILITIES QUESTIONNAIRE (PUMOFQ)

The Questionnaire presented to you is for the purpose of collecting data about the assessment of "Provision, Utilization and Maintenance of facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State".

Please you are expected to read carefully this Questionnaire and give your responses by ticking (√) appropriately to express your opinion. Please note that identity will not be compromised in any way. All the information provided shall be used for the academic purposes, for achieving the stated objectives of this study and shall be treated with confidentiality.

SECTION A

Please tick (√) in the appropriate space.

1. Zone
   a. Bida ( )
   b. Kutigi ( )
2. Location of school
   a. Urban ( )
   b. Rural ( )
3. Status
   a. Teacher ( )
   b. Principal ( )
4. Gender
   a. Male ( )
   b. Female ( )
5. Educational Qualification
   a. Doctoral Degree ( )
   b. Masters' Degree ( )
   c. Bachelors' Degree ( )
   d. NCE ( )
   e. Diploma/HND ( )
   f. Others specify ( )

Provision, utilization and maintenance of infrastructural facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State

SN	ITEM STATEMENT	5 SA	4 A	2 D	1 SD
1.	Water are provided in my school				
2.	There is proper utilization of water in my school.				
3.	There is proper maintenance of water in my school.				
4.	Electricity is provided in my school.				
5.	Electricity is properly utilized in my school.				
6.	Electricity is properly maintained in my school.				
7.	Good roads are provided in my school				
8.	There is proper utilization of roads in my school.				
9.	There is proper maintenance of roads in my school.				
10.	Communication facilities are provided in my school.				
11.	Communication facilities are properly utilized in my school.				
12.	Communication facilities are properly maintained in my school.				
13.	Security equipment are provided in my school.				
14.	There is proper utilization of security equipment in my school.				
15.	There is proper maintenance of security equipment in my school.				

Provision, Utilization and Maintenance of Teaching Facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State

	ITEM STATEMENTS	SA	A	D	SD
1.	Class rooms are provided in my school.				
2.	There is proper utilization of class rooms in my school.				
3.	There is proper maintenance of class rooms in my school.				
4.	Chalk board are provided in my school.				
5.	There is proper utilization of chalk board in my school.				
6.	There is proper maintenance of chalk board in my school.				
7.	Chairs are provided in my School				
8.	There is proper utilization of chairs in my School				
9.	There is proper maintenance of chairs in my School				
10.	Laboratory is provided in my school				
11.	There is proper utilization of laboratory in my school.				
12.	There is proper maintenance of laboratory in my school.				
13.	Public address system is provided in my school.				
14.	There is proper utilization of public address system in my school.				
15.	There is proper maintenance of public address system in my school.				

Provision, Utilization and Maintenance of Learning Facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State

S/N	ITEM STATEMENT	SA	A	D	SD
1.	Library is provided in my school.				
2.	There is proper utilization of library in my school.				
3.	There is proper maintenance of library in my school.				
4.	Computers and ICT/internet materials are provided in my school.				
5.	There is proper utilization of computers and ICT/internet materials in my school.				
6.	There is proper maintenance of computers and ICT/internet materials in my school.				
7.	Video players and projectors are provided in my school.				
8.	There is proper utilization of video players and projectors in my school.				
9.	There is proper maintenance of video players and projectors in my school.				
10.	Wall chart/poster are provided in my school.				
11.	There is proper utilization of wall chat/poster in my school.				
12.	There is proper maintenance of wall chat/poster in my school.				
13.	Microscope is provided in my school				
14.	There is proper utilization of microscope in my school				
15.	There is proper maintenance of microscope in my school				

Provision, Utilization and Maintenance of Welfare Facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State

S/N	ITEM STATEMENT	SA	A	D	SD
1.	Medical equipment is provided in my school.				
2.	There is proper utilization of medical equipment in my school.				
3.	There is proper maintenance of medical equipment in my school.				
4.	Sanitary materials are provided in my school.				
5.	There is proper utilization of sanitary materials in my school.				
6.	There is proper maintenance of sanitary materials in my school.				
7.	Staff offices are provided in my school.				
8.	There is proper utilization of staff office in my school.				
9.	There is proper maintenance of staff-office in my school.				
10.	School bus is provided in my school.				
11.	There is proper utilization of the school bus in my school.				
12.	There is proper maintenance of the school bus in my school.				
13.	Hostels are provided in my School				
14.	There is proper utilization of the hostels in my school.				
15.	There is proper maintenance of the hostels in my school.				

