

**IMPACT OF FUNDING ON THE PROVISION AND MAINTENANCE OF  
FACILITIES IN PUBLIC SECONDARY SCHOOLS IN KOGI STATE, NIGERIA**

**BY**

**Abdullahi James SHEIDU  
P14EDFC8135**

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ZARIA**

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## DECLARATION

I, Sheidu Abdullahi James declare that this dissertation is as a result of my personal effort work. It has never been presented any where for the purpose of the award of a higher degree. All qualitative and source of information are either in dented or acknowledged by means of references.

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SheiduAbdullahi James  
P14EDFC8135

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Date

## CERTIFICATION

This dissertation entitled “Impact of Funding on the Provision and Maintenance of Facilities in Public Secondary Schools in Kogi State, Nigeria” by Sheidu Abdullahi James meets the regulations governing the award of the Master’s Degree in Education (Educational Administration and Planning) of Ahmadu Bello University, Zaria, Nigeria and is approved for its contribution to knowledge and literary presentation.

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Prof. B. A. Maina  
Chairman Supervisory Committee

---

Date

---

Dr. A. M. Jumare  
Member, Supervisory Committee

---

Date

---

Dr. M. I. Harbau  
Head of Department

---

Date

---

Prof. S. Z. Abubakar  
Dean, School of Post-graduate Studies

---

Date

## **DEDICATION**

This research work is dedicated to my parents late Ndankwo Ohere Sheidu and Dr. and Mrs. David Bello, my beloved, wife Mrs. Blessing James, Sheidu Adeiza Jeremiah, Sheidu Ogamuha Jonathan, Mr. & Mrs. Siyaka Sheidu and entire Ndakwo family.

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## ABBREVIATIONS

ANOVA	-	Analysis of Variance
MOE	-	Ministry of Education
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
PPMC	-	Pearson Product Movement Correlation

## OPERATIONAL DEFINITION OF TERMS

The following terms were defined as used in the study:

- Impact:** The likely effect of activities of a particular concept on the other which could be positive or negative. This involves two variables of funding and facilities.
- Funding:** Providing the resources such as human, financial, material and other variable for management of secondary schools.
- Provision:** This is act of making resources available to aid effective teaching and learning in secondary schools.
- Maintenance:** Is the act of keeping facilities in good condition by checking or repairing it regularly.
- School Facilities:** This refers to those fixed materials, such as building, classes rooms, field.
- Infrastructural Facilities:** This refers to the buildings that would be used to help teaching and learning to be easy. Example, classroom, laboratory, Library, water.
- Instructional Facilities:** Refer to all materials that can help the teacher to accomplish his task of teaching. example; chalkboard, textbooks, computer.
- Welfare Facilities:** These are materials use to provide for staff and students for their general well-being such as staff toilet and students, water, electricity, security.
- Sport Facilities:** These are recreational facilities that help students and staff for extra-curricular activities such as football, basketball, table tennis.

## ABSTRACT

This study is on the impact of funding on the provision and maintenance of facilities in public secondary schools in Kogi state, Nigeria, from (2014-2017). The study has eight (8) objectives among which are to: determine the impact of funding on the provision of infrastructural facilities in public secondary schools in Kogi state, Nigeria, assess the impact of funding on the maintenance of infrastructural facilities examine the impact of funding on the provision of instructional facilities. These study objectives were designed to correspond with the research questions, hypotheses and basic assumptions. The study will be of benefit to school administrators, teachers and ministry of education officials and Kogi state government. The study covered all public secondary schools in Kogi State and limited to impact of funding on the provision and maintenance of facilities in public secondary schools in Kogi State. The review of related literature is based on the issues of objectives of the study. The study adopted descriptive survey method. The population of the study was three thousand, six hundred and six (3,606). The sample size was three hundred and sixty-one (361) and stratified random sampling was used to draw the sample. A structure questionnaire was used to collect data for the study. The validity of the instrument was determined by two supervisors and other experts in Educational Administration and Planning. The reliability coefficient of the instrument using PPMC techniques showed the reliability value of 0.87. The research questions were analyzed using Statistical Packages for Social Science (SPSS) presented in tables, frequencies, percentages and mean scores. All the eight null hypotheses were tested using One Way Analysis of Variance (ANOVA). Out of the eight hypotheses tested, five were retained while three were rejected. The findings, among others, showed that there was adequate funds for the provision of infrastructural facilities in public secondary schools in Kogi State and adequate funds was not provided to maintain the available infrastructural facilities in public secondary schools. The conclusion and among others showed that adequate funds has impact on the provision of infrastructural facilities for the effective teaching and learning in public secondary schools in Kogi State. The recommendations were made, which include Kogi state government should allocate 10% of annual budget yearly for the provision of infrastructural facilities in public secondary schools. There should be stakeholders' forum where government, private organizations, non-governmental organizations, and alumni associations would come together to provide funds to maintain infrastructural facilities in schools for effective service delivery.



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

The quality of education delivered by teachers and the academic achievements of students of any secondary school depend on several factors of which school facilities are paramount. Secondary school facilities are material resources that enhance teaching and learning process thereby making the process meaningful and purposeful. School facilities work hand in hand with the entire institutions which includes administrators, teachers and non-teaching staff, students' hardiness, allocate and utilize for the smooth and effective running of any educational institutions, for the main objective of bringing about effective and purposeful teaching and learning experience. Secondary education on its own has the broad aims of preparing students for useful living within the society and preparing them for higher education. To achieve this, adequate funding on the provision and maintenance of school facilities is paramount.

Funding for the provision and maintenance of school facilities is an aspect that concerns all levels of the educational system ranging from the pre-kindergarten to the tertiary education. Funding on the provision and maintenance of facilities in public secondary schools should be a collective responsibility of the Federal, State, Local Government authorities, Parent Teachers Association (PTAS), Non-governmental organizations (NGOS) staff and students of the schools and the community where the school is located. The state government through the ministry of education is responsible for the funding, provision and maintenance of facilities in public secondary schools in Kogi State. Several school buildings, furniture and equipment that are over fifty years old have never been renovated or any form of modernization in spite of the changes in the educational system. Some of those facilities are architecturally obsolete and therefore cannot contribute to functional education.

One of the fundamental ways of ensuring the optimum utility of available resources is through, maintenance culture. Maintenance culture of any school speaks much about such an institution. According to Akpan (2011) the general appearance of school facilities constitute the basis upon which members of the public pass their judgments about the academic performance going on in the school. The present economic recession being experienced world over has made it absolute imperative that the gospel of maintenance culture be preached very loudly in our education industry.

Having identified the economic rationale of modernization, a relevant programme of maintenance and physical plant renewal is imperative and priority for maintenance is essential because unattended deterioration and neglect of schools buildings could lead to higher out lays, in the form of replacement lost. Schools cannot afford this period of economic hardship; hence a maintenance culture should be adopted wherever school premises are occupied. Besides, maintenance enables us to pay less now, instead of waiting to pay more at a delayed point in time in the future. Hence, there is absolute need for the few available ones to be properly maintained for effective teaching and learning.

In Kogi state, public school enrolment has continued to increase without a corresponding increase in the provision of school facilities for effective teaching and learning. As a result of underfunding of education in the state, the government has been encouraging proper maintenance of available school facilities. School facilities maintenance entail that the facilities are kept near their original state as possible. This involve keeping the classrooms, laboratory, library, light, water, instructional aids, school sport and football field clean, periodic renovation of the school bus and generator sets repair for the purposes of restoring the facilities to optimum working condition. According to Adeboyeje (2000), maintenance enhances performance and durability; prevents wastage, corrects breakdown and shutdown service. In school, maintenance of facilities does not only stop at derivable benefit by staff and students but also on the life-span of the equipment. An equipment or instrument that is

well maintained shall take more time being used than those not maintained. Facilities such as buildings offices, hostels, stores, staff quarters to mention but a few, can have long life-span when not over worked and not misused. The importance of adequate funding on the provision and maintenance of school facilities cannot be over- emphasized. Piana (2001), however, discovered that public expenditure on education is determined by political will of the leading forces in the state. Many factors definitely come to play in public education spending across the globe, but finance is a sine-qua-non for educational development. Bello (2000) emphasized that: “Finance is the sinews of war for all functional organizations in an economy. It is a crucial prerequisite which enables an organization, public or private, to maintain it and effectively meet its commitment to individuals and groups who consume its output of goods and services. Impact of funding has been a major issue in the development of education in Kogi state and the proper management of it is also imperative.

This means that without proper funding, the school system will collapsed. According to Wikipedia (2011), funding is to provide resource, usually inform of money, financial or other values such as effort’s or time for a person, a business or public institution for the education sector to produce a good results. The available funds must be properly managed and utilized for the indented purpose. Good quality and standard of school depend largely on the provision, adequacy, utilization and maintenance of educational facilities. Akinsolu (2004) asserted that educational curriculum cannot be sound and well operated with poor and badly managed school facilities. From all indication, school facilities are physical resources that facilitate effective teaching and learning. They include blocks of class room, laboratories, workshop, libraries, equipment, consumables, electricity, water, visual and audio- visual aids, desks, chairs, playground, storage space and toilets. According to Adeboyeje (2000) school facilities are the physical and spatial enablers of teaching and learning which increase the production of results. School facilities serve as pillars of support for effective teaching and learning. Similarly Oyesola (2000), see school facilities to include permanent and semi-

permanent structures such as machinery, laboratory, equipment, the blackboard, teacher's tools and other equipment as well as consumables. According to Dare (2011) said that school facilities are expected to be adequately and carefully planned, developed and maintained in order to ensure their relevant to the school curriculum and towards effective teaching and learning in educational institution. Adeboyeje (2000) reported that schools with well-coordinated plant planning and maintenance practices recorded better students' performance. Conducive school physical environment could enhance student school attendance, involvement in academic activities and academic performance positively. According to Habibu (2011), inadequate funding is identified as one of the great obstacles to the development of secondary education in the country. It is deplorable to observe that the annual budget allocation for education is by far below the UNESCO prescribed minimum of 26% in either national or state budgets; which fell far below what is required to make a meaningful impact in this sector. Similarly, Owuamanam (2005) noted that inadequacy of teaching facilities and lacks of maintenance for available facilities were major problems facing Nigerian educational system. The school facilities are grossly inadequate to match the student's population and the available facilities were poorly maintained. When school facilities are not well maintained, they constitute health hazards to students and teachers who use the facilities. Large amount of money invested on school facilities are wasted when school buildings and equipment are left to deteriorate without maintenance.

It has been observed that, the administrator appears to spend much time on instructional planning, curriculum development, personnel development and community relations without proper attention to the provision and maintenance of facilities in public secondary schools. This study investigates impact of funding on the provision and maintenance of school facilities in public secondary schools in Kogi state.

## **1.2. Statement of the Problem**

The state of school facilities in the public secondary school today should be of great concern to students, parents, educators and the general public in the communities. An overwhelming number of students in public schools are being educated in deteriorating teaching and learning facilities not conducive to increasing student academic performance. There are specific problems identified that could affect funding on the provision and maintenance of facilities in public secondary schools in Kogi state.

There are problems of inadequate funding for the provision and maintenance of infrastructural facilities such as classrooms, school building, Laboratories, libraries, furniture, toilet and among others to be in an advance state of disrepairs, resulting in the poor academic performance of students, inadequate funding for the provision and maintenance of instructional facilities such as audio and visual aids, projectors, computer system which affecting teaching and learning activities. This adversely creates a discomfort to the teachers, students and inadequate operators of the schools administrative system.

Insufficient funding for the provision and maintenance of welfare facilities in schools has affected the well-being of the students and staff which lead to poor academic performance in the school, and also lack of funding on the provision and maintenance of sports facilities has further compounded the situation in public secondary schools Kogi state.

The solution to among problems stated in the study is that, Kogi state government should provide adequate funding for the provision and maintenance of infrastructural facilities in public schools. The school administrators and parent Teachers Association (PTA<sub>s</sub>) provide funds for the provision and maintenance of instructional facilities and welfare facilities to promote academic performance of students. The school authorities should involve non-governmental, clubs, individuals and local communities for the provision and maintenance of sports facilities to enhance conducive environment for effective teaching and learning process in public secondary schools.

### **1.3 Objectives of the Study**

The study was set to achieve the following objectives:

1. determine the impact of funding on the provision of infrastructural facilities in public secondary schools in Kogi state, Nigeria;
2. assess the impact of funding on the maintenance of infrastructural facilities in public secondary schools in Kogi state, Nigeria;
3. examine the impact of funding on the provision of instructional facilities in public secondary schools in Kogi State;
4. find out the impact of funding on the maintenance of instructional facilities in public secondary schools in Kogi State;
5. ascertain the impact of funding on the provision of welfare facilities in public Secondary schools in Kogi State;
6. identify the impact of funding on the maintenance of welfare facilities in public Secondary schools in Kogi State;
7. find out the impact of funding on the provision of Sports facilities in public Secondary schools in Kogi state, and
8. examine the impact of funding on the maintenance of Sports facilities in public Secondary schools in Kogi state.

### **1.4 Research Questions**

The research questions raised for the purpose of this study are as follows:

1. Does funding have any impact on the provision of infrastructural facilities in public secondary schools in Kogi state?
2. What is the impact of funding on the maintenance of infrastructural facilities in public secondary schools in Kogi state?

3. In what way does funding have impact on the provision of instructional facilities in public secondary schools?
4. Does funding have any impact on the maintenance of instructional facilities in public secondary schools?
5. How does funding impact on the provision of welfare facilities in public secondary schools?
6. What is the impact of funding on the maintenance of welfare facilities in public secondary schools?
7. In what ways does funding impact on the provision of Sports facilities in public secondary schools?
8. How does funding impact on the maintenance of Sports facilities in public secondary schools?

### **1.5 Hypotheses**

The study formulated the following hypotheses;

- H0<sub>1</sub> There is no significant difference in the opinions of principals, teachers and Ministry of Education officials on the impact of funding on provision of infrastructural facilities in public secondary schools in Kogi state;
- H0<sub>2</sub> There is no significant difference in the opinions of respondents on the impact of funding on maintenance of infrastructural facilities in public secondary schools in Kogi state;
- H0<sub>3</sub> There is no significant difference in the opinions of respondents on the impact of funding on provision of instructional facilities in public secondary schools in Kogi state;

- H0<sub>4</sub> There is no significant difference in the opinions of respondents on the impact of funding on maintenance of instructional facilities in public secondary schools in Kogi state;
- H0<sub>5</sub> There is no significant difference in the opinions of respondents on the impact of funding on provision of welfare facilities in public secondary schools in Kogi state;
- H0<sub>6</sub> There is no significant difference in the opinions of respondents on the impact of funding on maintenance of welfare facilities in public secondary schools in Kogi state;
- H0<sub>7</sub> There is no significant difference in the opinions of respondents on the impact of funding on provision of sports facilities in public secondary schools in Kogi state; and
- H0<sub>8</sub> There is no significant difference in the opinions of respondents on the impact of funding on maintenance of sports facilities in public secondary schools in Kogi state.

### **1.5 Basic Assumptions**

Educational system cannot successfully function without adequate funding on the provision and maintenance of facilities in public secondary schools in Kogi state. The researcher therefore, assumes that quality of education in the public secondary schools depends on:

1. Whenever there are adequate funding on the provision of infrastructural facilities in public secondary schools effective teaching and learning will be promoted;
2. If adequate funding is provided for the maintenance of infrastructural facilities in public secondary schools there will be conducive atmosphere for effective teaching and learning;
3. Whenever adequate funding is available for the provision of Instructional facilities there will be encouragement for better academic performance of students in public secondary schools;



4. It is assumed that adequate funding will lead to better maintenance of Instructional facilities and effective teaching and learning will take place in public secondary schools;
5. If adequate funding is provided for the provision of welfare facilities there will likely be contentment which will lead to the smooth running of secondary schools;
6. Provision of adequate funding for the maintenance of welfare facilities will affect the moral of teachers and students positively leading to the smooth teaching and learning in the school;
7. If adequate funds are made available for the provision of sport facilities will promote schools; and
8. If adequate funds are available for the maintenance of sport facilities, it will aid students to perform better in their academic in public secondary schools.

#### **1.6 Significance of the Study**

It is believed that the life wire of any educational system is the extent of availability of school facilities in terms of quantity which occupies a crucial place in the realization of its goals. However, the result of the findings of this research work shall assist every stakeholders, policy makers, school administrators, teachers, government and the students in playing a sensitive role aimed at improving the standard of education through the provision of a conducive infrastructural environment.

The study intends to reveal to government and educational planners on the important of adequate allocation of funds on the provision and maintenance of infrastructural facilities in public secondary schools, it will also provide an extensive knowledge of instructional facilities provision and maintenance to the school administrators on how to initiate, sustain and put to use.

The study revealed to Kogi state government, principal, parents, teachers and non-governmental agency on providing adequate funding on the provision and maintenance of welfare and sports facilities in the public secondary schools and the study would encourage and promote further related researches.

### **1.7 Scope of the Study**

This study investigated the impact of funding on the provision and maintenance of facilities in public secondary schools in Kogi state. The study covered all the 366 public secondary schools in Kogi State. The study covered 366 principals, 3114 teachers and 126 ministry of education officials in all public secondary schools located in Kogi state. The ministry of education officials are involved in this study because, it is believed that they would have learnt a lot of things concerning provision and maintenance of school facilities. Therefore, the study was limited to the impact of funding on the provision and maintenance of facilities in public secondary schools in Kogi State, also, 35 principals, 295 teachers and 30 ministry of education officials in Kogi state.

Similarly, it would be reasonable to use the result to make generalization in Kogi State because of the random distribution of the sample respondents and of the uniformity of the public secondary schools in Kogi State, Nigeria

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

This chapter reviewed relevant literature related to impact of funding on the provision and maintenance of facilities in public secondary schools. The review of the literature was considered under the following sub-headings:

Conceptual framework;

Theoretical Framework;

Impact of funding on the provision and maintenance of infrastructural facilities in schools;

Impact of funding on the provision and Maintenance of instructional Facilities in schools;

Impact of funding on the Provision and Maintenance of Welfare Facilities in schools;

Impact of Funding on the Provision and Maintenance of Sport Facilities in schools;

Constraints to the Provision and Maintenance of Facilities in schools;

Maintenance of school facilities;

Empirical Studies;and

Summary.

#### 2.2 Conceptual Framework

The sub-topics to be discussed under conceptual framework are concept of facilities, concept of infrastructural facilities, concept of instructional facilities, concept of welfare facilities, concept of sport facilities.

##### 2.2.1 Concept of Funding

The word funding is a verb derived from the word fund which can be defined as a sum of money for a special purpose it is a financial resources, a stock or supply for a special purpose. The emphasis here is on the provision of money. According to Wikipedia (2011),

funding is to provide resource, usually in form of money, financial or other values such as effort's or time for a person, a business or public institution for the education sector to produce a good results. The available funds must be properly managed and utilized for the intended purpose. By implication, Olamola (2015:26) defined funding as continuous setting aside an allocation of money for a special purpose. In the field of education, money needs to be set aside and allocated for the proper management of its affairs, education funds refer to budgeting allocations that are readily available or that are going to be made available at a stated time by governments or institutions for the purpose of pay salaries allowances and benefits and the building and provision of educational facilities to aid teaching and learning.

### **2.2.2 Concept of Provision**

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

However, oxford dictionary defines provision as a item of goods or supplies obtained for future use. It could also be refers to as money set aside for future events. From a legal point of view, provision is a clause in legal instrument, a law, providing for a particular matter or stipulation.

It can also be describe as a term, condition, agreement, requirement, demand, restriction, rider, reservation or a caveat in the legal point of view. American heritage Roget(2014) opines that provision is a service, fund, resources or allowance, which is pre-arranged as contingency to cater for any need that may arise. Similarly, United Nation Educational Science and Cultural Organization (UNESCO, 2006), sees provision from the aspect of education as the right of every child to education on the basis of equity of opportunity and without discrimination on any ground. To achieve this education provision must be available and accessible to all children, while the right of quality education enables the child to fulfill his potentials, realize opportunities for employment and develop life and skills.

### **2.2.3 Concept of Maintenance**

Maintenance of facilities implies activities put in place to restore the physical conditions of facilities. According to Bulcher (2007) defined maintenance as any actions or group of actions taken to keep a facility in good working condition for as long as possible without failing to restore its operational state after a failure occurrence. Cho (1991) define maintenance as a programmed set of actions, activities or processes undertaken to keep anything (equipment, material or facility) in “as new” a condition as possible to sustain maximum functionality, guarantee safety, usability and life span for intended services.

Dare (2010) maintenance is the act of keeping something in good condition by checking or repairing it regularly. It could also be the act of making a state or situation continues as far as the usage of a particular school facilities are concerned. This involves an act of taking proper care of equipment by strictly being guided by specific regulations governing the use of such equipment.

### **2.2.4 Concept of Facilities**

These are the buildings, equipment, furniture and others which helps to translate any educational programme into a productive result on the learners. According to Castaldi, (1977) in Musa (2010) defined facilities as “Those things of education” which enable a skillful teacher to achieve a level of instruction effectiveness that exceeds by far what is possible when they are not provided. School facilities are the physical resource inputs that makes the implementation of school curriculum easy or simple. In fact, these facilities have been found to enhance the achievement of school goals in the long run. These facilities may be consumable or no consumable. Olutola (2000) referred to these as school plants, while Adeboyeje (2000) grouped them as school infrastructural facilities. These facilities include the school site, classrooms, libraries, toilets, cafeteria, stores, gardens, sport fields, tools, instructional facilities, staffs and student furniture, teachers and student text books, utilities

etc. There is abundant evidence that the available school facilities are far less than the required ones in the Nigerian school system (UNESCO, 2003).

### **2.2.5 Concepts of Infrastructural facilities**

Infrastructures facilities are also referred to as school educational facilities. According to Dare (2003) defined infrastructural facilities as material resources that could be used to achieve the stated goals in an organization. The infrastructural school facilities include building such as classrooms, administrative block which comprises of principal's office, vice principals and staff room. Apart from administrative offices, other buildings such as laboratories and workshops, dormitories, school library, assembly hall, dining hall, kitchen, stores, staff quarters, school farm, toilet facilities, water and electricity, school vehicles and parks. There are varieties of infrastructure facilities around that can be used to make the meaning more important and interesting. School infrastructure refers to the put in place to aid effective teaching and learning in the school such as sitting, building and provision available physical equipment like laboratories, workshops library.