Provision, Utilization and Maintenance of Recreational and Games Facilities in Secondary Schools in Bida and Kutigi Educational Zones in Niger State

S/N	ITEM STATEMENT	SA	A	D	SD
1.	Football fields are provided in my school.				
2.	There is proper utilization of football fields in my school.				
3.	There is proper maintenance of football fields in my school.				
4.	Common rooms are provided in my school.				
5.	There is proper utilization of common rooms in my school.				
6.	There is proper maintenance of common rooms in my school.				
7.	Valley ball courts are provided in my school.				
8.	There is proper utilization of valley ball courts in my school.				
9.	There is proper maintenance of valley ball courts in my school.				
10.	Musical equipment is provided in my school.				
11.	There is proper utilization of musical equipment in my school.				
12.	There is proper maintenance of musical equipment in my school.				
13.	Hand ball courts are provided in my school.				
14.	There is proper utilization of hand ball court in my school.				
15.	There is proper maintenance of hand ball courts in my school.				

APPENDIX III

1A; PRINCIPALS' RESPONSES ON PROVISIONINFRASTRUCTURAL FACILITIES(I.F.)

	item	A	SA	D	SD	ROW TOTAL
a	water	30	31	29	34	124
b	electricity	50	37	23	14	124
c	road	60	9	11	44	124
d	communication network	50	20	13	41	124
e	security services	10	36	44	34	124
	COLUMN TOTAL	200	133	120	167	620

I.F. TEACHERS' RESPONSES ON PROVISION OF INFRASTRUCTURAL FACILITIES(I.F.)

	item	A	SA	D	SD	ROW TOTAL
a	water	34	23	38	62	157
b	electricity	40	19	41	57	157
c	road	37	30	31	59	157
d	communication network	20	21	59	57	157
e	security services	60	20	20	57	157
	COLUMN TOTAL	191	113	189	192	785

I.F.PRINCIPALS' AND TEACHERS' RESPONSES SUMMARY TABLE

	PRINCIPAL	TEACHER	ROW TOTAL
SA	333	304	637
SD	287	481	768
COLUMN TOTAL	620	785	1405

1B; PRINCIPALS' RESPONSES ON MAINTENANCEINFRASTRUCTURAL FACILITIES(I.F.)

	item	A	SA	D	SD	ROW TOTAL
a	water	30	10	44	40	124
b	electricity	14	20	40	50	124
c	road	24	30	9	61	124
d	communication network	3	40	11	70	124
e	security services	25	30	25	44	124
	COLUMN TOTAL	96	130	129	265	620

I.F. TEACHERS'RESPONSES ON MAINTENANCE OF INFRASTRUCTURAL FACILITIES(I.F.)

	item	A	SA	D	SD	ROW TOTAL
a	water	60	40	30	27	157
b	electricity	70	35	22	30	157
c	road	65	45	10	37	157
d	communication network	60	10	10	77	157
e	security services	37	80	22	18	157
	COL80UMN TOTAL	292	210	94	189	785

I.F.PRINCIPALS' AND TEACHERS' RESPONSES SUMMARY TABLE

	PRINCIPAL	TEACHER	ROW TOTAL
SA	226	502	728
SD	394	283	677
COLUMN TOTAL	620	785	1405

2A; PRINCIPALS' RESPONSES ON PROVISION OF TEACHING FACILITIES (T.F.)

	item	A	SA	D	SD	ROW TOTAL
a	class room	4	90	10	20	124
b	chalk board	79	32	3	10	124
c	chairs	69	20	19	16	124
d	laboratory	40	50	23	11	124
e	public address systems	10	71	23	20	124
	COLUMN TOTAL	202	263	78	77	620

T.F. TEACHERS'RESPONSES ON PROVISION OF TEACHING FACILITIES (T.F.)

	item	A	SA	D	SD	ROW TOTAL
a	class room	30	4	80	43	157
b	chalk board	53	3	14	87	157
c	chairs	22	30	30	75	157
d	laboratory	22	21	23	91	157
e	public address system	31	3	17	106	157
	COLUMN TOTAL	158	61	164	402	785

T.F.PRINCIPALS' AND TEACHERS' RESPONSES SUMMARY TABLE

	PRINCIPAL	TEACHER	ROW TOTAL
SA	465	219	684
SD	155	566	721
COLUMN TOTAL	620	785	1405

2B; PRINCIPALS' RESPONSES ON MAINTENANCE OF TEACHING FACILITIES (T.F.)

	item	A	SA	D	SD	ROW TOTAL
a	class room	50	50	14	10	124
b	chalk board	60	30	20	14	124
c	chairs	80	10	20	14	124
d	laboratory	14	10	40	60	124
e	public address system	10	20	60	34	124
	COLUMN TOTAL	214	120	154	132	620

T.F. TEACHERS'RESPONSES ON MAINTENANCE OF TEACHING FACILITIES (T.F)

	item	A	SA	D	SD	ROW TOTAL
a	class room	30	94	28	5	157
b	chalk board	60	64	18	15	157
c	chairs	45	68	30	14	157
d	laboratory	17	20	40	80	157
e	public address system	5	15	50	87	157
	COLUMN TOTAL	157	261	166	201	785

T.F.PRINCIPALS' AND TEACHERS' RESPONSES SUMMARY TABLE

	PRINCIPAL	TEACHER	ROW TOTAL
SA	334	418	752
SD	286	367	653
COLUMN TOTAL	620	785	1405

3A; PRINCIPALS' RESPONSES ON PROVISION OF LEARNING FACILITIES (L.F.)

	item	A	SA	D	SD	ROW TOTAL
a	computer	**14**	**9**	**23**	**78**	**124**
b	library	**24**	**18**	**25**	**57**	**124**
c	microscope	**4**	**10**	**20**	**90**	**124**
d	text book	**14**	**8**	**24**	**78**	**124**
e	wall chart	**8**	**31**	**14**	**71**	**124**
	COLUMN TOTAL	**64**	**76**	**106**	**374**	**620**

L.F. TEACHERS'RESPONSES ON PROVISION OF LEARNING FACILITIES (L.F.)

	item	A	SA	D	SD	ROW TOTAL
a	computer	**7**	**19**	**48**	**83**	**157**
b	library	**7**	**60**	**10**	**80**	**157**
c	microscope	**40**	**19**	**11**	**87**	**157**
d	text book	**57**	**31**	**10**	**59**	**157**
e	wall chart	**30**	**26**	**27**	**74**	**157**
	COLUMN TOTAL	**141**	**155**	**106**	**383**	**785**

L.F.PRINCIPALS' AND TEACHERS' RESPONSES SUMMARY TABLE

	PRINCIPAL	TEACHER	ROW TOTAL
SA	**140**	**296**	**436**
SD	**480**	**489**	**969**
COLUMN TOTAL	**620**	**785**	**1405**

3b; PRINCIPALS' RESPONSES ON MAINTENANCE OF LEARNING FACILITIES (L.F.)

	item	A	SA	D	SD	ROW TOTAL
a	computer	**4**	**39**	**10**	**71**	**124**
b	library	**0**	**24**	**10**	**90**	**124**
c	microscope	**10**	**20**	**12**	**82**	**124**
d	text book	**24**	**9**	**24**	**67**	**124**
e	wall chart	**34**	**8**	**35**	**47**	**124**
	COLUMN TOTAL	**72**	**100**	**91**	**357**	**620**

L.F. TEACHERS'RESPONSES ON MAINTENANCE OF LEARNING FACILITIES (L.F.)

	item	A	SA	D	SD	ROW TOTAL
a	computer	**19**	**8**	**40**	**90**	**157**
b	library	**40**	**6**	**33**	**78**	**157**
c	microscope	**20**	**6**	**58**	**73**	**157**
d	text book	**17**	**50**	**11**	**79**	**157**
e	wall chart	**34**	**8**	**38**	**77**	**157**
	COLUMN TOTAL	**130**	**78**	**180**	**397**	**785**

L.F.PRINCIPALS' AND TEACHERS' RESPONSES SUMMARY TABLE

	PRINCIPAL	TEACHER	ROW TOTAL
SA	172	208	380
SD	448	577	1025
COLUMN TOTAL	620	785	1405

4A; PRINCIPALS' RESPONSES ON PROVISIONWELFARE FACILITIES (W.F.)