### **2.2.6 Concepts of Instructional facilities**

Instructional facilities have borne several nomenclatures from the colonial concepts of apparatus to teaching aids, teaching aid to educational media, educational media to instructional technology, instructional technology to curriculum materials, curriculum materials to its modern nomenclature-instructional materials. Each of these stages depicts the scope of its usage and application in the classroom. But according to Eya (2005), the general acceptable nomenclature by professionals of education is the term "Instructional materials." Instruction materials are indispensable in the teaching and learning process at all levels of educational system. They are referred to as a veritable channel through which instructions can be impacted in the classroom. Omezia (2003) identified these instructional materials to include audio-visual material of various types, pictures, or charts, books, radio, television, type writing machine, computer, chalkboard, and projectors. Lawal (2004) see instructional

material as materials that facilitate teaching and learning activities and consequently the attainment of lesson objectives. Hence one can rightly say that instructional materials are those items which the teacher uses in teaching in order to make his teaching and illustrations real and meaningful. In fact, anything a teacher uses to achieve instructional objectives. Instructional materials can also be seen as instructional media. This simply refers to some of the devices which both teachers and learners can use to enhance the quality of instruction.

### **2.2.7 Concepts of Welfare Facilities**

Welfare facilities are those facilities providing and making them available for the well-being of people at work, such as adequate washing, toilet vest and changing facilities, and somewhere. Clean to sit down drinking water, etc. In addition to the provision of welfare services facilities regular maintenance and cleaning of them will be required. Particularly ditty work hazardous to health(Health and Safety in Construction).

### **2.2.8 Concepts of Sport Facilities**

Sport as a concept in tertiary educational institutions is paramount which occupied most of the extra-curricular activities for recreational pleasure and health well-being. It is important to stress that sport facilities are not linked only to the performance and the spirit of high level competition. In educational tertiary institution spirit hold more and more, a social value. The usefulness of sport facilities to staff and students cannot be over emphasized why because it creates social and friendly relationship within and outside school. Chartered Institution of Building of London (1994). Sport facilities can be defined as immovable of fixed material used for sporting activities e.g fields, court and gymnasium while equipment includes all movable or apparatus needed for participation in intramural and extramural games and sports (Ajiboye, 2000).Omolawan (2003) stated that sporting facilities are regarded to facilitate the numerous activities involved in sports. Facilities here refer to sports arena such as fields, court, running tacks, boxing rings, swimming pools. These facilities play vital roles in a management of sports in any developed and developing community

## **2.3 Theoretical Framework**

This study had its theoretical foundation on the human capital theory. A brief overview of the theory is discussed below:

### **2.3.1 The human capital theory propounded by Adam Smith (1776) and Reviewed by Kaiz and Kaln (1978)**

The theory was developed by Adam Smith (1776) as cited by Kaiz and Kaln (1978) defined human capital as collection of resources, the knowledge, talents, skills, judgment and wisdom possessed by individuals in a population. These resources are the total capacity of the people that represent a form of wealth which can be directed to accomplish the goals of the nation. Kalz and Kaln (1978) opined that human capital is the stock of knowledge, habits social and personality attributes, including creativity embodied in the ability to perform labour so as to produce economic value. According to human capital theories, educational level is positively correlated with income. It specifies a particular mechanism by which education increases skills in turn acquired skills to increase productivity resulting in higher productivity.

In the wealth of nations, Adam Smith formulated the basis of what was later to become the science of human capital, over the next two centuries two schools of thought can be distinguished. The first school of thought distinguished between the acquire capacities that were classified as capital and the human themselves, who were not. A second school of thought claimed that human beings themselves were capital. In modern human capital theory, all human behavior is based on the economic self-interest of individual operating within freely competitive markets. Other forms of behavior are excluded or treated as distortions of the model. A prominent explanation for that more is provided by a recent reformulation of human capital theory which has stressed the significance of education and training as the key to participation in the global economy.



The human capital theory reviewed by Kalz and Kaln (1978) is based on the human capital concept which views education as a form of economic investment. Education or training raises the productivity of workers by imparting useful knowledge and skills. The theory postulates that expenditure on training and education is costly and should be considered an investment since it is undertaken with a view to increasing personal income. The main motive assumed for public and private investments is the expectation of higher returns (benefits). Cost-benefit and rates of return analysis are used in order to achieve an efficient utilization of resources. To achieve maximum benefits, it is necessary for the system to be equitable, that is maximize access to higher education irrespective of income and social class. This indicates that the public cost of university education is much higher than the cost to the individual. This is explained by the fact that most of the direct cost in public higher education is fully subdivided by the government, and that the individual student does not incur any direct cost. Consequently, the estimates of public rates of return to investment are low in comparison to the private rates. The allocation of additional public resources for secondary school education is not justified economically, and a form of private contribution towards the cost of education is required to reduce public cost and improve social rates of returns.

A practical mechanism to enable individual students to contribute towards the cost of their education without affecting their access to university education has to be established, it is emphasized that the funding of secondary education is a complex business which is not susceptible to solution by using a single policy instrument. According to Kalz and Kaln (1978), two schools of thought can be distinguished. The first school of thought distinguished between the acquired capacities that were classified as capital and the human beings were capital. In modern human capital theory, all human behaviour is based on the economic self-interest of individuals operating within freely competitive markets. Other forms of behavior are excluded or treated as distortions of the model. A prominent explanation for that move is

provided by a recent reformulation of human capital theory which has stressed the significance of education and training as key to participation in the new global economy. In terms of structural reform under human capital theory, the basis for nation state structural policy framework is the enhancement of labour flexibility through regulatory reforms in the labour, as well as raising skill levels by additional investment in education and training.

The fundamental thing that growth accounting ignores is the cost of the resources already invested in the educational system and therefore the calculations tell us nothing about the net returns of spending on education. In this respect, Blaug (1987) argued that “public expenditure on tertiary education depends not only on the costs of instruction but also on the volume of direct aid to students”. Blaug (1987) further noted that the “levels of public spending on student aid can encourage or discourage the private demand for tertiary education but cannot directly affect levels of economic development or rates of growth GNP per head”. Even within economic discourse, investing in education does not necessarily bring equity.

Human capital theory has been criticized on a number of counts. Two critiques are outlined here: one external and one internal. The clearest statement of the deficiencies, of human capital theory goes to the heart of neo-classical economics. The revival of economic sociology, in particular at the hands of Fred Block (1990:21), seeks to challenge the basic assumptions motivating the methodology of neo-classical economics. He claims these rests on two basic building blocks. The first is the idea that the economy is an analytically separates realm of society that can be understand in terms of its own internal dynamics. Economics are perfectly aware that politics and culture influence economy, but they see these as exogenous factors that can be safely bucketed as one develops a framework that focuses on purely economic factors. The second key foundation is the assumption that acutely aware that individual are capable of acting irrationally or in pursuit of goals than the maximization of

utility, but the strategy of excluding these deviations from the rationality principles is justified by the effort to identify the core dynamics of an economy.

### **2.3.2 Relevance of human capital theory to the study**

The human capital theory is relevant to this study because education has to do with the unfettered acquisition of knowledge and its use for the benefit of society. Investment in education leads to the accumulation of human capital, which is the key to economic growth and increased income. It produces knowledge, skills, values and attitudes. It is essential for civic order and capital with enhanced skills that can lead to technological innovation, productivity and growth within the economy. If research is adequately financed and carried out, Nigeria would be able to develop products and be less dependent on the importation of manufactured goods. Nigeria's dependence on other nations for manufactured products has grave consequence such as the wide spread of poverty in the country (olayiwola, 2010).

Funding of education at all levels cannot be left in the hands of government alone. For secondary education to have additional resources, private sector participation must be strongly encouraged. Parent and students must know that the cost of having secondary education is not cheap. All stakeholders must understand that government alone cannot carry the burden of funding education. Private sector participation must be strongly encouraged in the funding of education because, in the long run, graduate from these institutions will service the manpower needs of the private sector at the expiration of the study line.

### **2.4 Impact of Funding on the Provision and Maintenance of Infrastructural Facilities in Schools**

The need for adequate funding for the provision of adequate and standard infrastructure facilities equipment and maintenance of those facilities in public secondary schools cannot be over emphasized. According to Castaldiin Musa (2010) observed that before independence in Nigeria, the community as a whole was keenly interested in providing adequate school infrastructural facilities while the school administrators, teachers and

students were fully engaged in the management of these school facilities. Ironically, the believe by an average Nigerian that the business of education is that of government has led to the impression that the government should build schools to take over the existing ones, and must stock the schools with personnel and facilities. Unfortunately, education is just one out of the numerous sectors on which government should spread its limited resources. This probably explains why people complain that the standard of education is falling in Nigeria Abdulkareem, ( 2003) school facilities are far less than the demand on them in fact many adults recall their own school days when teachers were devoted, when class were small, when facilities were enough for teaching and learning and when overall learning was fund. Such people have expressed concern over the deplorable state of facilities in our schools Adeboyeje (2000). In spite of government huge financial allocations of education in its annual budget, school facilities are still grossly inadequate in Nigeria. Hence, there is the dire need to explore strategies for providing, utilizing and maintaining these facilities in the school system (UBE Monitoring Manual, 2003).

Maintenance of school infrastructural facilities implies activities put in place to restore the physical condition of the school facilities. The provision and Maintenance is the concern of the following: Federal government, State government, State Universal Basic Education Board Local government education authority, Principals, Teachers, and Students.

It is important to note that only when infrastructural facilities are properly provided and Maintained in excellent condition that complete and sound educational programmes will be offered. It should also be noted that proper maintenance of school facilities is very vital because it ensures durability and its lifespan. In addition, in today economic climate no organization can afford to waste money on purchases of new equipment every time. Therefore, it is everybody responsibility to ensure proper provision and maintenance of school facilities.

### **2.4.1 Classroom Facilities**

Classroom is any place where one learns or gains experience. According to Jedo(2007) say a Classroom can be seen as a room in a school or college, in which classes are held. Structural and mechanical features of a classroom include foundation, walls, roofs, floors, ceilings and electrical wiring. Structure should meet or exceed all barriers both externally and internally. Foundations should be strong and stable. Roofs should be structurally sound and well maintained ceilings should be ensured to adequately prevent sound. Windows, doors and walls should be of good finish materials that require minimum maintenance, ceilings and walls should be the kinds that are easily cleaned and resistance to stain. Classroom floor coverings should be the type which requires minimum care (Out2002). Classrooms should be very spacious to accommodate all the students. Classroom furniture and equipment should be the type that provides comfort and pleasing atmosphere. A school building can have a significant positive or negative effect towards fostering a productive learning environment.

Classrooms that are dark, uncomfortable, crowded, and noisy or when the teacher is a long way from the students can be a disincentive for students to learn or even to continue with their studies (Mutfwang, 2006). Classrooms are necessary facilities in any institution of learning. Students learn under a favourable and convenient atmosphere. It is psychological that when buildings and classrooms are imposing and attractive, students tend to learn with enthusiasm out of love and interest in the conducive environment. Thus, classrooms should be well designed in a comfortable and colorful manner to make students and teachers are proud of them. Classroom facilities are required for effective teaching and learning and realization of educational objectives at any level of education. Classroom facilities can be classified as durable or non-durable. The durable ones include the classroom building, structures, laboratory and workshop equipment, the library, computer machines, chalkboard, furniture and other educational equipment. Furthermore, the perishable or non-durable classroom facilities include stationery, chalk, textbooks, writing materials, educational pictures,

perishable laboratory tools and spare parts. The York School Division (2006) enumerated strategies which school managers and policy maker need to take seriously, for effective school maintenance.

- i. Roofs, ceilings, floors, walls, doors, windows and electrical fittings in classrooms should be constantly kept in good condition.
- ii. There should be regular checking of classrooms to detect damages and an up to-date record of damaged facilities to be taken for prompt action.
- iii. Repairing broken furniture and leaking roofs or blown off roofs.
- iv. Sweeping the floor, cleaning the door, windows, walls, ceilings, etc, for teaching and learning to take place effectiveness.

Maintenance of classroom facilities implies activities put in place to restore the physical condition of the classroom facilities. Principals should organize a periodic and systematic inspection for classroom facilities. This should be made in order to beautify areas of need or that need repairs. Everything in the classrooms including furniture, lockers, doors, windows, blackboard or whiteboard and laboratories equipment should be itemized on a check list and be inspected. All staff in the school including teachers and non-teaching staff should be involved in identifying and reporting those areas that needed repairs. The school head/principal in return evaluates and collects the report for onward transmission to appropriate authority for further action. The classroom environment has great impact on teaching and learning at all levels of education. Classroom facilities in particular make teaching and learning convenient, meaningful and innovative. It is therefore necessary for all the stakeholders in the secondary education to make meaningful financial and material contributions to the provision of educational facilities for the realization of the national educational objectives in Nigeria.

#### **2.4.2 Laboratory/Workshop Facilities**

In defining the laboratory, Castaldi (1977) in Ugbonnaya (2000) see it as the space where staff and students perform experiments to gain knowledge on the basis of direct experiences. He assures us that students gain knowledge in the laboratory under the guidance of an instructor, or by self-instruction. He categorized the laboratories into two which are;

1. Laboratories for Physics, Chemistry, Biology, Integrated Science and Home Economics
2. And workshop for languages, Carpentry, Engineering, Computer room, and other vocational programs should be housed in space that meets standard. There should be laboratories for the sciences that is Geography, Biology, Chemistry, Physics and General Science. So also, there is the need for workshops for the teaching of such subjects as Fine Art, Technical Drawing, Woodwork, Metal Work, Music, Mechanics and so on. Laboratory and workshop facilities also enable the teacher to teach the three domains of learning. These include the cognitive, the psychomotor and the affective domains. Facilities such as laboratory equipment, workshops, experimental facilities, computer machines help the teacher to impart knowledge in the aspect of the cognitive. This involves the effective teaching of science subjects such as mathematics, physics, chemistry and biology.

Similarly, adequate funds for the availability of laboratory and workshop facilities in the school will enhance teaching and learning in aspects such as technical drawing, mechanical, home economics and agriculture while the affected domain can be done through the use of educational pictures, story books, educational films and literature books. Other scholars such as Bower & Burkett (1999), Abdulkareem (2003) and Ayeni and Atanda (2004) also emphasized the importance of laboratories/workshop facilities in enhancing effective teaching and learning. They stressed that the availability of laboratory and workshop facilities make teaching and learning to be child centered. This implies that the facilities encourage more students' participation in learning process. It also enables the teacher to involve the various sense organs in the teaching and learning, flashing of instructional materials provides

concrete objects and makes it into practical use. It also arouses the curiosity of the learner. As soon as the curiosity of the learner is aroused, a natural dependency of capturing the attention and commitment of the learner to teaching and learning can be readily achieved.

### **2.4.3 Library Facilities**

It is often said that the greatest benefit to students after the teacher in the teaching and learning situation is a good library. In this regard, premium should be placed on the establishment and equipment of the public secondary school library. The library is centrally located on the school compound to make it easy for students to have free access to it. The building should be large and spacious enough to accommodate a sizeable number of students at any time and all the various books that are necessary on the different subjects that are taught in the institution. Apart from the subject matter textbooks, there should be sections for reference books including dictionaries and encyclopedia, provisions should also be made in the library for novels, periodicals, journals, magazines, daily papers and books on hobbies, sports, game and leisure. Books in the library are to be well labeled according to particular subjects to make it convenient for students to find out which ones they need without undue waste of time (Jedo, 2007). Castaldi (1977) had categorically enumerated basic services offered by the school library which are considered very crucial for educational purposes. They are as follows:

- i. It provides materials for use by students and teachers
- ii. It develops and promotes reading interests for both teachers and students.
- iii. It encourages research and study from many sources.
- iv. It teaches the use of books and library
- v. It provides recreational, and leisure reading
- vi. Library serves as the most important intellectual resources of the academic community



- vii. The library serves to implement the purposes of the institution's general programme and to meet the specific objectives of the institutional programme
- viii. It endeavour to meet the legitimate demands of all its patrons. From the serious professor engaged in research to the freshman beginning education.
- ix. It stimulates and encourages the students and teacher to develop a lifelong habit of good Learning.
- x. The library stresses that particular area of knowledge which is central to the curriculum.

Library play a vital role in the schools according to Castaldi (1977) in Musa (2014) amplified the importance of school libraries and laboratories by stating that they are the most important instructional buildings on school campuses besides classrooms. He envisioned the library as a store house, workshop centre, the heart, where ideas from many sources are communicated to the individual learner whether he be a student, a faculty member, a research fellow and employee. He also upholds that the library is a store house of knowledge where teachers and students can endeavor to develop their individual excellence at their own pace. He strongly argues that quality education is impossible without a quality library; and one cannot have a quality school without a quality library. Thus, his views teach educational policy makers to attach more value toward the provision of quality libraries to schools for the attainment of quality staff, students and the educational system.

#### **2.4.4 Water and Electricity Supply**

Light and water facilities are necessary requirements for institutions whether running day or boarding system. Efforts should be made to see that the facilities are not in acute short supply at any period. Schools in the urban area where electricity and pipe borne water are available do not have much difficulty in this respect except during occasional setbacks. In the rural and less urban areas, schools should make use of any source of water that is adequate and clean enough for the students. Whatever the sources of water supply whether through

wells, boreholes or river, they should be kept pure and clean before drinking. Proper water storage is called for through the use of big pots and water storage tanks. (Maina, 2009).

Suleiman (1997) pointed out that the electrical services should ensure;

- i. Electrical controls should safely protected with disconnect switches easily accessible
- ii. Labeled electrical system should be provided
- iii. Well maintained electricity sources should be properly placed to provide adequate lighting
- iv. Lighting system should provide adequate distribution of illumination for teaching and learning
- v. Outdoor light fixtures. Electric outlets, equipment and other fixtures should be accessible for repair and replacement
- vi. Outside water supply should be adequate for normal usage
- vii. There should be adequate number of drinking water taps strategically placed for students use and proper maintenance
- viii. Drainage systems should be properly maintained to meet safety and health requirements
- ix. Water supply should be adequate with sufficient pressure to meet health and safety needs.
- x. Alternative source of water should be provided.

#### **2.4.5 Accommodation Facilities**

There is no doubt that the type of environment in which students study has a great deal of influence on their achievements. Hostel accommodation for students is therefore an important area in educational management that must be given careful attention. The school administrator should have at the back of his mind a provision for the building of dormitories for student boarders. Such dormitories are to be built under strict hygienic sanitary conditions. Adequate and proper means of ventilation are to be provided with enough spaces for the free

movement of the occupants. Boys and girls dormitories are to be built separately and properly maintained dormitories cannot be overemphasized. Students from various homes with different socio-economic backgrounds come together physically and socially. This paves way for unity, fellowship and understanding. By so doing, they are made to learn and imbibe the spirit of good neighborliness, give and take, tolerance and endurance. Students from poor backgrounds are educated to lead balanced and enriched lives as a result of their experiences in the boarding houses. It is a sound and safe training ground for children who have lost their parents and also those from deprived homes. Most students from distant places find it comfortable and convenient to stay on the school compound as boarders. This saves time and the risk involved in moving from their homes to the school. Through the boarding system, students are well integrated into the school life. Any efforts made to find pieces of land and a fund for the building of dormitories is worthwhile and educationally advantageous. The staff quarters: the provision of adequate staff quarters is very essential for the proper running of every boarding and day secondary schools. Where land and funds are available the ideal thing is to make it possible for most of the members of the teaching staff to be resident on the school compound.

## **2.5 Impact of Funding on the provision and maintenance of Instructional facilities in Schools**

The provision of instructional facilities for effective lesson delivery in schools is as important as the lessons itself. The Federal Government encourages the participation of local communities' individuals and other organizations in the financing education and education related matters in the country. Although the federal and state government indicated their interest in the providing the instructional material to schools but the problem lies in its adequate provision without involving other external bodies. . In addition, Olaitan (2014) remarked that education in general is expensive and that the situation is much more critical for the vocational and technical education which its programme out across wide range of

human endeavors. The huge capital requires establishing vocational, technical and educational programmes calls for more aggressive solutions for financial support from sources other than the government he concluded. Amina (2003) in their contributions on measures towards improving availability of materials to enhance functional skill acquisition in schools stated that parents should try to give government moral and financial support concerning vocational education. Parents should contribute towards provision of necessary resources that would be needed for the training of their children; so that in their adult lives these children may use the skill they acquired and do jobs which would give them money to take care of them (parents).

Also these children with the skills they acquired take up occupations in different areas of specialties to face life challenges. Ayinde (1997) in Akinsolu (2004) stated that improvisation is the only way out of the scarcity of teaching materials both in the primary and secondary schools. He stated that improvisation is the provision of a substitute made from locally or readily available raw materials for a real or original equipment or material. Since some of these locally available raw materials are not bought at times, using them to improvise original materials will go a long way solving the problem of inadequacy of these instructional materials. Following the above assertions, the National Teachers Institute (1990) pointed out the objectives of improvisation to include; to get something suitable to replace the original material where you cannot find, to get something not too expensive but effective and to get some materials that can last for some time. At this juncture, it could be asserted that improvisation by teachers is readily a solution to the problem of inadequate provision or low level of availability of these instructional materials in the schools. The school administrators as well as classroom teachers are therefore advised to resort to attitude of improvisation of instructional materials for effective and efficient teaching-learning process in their respective schools. And when these are procured, effort should be made towards their maintenance and utilization in the classroom. The relevance of instructional materials in realizing the

objectives of Secondary Schools cannot be overemphasized. Kindler (1983) in Eya(2005) asserted that learners comprehend and retain more of what they are taught when adequate and appropriate instructional media is employed. Learners are said to remember ninety nine percent (99%) of what they see as they do a thing, as against only twenty percent (20%) of what they hear (Omeiza, 2003). A famous psychologist, Jean Piaget said that, “the more a child has seen and heard, the more he wants to see and hear.” Experience beget experience intelligence is not only something one is born with, it is also learned. Most students and teachers may not travel to some other part of the world throughout their life time but they can learn about its through films, pictures, maps. . According Umo (2005:131-132) classified instructional materials into six groups, viz:

1. **Visual materials** – These are materials which appeal to the sense of seeing only, examples are pictures, diagrams, flannel boards, chalkboard, building, graphs, charts made by teacher himself.
2. **Audio-materials** – These refer to those materials that appeal to the sense of hearing, examples are tape recorders, cassette cartridges, radio, discs, language labs, and such like.
3. **Audio-visual Materials** – these are those materials that appeal to the sense of hearing and seeing. These produce both sound and visuals. Examples, television, motion pictures with sound, slide and film strip projectors with sound accompaniment.
4. **Software** – These include graphic materials, printed materials, slides, films and strips, overhead transparencies, cassette tape.
5. **Hard wires-** These are the devices used in presenting materials. For example, board, chalkboards, tape recorders, projectors, and video recorders. While video tape is a material the video recorder is the equipment. Projected materials: include those materials, which require projections viewing.