	item	A	SA	D	SD	ROW TOTAL
a	medical equipment	24	13	21	66	124
b	sanitary material	34	21	10	59	124
c	school bus	3	14	30	77	124
d	staff office	14	50	20	40	124
e	hostel	13	4	22	85	124
	COLUMN TOTAL	88	102	103	327	620

W.F. TEACHERS'RESPONSES ON PROVISIONWELFARE FACILITIES (W.F.)

	item	A	SA	D	SD	ROW TOTAL
a	medical equipment	20	17	23	97	157
b	sanitary material	2	15	30	110	157
c	school bus	10	19	10	118	157
d	staff office	17	8	23	109	157
e	hostel	79	2	76	0	157
	COLUMN TOTAL	128	61	162	434	785

W.F.PRINCIPALS' AND TEACHERS' RESPONSES SUMMARY TABLE

	PRINCIPAL	TEACHER	ROW TOTAL
SA	190	189	379
SD	430	596	1026
COLUMN TOTAL	620	785	1405

4B; PRINCIPALS' RESPONSES ON MAINTENANCEWELFARE FACILITIES (W.F.)

	item	A	SA	D	SD	ROW TOTAL
a	medical equipment	3	17	24	80	124
b	sanitary material	2	24	29	69	124
c	school bus	14	0	33	77	124
d	staff office	31	43	30	20	124
e	hostel	20	44	50	10	124
	COLUMN TOTAL	70	128	166	256	620

TEACHERS'RESPONSES ON MAINTENANCEWELFARE FACILITIES (W.F.)

	item	A	SA	D	SD	ROW TOTAL
a	medical equipment	7	32	50	68	157
b	sanitary material	7	77	10	63	157
c	school bus	4	9	49	95	157
d	staff office	9	19	47	82	157
e	hostel	13	17	87	40	157
	COLUMN TOTAL	40	154	243	348	785

W.F.PRINCIPALS' AND TEACHERS' RESPONSES SUMMARY TABLE

	PRINCIPAL	TEACHER	ROW TOTAL
SA	198	194	392
SD	422	591	1013
COLUMN TOTAL	620	785	1405

5A; PRINCIPALS' RESPONSES ON PROVISION OF RECREATIONAL AND GAMES FACILITIES (R.G.F.)

	item	A	SA	D	SD	ROW TOTAL
a	football field	69	20	21	14	124
b	common room	8	12	4	100	124
c	volley ball court	4	0	22	98	124
d	musical equipment	4	10	20	90	124
e	handball court	9	20	15	80	124
	COLUMN TOTAL	94	62	82	382	620

TEACHERS'RESPONSES ON PROVISION OF RECREATIONAL AND GAMES FACILITIES (R.G.F.)

	item	A	SA	D	SD	ROW TOTAL
a	football field	20	8	30	99	157
b	common room	10	9	21	117	157
c	volley ball court	20	1	39	97	157
d	musical equipment	7	14	20	116	157
e	handball court	9	8	31	109	157
	COLUMN TOTAL	66	40	141	538	785

R.G.F.PRINCIPALS' AND TEACHERS' RESPONSES SUMMARY TABLE

	PRINCIPAL	TEACHER	ROW TOTAL
SA	156	106	262
SD	464	679	1143
COLUMN TOTAL	620	785	1405

5B; PRINCIPALS' RESPONSES ON MAINTENANCE OF RECREATIONAL AND GAMES FACILITIES (R.G.F.)

	item	A	SA	D	SD	ROW TOTAL
a	football field	81	14	14	15	124
b	common room	17	20	10	77	124
c	volley ball court	7	8	16	93	124
d	musical equipment	7	10	3	104	124
e	handball court	10	10	9	95	124
	COLUMN TOTAL	122	62	52	384	620

TEACHERS'RESPONSES ON MAINTENANCE OF RECREATIONAL AND GAMES FACILITIES (R.G.F.)

	item	A	SA	D	SD	ROW TOTAL
a	football field	90	20	40	7	157
b	common room	15	24	25	93	157
c	volley ball court	25	5	28	99	157
d	musical equipment	10	18	30	99	157
e	handball court	8	16	41	92	157
	COLUMN TOTAL	148	83	164	390	785

R.G.F.PRINCIPALS' AND TEACHERS' RESPONSES SUMMARY TABLE

	PRINCIPAL	TEACHER	ROW TOTAL
SA	184	231	415
SD	436	554	990
COLUMN TOTAL	620	785	1405