There are two types’ transparent and non-transparent (opaque) projections. Examples of non-projected materials are books, models, mock-ups graphic materials, bulletins

chalkboards, simulation. Eya (2005) defined teaching aids as the totality of material and real life objects employed in the instructional process. He maintained that instructional materials usually exist in form of real life objects, improvise or look alike materials. He grouped them into three main types, these are: Visual aids: examples, charts, maps, pictures, objects and other improvised materials. Audio aids: These stimulate the sense of hearing only in learning. Example are; radios and cassette radios. Audio-visual aids. They produce sound and motion effects. Example, television videos, overhead projectors, computers and among others. According to him, the effectiveness of any of these instructional materials depends on number of factors. These factors include: Relevance to the topic, appropriateness of introduction and timing .So far, one can see that instructional materials have undergone several definitions and classifications from various intellectuals. Its application and utilization by the teacher during instructional process enhance teaching and learning process and equally makes teaching and learning exercise to be more meaningful, enjoyable both to the teacher and the learner. Therefore, its usefulness to the teacher and the learner depends on how relevant he/she finds them towards the attainment of pre-determined instructional objective.

## **2.6 Impact of funding on the Provision and Maintenance of Welfare Facilities in school**

Welfare means the provision or making available facilities that are necessary for the well-being of people at works, such as adequate washing, toilet, rest and changing facilities and somewhere clean to eat and drink during breaks time Kochhar (2014).

Welfare facilities should be planned for all school and maintenance for emergency activities. Access to the facilities must be via a safe route. However, whoever has overall control of the school is his responsibility for ensuring that the legal requirements for welfare are met. The school management should know that every one that is working under them including students supposed to provide with suitable welfare facilities. The school management must put in place necessary facilities for every-one's wellbeing. In addition to

the provision of welfare facilities, regular maintenance and cleaning of them will be required. Particularly dirty work hazardous to health, e.g. adequate supply and maintenance must be considered for all staff and students to feel free from dirty environment. Park (2000) maintained that regular apply in providing welfare facilities, need to be considered in both pre-school setting and post-school setting, earth and safety condition are very important in managing human resources in every organization the following facilities need adequate provision and maintenance.

### **2.6.1 Health Facilities**

School health facilities provided for the promotion of positive health status of school staff and students in a learning environment Mohammed (2003) in Lucas (2013) to develop physical, mental, social and spiritual health of students and staff schools, health facilities should be curative and use in nature. The reforms, the specific goals of school health facilities should be the promotion of positive health that ensures health maintenance and promotion among learners and staff. School health facilities should as a matter of priority place emphasis on treatment of disease rather than on preventing diseases. Nwanachuckwu (2000) is of the opinion that “school health facilities can be utilized to provide school health care, immunization facilities infectious diseases, prevention and control of endemic diseases, providing appropriate treatment of common diseases and injuries, and provision of essential drugs and supply”. The above assertion could be realized with the corporate activities of school teachers, physicians, dentist, nurses in order to appraise, promote, protect and maintain the health of all school students and the school personnel through:

- i. An appraisal of the health status of the school children and school personnel
- ii. Counseling school students, parents and others about appraisal finding.
- iii. Encouraging the correction of remediable defects
- iv. Assisting in the identification and education of handicapped students and staff.
- v. Helping to prevent and control diseases.

vi. Providing emergency facilities for injury and sudden sickness. World Health Organization (2010). While Ugbonnaya (2000) said that proper and well planned school health facilities maintenance program is usually aimed at increasing the students, ability to withstand stress in the learning environment especially through good nutrition and proper available and maintenance in schools. An improved health should not be based entirely on curative services but also acquiring scientific facts, that in any health scheme, there should be provision of social and basic knowledge of science of hygiene, which would enable people to live in harmony with their environments this could be accomplished through health facilities maintenances services in other words, their environment should be clean and tidy and also observe some good health rules of preventive medicine. In another development, a good school health facilities aid students in selecting and maintaining a life style that would give a better life as well as better society. Regular inspection as opined by Dorathy (2002) of school students in their respective hostel and classes is at all-time attain through good standard of personal cleanliness. Since the health needs of the ever growing school students are specific and it takes a joint effort of the parents, the school and entire community to ensure that health of the school students and staff is not eventually jeopardized. It is because of this background that the National health Policy (NHP, 2006) in Nigeria recognizes the value of school health facilities and therefore, makes provision further under the primary health care program.

The school health facilities maintenance will strive very well in an atmosphere that is devoid of ill-health Dorathy (2002) supported that to be truly healthy, a person should enjoy a balanced relationship of the body mind and complete adjustment to the environment". He went further to emphasize on the physical surrounding of land, the school building outlay, individual in the environment, planting equipment, air, the virus, bacteria, and often organizing all these components made up a learning environment.



### **2.6.2 Guidance and counseling facilities**

Guidance and counseling is one of the developments in the field of Education in Nigeria. It became popular with the introduction of the 6- 3- 3-4 education system. It is generally accepted that in Nigeria, the organized/formal guidance started in 1959 at St. Theresa's college, Oke-Ado in Ibadan by some Reverent sisters, out of concern for the products of their school. They felt that there was need to offer vocational guidance to their outgoing final year students. As a result, the Rev. Sisters invited twenty educated people from Ibadan community who were in different professions and therefore knew more about the emerging world of work than the students and the Rev. Sisters. Fifty-four (54) out of the sixty (60) students benefited from the experts' advice and were placed in various jobs.(Alake,2000). The National Policy on Education (2004) stated that:

In view of the apparent ignorance of many young people about career prospects and in view of personality maladjustment among students, career officers and counselors will be appointed in primary institution.

This is an indication that, counseling is an integral part of education which focuses on the individual, his future and decision he has to make. Counseling services is an intimate one-to-one relationship with the students through which they are advised on how to realize that education is very important to their life. It is a total programme of highly specialized activities implemented to assist individuals to make wise and intelligent choices and decision and behave rationally and change his/her behavior positively. It was hypothesized that qualification of guidance and counseling personnel, availability and maintenance of guidance and counseling facilities such as moveable chairs, tables, pictures, office, tape and others to enhance quality of guidance and counseling services which will significantly predict students' adjustment(Dare 2009)

### **2.6.3 Security facilities**

The word “security” emanated from the Greek word “se-cura”, meaning to be in a state of no fear. Security is the protection of life and property of a person. (Kasha, 2009). This service is provided for adequate and total protection of live and properties in the school system. Funds is needed to provide a functioning network because communication is essential for safety and conducive for learning. To promote the smooth effective, efficient and flow of communication to enhance good security, the school management should provide and maintenance all the security gadget like mobile phone, scanner, torchlight, security post, uniform, booth. Security services are primarily to maintain peace and order that will promote a peaceful atmosphere. This will aid the academic performance of the students which is their primary objectives.

### **2.6.4 Toilet Facilities**

In School setting, toilet facilities should be provided or available to staff and students means accessible within the building for instance, within the classes, and within staff offices for easy and simple access to toilet for staff and students. This could be a portable toilet facility required for suitable and accessible to his or her needs. The staff and students are always in school never in any area, so therefore they should be provided with portable facilities unless the time for working day is planned to allow going outside. Wither regular maintenance or emergency work, one will still need to make arrangement for adequate welfare facilities to be available for staff and students.

## **2.7 Impact of Funding on the Provision and Maintenance of Sport Facilities in Schools.**

The concept of sport facilities: outdoor sport facilities, football and athletic fields, tennis, basket- ball and volleyball court etc. are important part of the community which most of the African countries pay particular attention to. Where outdoor sport facilities exist, young and old alike who want to have a healthy life and enjoy friendly competition have the

responsibility to keep it. It's important to stress that sport facilities are not liked only to the performance and the spirit of high level competition. In modern society sports hold more and more a social value. Therefore the provision and maintenance of sport facility must be based on the concept of the system as a whole and look at sports as a form of exercise and service to the community where the school is situated.

Other useful facilities in the school environment are the play grounds, such as football, tennis courts, hockey and cricket fields. For instance, in most developing countries, soccer is so popular that every school would make provisions for this in the school premises. Often, such soccer fields are lined all round by athletic tracks for track events while field events are organized within the soccer field especially outside the soccer season. It is not uncommon to find badminton courts, volley ball courts, basketball, or handball courts, laid out at various corners in the school premises.

The Open-air sports facilities must not only give young people the chance to do some kind of sport and physical activities, but they must take into consideration also older and disabled people striving for a health life and competition. The provision of sport facilities must be based on the concept of facilities as a system and of sports as practices and service within a rational organization of the space and areas at one's disposal. Generally, it is enough for a district or school to have 1 or 2 multi-purpose fields with synthetic floor-standard measures 40-200; with lighting and wire-net fencing-where many sports can be done such as five-a-side football, handball volley ball and other gymnastics activities; generally, structures such as dressing, Rooms, bath rooms, and terraces for spectators are not included in the plan of such school facilities, these being mostly used by young people living in the school. If, however, the facility should also dispose of dressing rooms and sanitary services, a good solution would be prefabricated dressing rooms and sanitary services which are transportable and usable in other places and for other events. As far as maintenance is concerned, it is necessary to employ materials which don't require particular maintenance and which can be

easily operated. There will be a synthetic permeable floor on a draining foundation that can quickly discharge a great amount of water, there will be flood light on 12-15m piles for average lighting of 80lux, and there will be a 3.00 or 4.00m high plastic – coated wire-net fencing.

## **2.8 Constraint to the Provision and Maintenance of Facilities in Schools**

The most fundamental problem in provision and maintenance of facilities is lack of policy guidelines for facilities development in schools. In some schools, there are inadequate classrooms, staff offices, laboratories and workshops, libraries, study areas while in some, these facilities are not adequately provided. This situation arises because the Federal, State and Local Governments have failed to establish policy directives on minimum standards in relation to school facilities. While some classes hold under trees and students are exposed to harsh weather conditions, others hold in air conditioned classrooms. While some others have well equipped laboratories, workshops, libraries and other facilities for effective teaching and learning, others have none, and where they exist, such facilities are poorly equipped.

It therefore becomes imperative that the different levels of government should address the issue of development and implementation of minimum standards for facilities development and maintenance. According to the 21st Century School Fund (2005) policy agenda should entail increase in public participation in facilities planning, create and support schools as centers of community that offer school-based support to children to eliminate barrier to success and serve the broader community, improve facilities management including maintenance and improvement programme and secure adequate and equitable facilities funding. Policies should direct the actions of the school managers. In the absence of policy, facility management is left to the whims and caprices of the managers. Schools are formal organizations and all activities including facilities provision and maintenance should be in line with laid down rules and regulations derived from overall policy guidelines.

### **2.8.1 How to Improve School Facilities through Effective Administration and Planning**

Adequate funds should be made available to improve provision and maintenance of school facilities. According to Ibrahim (2010), the following is expected to help in the modalities on how to improve effective administration and planning in secondary schools

1. To sustain secondary education programme in Nigeria adequate financial and human resources should be made available and any act of mismanagement of school facilities should be checked and prosecuted;
2. Doors, windows, walls and roofs should be of material and finishing requiring minimum maintenance;
3. Out, door light fixtures, electric outlets, equipment and other fixtures should be accessible for repairs and replacement.
4. Classroom floor coverings should be the types which require minimum care;
5. Ceilings and walls should be the kinds that are easily cleaned and resistant to stain;
6. Built-in equipment in the laboratories should be designed and constructed for ease of maintenance;
7. Walls ceilings in specially designated areas should be the type that can be easily cleaned;
8. Recreational areas should be kept clean always
9. Adequate storage space with water and drain should be accessible all areas
10. Adequate electric outlets and power should be available in every area to permit routine cleaning
11. Access streets should have sufficient signals or signs to permit safe entrance into an exist from school areas
12. Sidewalks and steps should be protected by proper signs and signal students play areas should be segregated from vehicular traffic and pedestrian walk ways.

13. Location of playground and games equipment should be free from hazard.
14. Emergency doors should be provided where necessary.
15. Special learning areas such as libraries, laboratories, workshops and room for specific subjects should meet minimum standard in terms of size
16. Libraries and resources centers should provide appropriate and attractive space for reading and research etc.
17. Science laboratories should provide sufficient space for group instructions, individual experiments and adequate locked storage.
18. Storage space for teachers' materials in special learning areas should be adequately maintained in every schools
19. Dining halls or cafeterias should be attractive with sufficient space for service delivery, storage and food preparation
20. Clinic should be equipped to treat minor and emergency cases
21. Site and buildings should be well landscaped
22. Adequate fire safety, fire-lighting equipment should be properly located at strategic points

23. There should be no extravagance in the uses of supplementary school resources e.g. chalk, chalk-board, stationary and other consumable resources.
24. Avoiding waste and guiding the available school facilities, a maintenance culture must be cultivated in the school system.
25. The facilities that needs repair should be done and those that requires parts replacement be replaced without hesitation.

## **2.9 Maintenance of School Facilities**

Maintenance involves maintaining items such as buildings, furniture and equipment as far as possible in their original condition (UNESCO, 1984). Peretomate (1995) in Musa (2014) identified the difference between maintenance and improvement. According to him, the needs of staff and students change as the school is put into use. He observed that often the experience of a building or school facilities as Shelves in use would demand on alternation in the original condition of the facility. When this is done, it is not only maintained but also improved. He maintained that what passes on as maintenance in the school is also actually improvement and more so because the original state of the facilities leaves much to be desire. Facility maintenance entails providing clean and safe environment for teaching and learning. It also involves provision of adequate facilities for teaching and learning. This type of maintenance should be adopted in the facility maintenance plan. These are preventive, routine, emergency repairs, and predictive maintenance

### **2.9.1 Preventive maintenance**

This is a type of maintenance carried out on school facilities to avoid breakdown and ensure optimal performance of the facility. Information about the facility is required to serve as a guide for the maintenance team. Preventive maintenance saves cost and time. It is usually an integral part of the management practice in societies where maintenance culture is well established. Decisions on preventive maintenance are collectively made and implemented.

### **2.9.2 Routine Maintenance**

This is carried out periodically as scheduled by the school managers. Facilities may be serviced monthly, quarterly or even annually depending on the agreed schedule. Manufacturers guide provide information on the nature and maintenance intervals. School managers comply with these guides to avoid breakdown of the equipment.

### **2.9.3 Emergency Repairs**

This is very common in the management of school facilities in societies where maintenance culture is not well established. It takes place when a facility breaks down and urgent measures or steps had to be taken to remedy the situation. In this regard, collective decision-making may not be possible because there may be limited time to bring together all the necessary individuals to make decisions. It is also expensive because due to lack of maintenance, the extent of damage may demand total replacement of the facility or high cost of repair. In some cases, the breakdown may cause injury or even death to staff and or students of the school. The resultant effect may be high insurance premium or prevent the use of the facility for teaching and learning until repair had been effected. School managers should proactively develop and implement facilities management plan for addressing facility needs.

### **2.9.4 Predictive Maintenance**

This involves the use of computer software to predict equipment failure based on age, user demand and performance measures.



## **2.10 Empirical Studies**

Barakatu (2012), in a study on provision and maintenance of school facilities in senior secondary schools in Bauchi state, Nigeria stated the following research objectives:

1. Finding the level of provision of facilities in senior secondary schools, in Bauchi State;
2. Suitability of facilities in senior secondary schools; and
3. Level of maintenance of facilities in senior secondary schools in Bauchi state.

Three hypotheses were formulated based on the research objectives.

Descriptive survey method was used for the study; Populations of the study are 85 senior secondary schools comprises of 85 principals and 380 teachers making total of 465; simple size of 335 respondents were selected at random representing 13% of the entire population for the study; questionnaire was basically employed as the instrument of the study; Product person man correlation was adapted to analyzed data collected from the respondents.

The main findings of the study are as follows:

Funding in schools is necessary and it enhances adequate provision of school facilities, it is also revealed that funding was significantly related to the provision of adequate and suitable facilities in schools to enable the schools attain to the desired aims and objectives.

The researcher recommended that government should make provision of adequate funding of schools which is in line with UNESCO prescription of budgetary allocation to education. Government should ensure that, fund allocated to schools is used for the provision of adequate and suitable schools facilities and government should ensure that, the suitable available facilities are maintenance and use appropriately.

The research work is relevant to my owned study because it deal with funding on provision and maintenance of school facilities in senior secondary schools.

The only area where It different is the study was carried out in Bauchi state while my owned is conducted in Kogi state.

Musa (2010) evaluation of availability and maintenance of facilities in tertiary institution's in Kaduna state, Nigeria. The researcher raised the following research objectives e.g. (1) what are the available learning facilities and their states of maintenance in tertiary institutions in Kaduna state. (2) What are the available teaching facilities and their status of maintenance in tertiary institutions in Kaduna state? (3) What are the available welfare service facilities and their maintenance in tertiary institutions in Kaduna state?

The author used survey method of research in order to describe events and situations found at various institutions; population of the study are 57967 administration staff, academic staff, non-academic staff and students; the author used stratify sampling techniques to select tertiary institution on the basic of the zones; He used questionnaire in respect of respondent's opinion so that it will enable the research to elicit the responses accordingly; the researcher used frequency and percentage to analyzing the data collected from the respondents.

The main findings of the study revealed that some of the facilities were inadequate; while some are not available at all the ones available were not maintained facilities. He recommended that government should form committee for the renovation of structure and facilities in tertiary institution in Kaduna state.

This research work is related to my research because it has to do with evaluation of availability and maintenance of facilities in Kaduna state which related to impact of funding on the provision and maintenance of facilities in public secondary schools. The only area where it different from my owned study covered the funding, provision and maintenance in public secondary schools in Kogi state.

Auta (2012), Impact of school facilities on teaching and learning in Nigeria Air force secondary schools.

The researcher raised the following research questions: (1). what is impact supply of electricity on teaching and learning in Nigeria Airforce secondary schools? (2) What is the impact of supply of pipe-borne water on teaching and learning process in Nigerian Airforce secondary schools? (3)Does provision of classrooms have any impact on teaching and learning process in Nigerian Airforce secondary schools? The researcher made use of descriptive survey method; the population of the study is 750 comprises of principals teachers, and students and employed random sampling technique. 335 respondents were selected at random representing thirteen percent at the entire population; questionnaire was basically employed as the instrument of the study; the researcher used One –Way –Analysis of Variance (ANOVA) in the analysis of the formulated null hypotheses; the researches finding out that adequate classroom were not provided. Inadequate laboratory and then laboratory apparatus are not available in the laboratories. There was no adequate maintenance of school facilities to aid effective teaching and learning in the schools.

The researcher recommended that adequate schools facilities should be provided in Air force secondary schools to aid effective teaching and learning. Government should allocate funds to school for the building of classroom in Air force secondary schools. Adequate electricity and water supply should be made available in the schools.

The research work deals with school facilities which made it relevant to my owned study. The area of different she carried out her research work in all Air force secondary schools in Nigeria while mind is been carried out in public secondary schools in Kogi state

Ahmed (2010), evaluation of provision and maintenance of infrastructural facilities in boarding secondary schools in Yola Adamawa state, Nigeria.

There researcher raised the following research objectives by the researcher in order to obtained information from the respondents’.

1. What is the level of provision and maintenance of classroom facilities in boarding secondary school in Yola metropolis?

2. How relevant are laboratory/workshop facilities to teaching and learning in boarding secondary schools; and.
3. What liveries facilities are readily available for use in boarding secondary schools?

The researcher used survey method; the population of the study was 1090 cover principals, teachers, non-teaching staffs and ministry of education officials; the questionnaire was used to collect relevant data. To give the general description of the data frequency table and simple percentages were used. . Six hypotheses were formulated by the researcher and testing was done by using analysis of variance (ANOVA).

The main finding revealed that school facilities were inadequately provided and where some of these facilities were provided they were inadequately managed. It was reveals that libraries, laboratories and workshop are not well equipped and maintained, therefore, did not facilitate teaching and learning. It was also evident that accommodation facilities are not enough for both staff and student.

The researcher recommended that Adamawa state government should make effort to provide the boarding secondary schools with adequate school infrastructural facilities while school mangers on their part should maintain and manage the facilities given to their schools. This research is relevant to my research because it deals with provision and maintenance of infrastructural facilities in boarding secondary schools. My study also deals with provision and maintenance of infrastructural facilities in boarding and day secondary schools. The only area where different existed is that the researcher focused on boarding secondary schools in Adamawa state. While my work covered both Boarding and Day public secondary schools in Kogi state.

## **2.11 Summary**

In the act of teaching and learning, the importance of the school infrastructural, instructional, welfare and sport facilities can never be over emphasized. This is because the school facilities has not only made it easier for the smooth running of the school but has also contributed immensely in the act of teaching and learning.

It should be known that the importance of the facilities can only be felt in a place where things are properly organized, thereby ensuring that teaching and learning takes place. It should also appreciate that is not enough to have a school facilities but efforts should be made to maintain the school facilities, as failure to do this will, lead to the failure of achieving aims and objectives of the rationale behind having school plant. Also in a school infrastructural facilities there are considerations to be made to ensure a proper placement of structures in order not to disrupt the teaching and learning process (Ayeni and Atanda, 2004). The school facilities play vital role in the transfer of knowledge and as such should be given due consideration. It should also acknowledge that not all facilities stated here can be found in a school due to financial constraints and attitude of some school administrators. But people supposed to know that all standard schools do have all that has been discussed above.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methods and procedure the researcher employed in the study under the following sub-headings: Research Design, Population, Sample and Sampling Techniques, Instrumentation, Validity of the Instrument, Pilot Study, and Reliability of the Instrument, Administration of the Instrument, Procedures for data collection and Methods of data Analyses.

#### **3.2 Research Design**

This study used descriptive survey research designed. Survey research design according to Agber (2003) and Yabo (2007) is concerned with finding, describing and interpreting an existing phenomenon, condition or relationship between or among people or items considered to be representative of the entire group. This research design is found to be appropriate because the study is on a small group considered to be representative of the entire population. The approach used is what Nworgu (1991) described as a sample survey in which a sample data in survey research are usually collected through questionnaire to collect the data the researcher decided to use the survey research method because only a part of the population is studied and findings from this can be generalized to the entire population.

#### **3.3 Population of the Study**

The population of the study consisted of all principals and teachers of public secondary schools including Ministry of Education officials in Kogi State, Nigeria. The population covered 366 public secondary schools in seven education zones of Kogi State.

There are 366 principals, 3,114 teachers, and 126 Ministry of education officials. The entire total population of the study was 3,606.

**Table 1: Population of the Schools, Principals, Teachers and Ministry of Education Officials of the Study**

S/N	Education Zone	Principals	Teachers	M.O.E
1	Okene	49	491	20
2	Ankpa	61	483	16
3	Idah	68	465	18
4	Lokoja	33	534	22
5	Dekina	68	489	20
6	Kabba	51	403	16
7	Yagba	36	249	14
Total		366	3114	126

Source: department of schools and colleges, Kogi State Ministry of education (2017).

### 3.4 Sample and Sampling Techniques

Since the population under study is relatively high, which include all 366 public secondary schools in Kogi State, a portion of this population called sample, is investigated. Simple random sampling technique was adopted for the purpose of the study. Thirty five (35) public secondary schools were randomly selected from Okene, Lokoja and Dekina education zones as the sample for the study.

The rationale for selecting the random techniques is to give equal opportunities to all public secondary schools in the three educational zones in Kogi State.

**Table 2: Summary of Distribution of Selected Secondary Schools of the Study Area**

S/N	Education zone	Principals		Teachers		M.O.E	
		Population	Sample	Population	Sample	Population	Sample
1	Okene	49	12	491	96	20	10
2	Lokoja	33	10	534	100	22	10
3	Dekina	68	13	489	100	20	10
Total		150	35	1514	296	62	30

Purposive sample technique was used to select 361 respondents which represent 35 principals, 296 teachers, and 30 ministries of education officials. This sample size represented 10% of the entire population, which is in accordance with the recommendation of Lenth (2006) that sample size up to 10% out of the entire population can be used in any research

process. As such, these represent 10% of the entire population and consist of both male and female who are principals and teachers in public senior secondary schools in Kogi State.

### **3.5 Instrumentation**

The instrument used in this study is structured questionnaire. It was tagged: “Impact of Funding on the Provision and Maintenance of Facilities in Public Secondary School Kogi State”. The questionnaire was in two sections; Section A of the questionnaire explores the Bio data of the respondents such as status, designation of respondents, age, gender, location of the school, nature of school, qualification and working experience of the respondents, while the other section contains questions that will assist in assessing the impact of funding on the provision and maintenance of facilities in public secondary schools in Kogi State which were generated from the literature.

Forty (40) items structured on a five (5) point Likert scale. The scale ranges from strongly agreed, agreed, undecided, disagreed and strongly disagreed options.

#### **3.5.1 Validity of the Instrument**

The content validity was determined by two supervisors and giving to experts in Educational Administration and Planning to make meaning commentary and observations. Kerlinger (1986) and Gay (1976) both hold the view that, the validation of the content of the research instrument by experts is an important and acceptable technique.

#### **3.5.2 Pilot Study**

A pilot study was conducted in Government Girls Secondary School Samaru, Government Secondary School Basawa Barrack and Government Secondary School BomoinSabonGari Local Government Areas to ascertain whether the instrument will be able to measure what is meant to measure. Thirty (30) copies of the questionnaire was distributed to get the opinions of the respondents based on the hypotheses of the research. A test re-test method was use in the administration of the instrument at an interval of two weeks. The



PPMC 0.05 level of significance was used to test the level of significance of the calculated alpha.

### **3.5.3 Reliability of the Instrument**

Reliability of the instrument was determined by the outcome of the pilot study. A pilot study was adopted to determine the consistency of the instrument. The reliability co-efficient of the pilot is 0.87. This reliability co-efficient is considered to be appropriate to guarantee the reliability of the instrument based on the significance level of 0.05. This was in line with Abbas (2009) statement that a correlation that is close to one is reliable.

### **3.6 Procedure for Data Collection**

The researcher obtained an introduction letter from the Head of Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria and Kogi State ministry of education. The letters assisted the researcher to obtain permission to administer his questionnaire to the respondents. The copies of structured questionnaire were administered by the researcher and one research assistant.

### **3.7 Method of Data Analysis**

Information collected through the questionnaire was analyzed using the Statistical Package for Social Sciences (SPSS) at 0.05 level of significance which was used to generate the frequency and percentage and mean scores while the Eight (8) null hypotheses was analyzed to identify the mean difference using one way Analysis of Variance (ANOVA). ANOVA was considered as the most suitable statistical tool because of the involvement of two or more variables in the study. Where significant difference exists, Scheffe was deployed to ascertain the extent of the differences.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.1 Introduction

In this chapter, the analysis and results of the data collected for the study were presented. The data analysis was based on the research questions and the null hypotheses. A total number of three hundred and sixty-one (361) copies of questionnaire were distributed and three hundred and fifty-five were successfully completed, and returned. Table of frequency, percentage and weighed mean was used to answer the research questions. In answering research questions, a score of 3.0 and above was set as the benchmark for agree. In the test of null hypotheses, one way Analysis of Variance (ANOVA) was used to determine the homogeneity of the responses given by the respondents. (Principals, Teachers and Ministry of Education Officials) at 0.05 level of significance.

#### 4.2 Respondents Responses to the Questionnaire on the Impact of Funding on the Provision and Maintenance of Facilities in Public Secondary Schools in Kogi State, Nigeria.

The researcher used frequency, percentage and 3.0 as the mean (weighed mean) otherwise known as decision mean since the instrument was structured along a modified five point likert scale to take decision on whether to accept or reject the research questions. Therefore, a mean score of 3.0 and above indicate positive response to the research question and showing acceptance, while a mean score below 3.0 indicate negative answer to the research question implying rejection. This is shown below

SA = 5 points

A = 4 points

UD = 3 points

D = 2 points

SD= 1 points

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

#### 4.2.1: Research Question One: Is there Impact of Funding on the Provision of Infrastructural Facilities in Public Secondary Schools in Kogi State?

Respondents' opinions were tabulated in form of frequencies, percentages and mean as in items 1-5 in the questionnaire on impact of funding on the provision of infrastructural facilities in public secondary schools in Kogi State, Nigeria. Responses of all respondents were collected, analyzed, presented in a table and discussed. Table gives the details analysis of the respondents

**Table 3: Opinions of Respondents on the Impact of Funding on the Provision of Infrastructural Facilities in Public Secondary Schools in Kogi State Nigeria.**

S/N	Item Statements	Respondents	SA		A		UD		D		SD		Mean
			Freq	%	Freq.	%	Freq	%	Freq.	%	Freq.	%	
1	The provision of classrooms in the schools is as a result of adequate funds from the ministry of education	Principals	5	14.3	13	37.1	1	2.9	15	42.9	1	2.9	3.17
		Teachers	42	14.5	92	31.7	20	6.9	119	41.0	17	5.9	3.08
		MOE	3	10.0	21	70.0	-	-	5	16.7	1	3.3	3.67
2	The provision of laboratories is as a result of the adequate funding	Principal	6	17.1	15	42.9	3	8.6	7	20.0	4	11.4	3.34
		Teacher	47	16.2	138	47.6	10	3.4	71	24.5	8	8.3	3.39
		MOE	4	13.3	22	73.3	1	3.3	3	10.0	-	-	3.90
3	Adequate workshop facilities are provided as a result of funding	Principal	9	25.7	21	60.0	-	-	4	11.5	1	2.9	3.97
		Teacher	79	27.2	171	59.0	15	5.2	17	5.9	8	2.8	4.02
		MOE	5	16.7	18	60.0	3	10.0	4	13.3	-	-	3.80
4	The availability of library facilities in the school is due to adequate funding	Principal	3	8.6	19	54.3	-	-	11	31.4	2	5.7	3.23
		Teacher	54	18.6	137	47.2	11	3.8	62	21.4	26	9.0	3.45
		MOE	4	13.3	22	73.3	-	-	3	10.0	1	3.3	3.83
5	The provision of water and electricity supply is resultant from adequate funding	Principal	5	14.3	9	25.7	3	8.6	15	42.9	3	8.6	2.94
		Teacher	61	21.0	98	33.8	20	6.9	86	29.7	25	8.6	3.29
		MOE	5	16.7	15	50.0	2	6.7	8	26.7	-	-	3.57

Table 3 revealsthe opinions of principals, teachers and Ministry of Education officials on the impact of funding on the provision of infrastructural facilities in public secondary schools, Kogi State, Nigeria.

Item one states that the provision of classrooms in the school is as a result of adequate provision of funds from the Ministry of education, from the responses of the respondents principals 9(25.7%) strong agreed, 21(60.0%) agreed, 1 (2.9%) undecided, 4(11.5%) disagreed and 1(2.9%) strongly disagreed respectively and teachers 79(27.2%), 171(59.0%),

15(5.2%), 17(5.9%) and 8(2.8%) strongly agreed, agreed, undecided, disagreed and strongly disagreed respectively and MOE 3(10.0%) strongly agreed, 21(70.0%) agreed while 5(16.7%) disagreed and 1(3.3%) strongly disagreed. The decision means of the three respondents (principals, teachers and MOE) were accepted with the mean score of 3.17, 3.08 and 3.67 respectively, respondents supported that the provision of classrooms in the school was as a result of adequate funding from the ministry of education.

Item two states that the provision of laboratories is a result of the adequate funding 6(17.1%), 15(42.9%), 3(8.6%), 7(20.0%) and 4(11.4%) of the principals strongly agreed, agreed, undecided, disagreed and strongly disagreed respectively while 47(16.2%), 138(47.6%), 10(3.4%), 71(24.5%) and 24(8.3%) of the teachers strong agreed, agreed, undecided, disagreed and strongly disagreed and 4(13.3%), 22(73.3%), 1(3.3%) and 3(10.0%) of the MOE strongly agreed, agreed, undecided and disagreed respectively. The means scores of 3.34, 3.39 and 3.90 for principals, teachers and MOE indicated that majority of the respondents supported that the provision of laboratories was as a result of the adequate funding.

Item three which states that adequate workshop facilities are as a result of funding 1(2.9%), 4(11.5%), 21(60.0%) and 9(25.7%) of the principals strongly agreed, agreed, disagreed and strongly disagreed respectively and also, 8(2.8%), 17(5.9%), 15(5.2%) and 79(27.2%) of the teachers strongly agreed, agree, undecided, disagreed and strongly disagreed accordingly and 5(16.7%), 18(60.0%), 3(10.0%) and 4(13.3%) of the MOE strongly agreed, agreed, undecided, disagreed, going by the majority and highest percentage indicated that the respondents of workshop facilities were as a result of funding with the means scores of 3.97, 4.02 and 3.80 of the respondents.

Item four states that availability of library facilities in the school is due to adequate funding. 3(8.6%), 9(54.3%), 11(31.4%) and 2(5.7%) of the principals respectively 54(18.6%), 137(47.2%), 11(3.8%), 62(21.4%) and 26(9.0%) of the teachers accordingly and 4(13.3%),

22(73.3%), 3(10.0%) and 1(3.3%) of the MOE strongly agreed, agreed, disagreed, and strongly disagreed. Thus majority of the respondents indicated that availability of library facilities in the schools were due to adequate funding as clearly revealed by the mean scores of 3.09, 3.46 and 4.03 for principals, teachers and MOE respectively.

Item five which states that the provision of water and electricity supply were as a result of adequate funding, 5(14.3%), 9(25.7%), 3(8.6%), 15(42.9%) and 3(8.6%) of the principals strongly agreed, agreed, undecided, disagreed and strongly disagreed respectively. 6(17.1%), 14(40.0%), 1(2.9%), 120(41.4%), 22(7.6%), 72(24.8%) and 26(9.0%) of the teachers strongly agreed, agreed, undecided, disagreed and strongly disagreed respectively and 3(10.0%), 18(60.0%), 2(6.7%) and 7(23.3%) of the MOE strongly agreed, agreed, undecided, and disagreed. The decision mean of the teachers 3.29 and MOE 3.57 were accepted while decision mean of the principals 2.94 was rejected. Therefore majority of the respondents supported that provision of water and electricity supply is resultant from adequate funding.

By this analysis, it was shown that there was impact of funding for the provision of classrooms, laboratories and library facilities, inadequate funds to provide workshop facilities and most schools are not provided with water and electricity supply.

#### **4.3.2 Research Question Two: is there Impact of Funding on the Maintenance of Infrastructural Facilities in Public Secondary Schools in Kogi State?**

Respondents' opinions were tabulated in form of frequencies, percentages and mean as in items 1-5 in the questionnaire on impact of funding on the maintenance of infrastructural facilities in public secondary schools in Kogi State, Nigeria. Responses of all respondents were collected, analyzed, presented in a table and discussed. Table gives the details analysis of the respondents

**Table 4: Opinions of Respondents on the Impact of Funding on the Maintenance of Infrastructural Facilities Secondary Schools in Kogi State, Nigeria.**

S/N	Item Statements	Respondents	SA		A		UD		D		SD		Mean
			Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
1	Adequate maintenance of classrooms facilities is due to funding from ministry of education	Principals	6	17.1	22	62.9	-	-	5	14.3	2	5.7	3.71
		Teachers	90	31.0	174	60.0	3	10	16	5.5	7	2.4	4.11
		MOE	4	13.3	19	63.3	-	-	6	20.0	1	3.3	3.63
2	Maintenance of laboratories facilities is as a result of the proper funding.	Principal	8	22.9	13	37.1	-	-	12	34.3	2	5.7	3.09
		Teacher	57	19.7	134	46.2	17	5.9	68	23.4	14	4.8	3.52
		MOE	6	20.0	22	73.3	-	-	2	6.7	-	-	4.07
3	Maintenance of functional workshop facilities in the school is due to adequate funding.	Principal	3	8.6	17	48.6	3	-	12	34.3	3	8.6	3.00
		Teacher	51	17.6	137	47.2	4	1.4	74	25.5	24	8.3	3.90
		MOE	4	13.3	22	73.3	1	3.3	2	6.7	1	3.3	3.87
4	Maintenance of library facilities is as a result of adequate funding.	Principal	7	20.0	13	37.1	3	-	13	37.1	2	5.8	3.09
		Teacher	53	18.3	135	46.6	14	4.8	69	23.8	19	6.6	3.46
		MOE	5	16.7	22	73.3	2	6.7	1	3.3	-	-	4.03
5	Maintenance of water and electricity facilities is resultant from adequate funding.	Principal	6	17.1	14	40.0	4	-	14	40.0	1	2.9	3.06
		Teacher	50	17.2	120	41.4	23	7.6	72	24.8	25	9.0	3.33
		MOE	3	10.0	18	60.0	2	6.7	7	23.3	-	-	3.57

Table 4 revealed the opinions of principals, teachers and ministry of education officials on the impact of funding on the maintenance of infrastructural facilities in public secondary schools, Kogi State, Nigeria.

Item 1 shows the responses of respondents on whether adequate maintenance of classroom facilities is due to funding. 2(5.7%), 5(14.3%) 22 (62.9%),and 6(17.1%) of the principals strongly agreed, agreed, disagreed and strongly disagreed respectively, 7(2.4%), 16(5.5%), 3(1.0%), 17.4(60.0%) and 90(31/0%) of the teachers strongly agreed, agreed, undecided, disagreed and strongly disagreed accordingly and also6(20.0%), 4(13.3%), 19(63.3%) and 1(3.3%) of the MOE strongly agreed, agreed, disagreed and strongly disagreed respectively. This was accepted by the respondents with mean scores of principals 3.17, teachers 4.11 and MOE that inadequate maintenance of classrooms facilities is caused by poor funding.

Item two revealed the opinions of respondents on maintenance of laboratories facilities was as a result of proper funding. 8(22.9%), 13(37.1%), 12(34.3%) and 2(5.7%) of the principals strongly agreed, agreed, disagreed and strongly disagreed accordingly and

57(19.7%), 134(46.2%), 17(5.9%), 68(23.4%) and 14(4.8%) of the teachers strongly agreed, agreed, undecided, disagreed and strongly disagreed and also 6(20.0%), 22(73.3%) and 2(6.7%) of the MOE strongly agreed, agreed and disagreed respectively. The responses indicated acceptance, implying that the maintenance of laboratories facilities was as a result of proper funding with the mean scores of 3.09, 3.52 and 4.07 of accordingly.

Item three which states that maintenance of functional workshop facilities in the school is due to adequate funding. 3(8.6%), 17(48.6%) and 5(8.6%) of the principals strongly agreed, agreed, disagreed, strongly disagreed respectively, while 51(17.6%), 137(47.2%), 4(1.4%), 74(25.5%) and 24(8.3%) of the teachers strongly agreed, agreed, undecided, disagreed and strongly disagreed accordingly and also 4(13.3%), 22(73.3%), 1(3.3%), 2(6.7%) and 1(3.3%) of the MOE strongly agreed, agreed, undecided, disagreed, strongly disagreed going by the highest percentage indicated that majority of the respondents supported that maintenance of functional workshop facilities in the school was due to adequate funding with means scores obtained as 3.00, 3.39 and 3.87 for principals, teachers and MOE.

Item four state that maintenance of library facilities was as a result of adequate funding. The statement was accepted by the respondents, implying that maintenance of library facilities was a result of adequate funding. This is shown from the percentages and mean scores of principals strongly agreed 7(20.0%), agreed 13(37.1%), disagreed 13(37.1%) and strongly agreed 2(5.8%), teachers 53(18.3%) strongly agreed, 135(46.6%) agreed, 14(4.8%) undecided, 69(23.8) disagreed and 19(6.6%) strongly disagreed. Similarly MOE 5(17.1%) strongly agreed, 22(73.3%) agreed, 14(4.8%) undecided, and 1(3.3%) disagreed, with the mean scores obtained as 3.09, 3.46 and 4.03 respectively.

Item five tries to find out whether maintenance of water and electricity facilities was resultant from adequate findings 6(17.1%), 14(40.0), 14(40.0%) and 1(2.9%) of the principals is strongly agreed, agreed, disagreed, and strongly disagreed accordingly and 50(17.2%),

120(41.4%), 22(7.6%), 72(24.8%) and 26(9.0%) of the teachers strongly agreed, agreed, undecided, disagreed and strongly disagreed respectively and also, 3(10.0%), 18(60.0%), 2(6.7%) and 7(23.3%) of the MOE strongly agreed, agreed, undecided and disagreed from the responses of respondents the item statements were accepted with the mean scores of 3.06, 3.33 and 3.57 for principals, teachers and MOE respectively. This indicated that maintenance of water and electricity facilities was resultant from adequate funding.

The outcome of this analyze revealed that there was impact of funding on the maintenance of infrastructural facilities in public secondary schools, Kogi State.

#### 4.3.3 Research Question Three: in what ways does Funding have impact on the Provision of Instructional Facilities in Public Secondary Schools in Kogi State?

Respondents' opinions were tabulated in form of frequencies, percentages and mean as in items 1-5 in the questionnaire on impact of funding on the provision of instructional facilities in public secondary schools in Kogi State, Nigeria. Responses of all respondents were collected, analyzed, presented in a table and discussed. Table gives the details analysis of the respondents.

**Table 5: Opinions of Respondents on the Impact of Funding on the Provision of Instructional Facilities in Public Secondary Schools in Kogi State, Nigeria.**

S/N	Item statements	Respondents	SA Freq.	%	A Freq.	%	UD Freq.	%	D Freq.	%	SD Freq.	%	Mean
1	The provision of library material in the school is as a result of adequate funds from the ministry of education.	Principals	2	5.7	12	34.3	1	2.9	18	51.4	2	5.7	2.83
		Teachers	50	17.2	100	34.5	6	2.1	112	38.6	22	7.6	3.15
		MOE	7	23.3	14	46.7	1	3.3	6	20.0	2	6.7	3.60
2	The availability of public address system in the school is due to adequate funding.	Principal	5	14.3	10	28.6	2	5.7	15	42.9	3	8.6	2.97
		Teacher	26	9.0	126	43.4	33	11.4	79	27.2	26	9.0	3.16
		MOE	2	6.7	17	56.7	2	6.7	7	23.3	2	6.7	3.33
3	The provision of chalkboard is as a result of adequate funding.	Principal	4	11.4	16	45.7	2	5.7	11	31.4	2	5.7	3.26
		Teacher	50	17.2	155	53.4	10	3.4	57	19.7	18	6.2	3.56
		MOE	7	23.3	18	60.0	3	10.0	2	6.7	-	-	4.00
4	The provision of computer in the school is due to proper funding.	Principal	5	14.3	19	54.3	1	2.9	8	22.9	2	5.7	3.49
		Teacher	57	19.7	143	49.3	20	6.9	56	19.3	14	4.8	3.60
		MOE	3	10.0	22	73.3	3	10.0	2	6.7	-	-	3.87
5	Adequate projectors in the school is as a result of funding.	Principal	6	17.1	20	57.1	2	5.7	6	17.1	1	2.9	3.69
		Teacher	73	25.2	163	56.2	11	3.8	25	8.6	18	6.2	3.86
		MOE	5	16.7	17	56.7	3	10.0	5	16.7	-	-	3.73



Table 5 revealed the opinions of principals, teachers and ministry of education officials on the impact of funding on the provision of instructional facilities in public secondary schools; Kogi state.

Item one states that the provision of library materials in school is as a result of adequate funds from the ministry of education. 2(5.7%), 12(34.3%), 1(2.9%), 18(51.4%) and 2(5.7%) of the principals strongly agreed, agreed, undecided, disagreed and strongly disagreed respectively, and also 50(17.2%), 100(34.5%), 6(2.1%), 112(38.6%) and 22(7.6%) of the teachers strongly agreed, agreed, undecided, disagreed and strong disagreed accordingly 7(23.3%), 14(46.7%), 1(3.3%), 6(20.0%) and 2(6.7%) of the MOE strongly agreed, agreed, undecided, disagreed and strongly agreed respectively. From the responses of the respondents indicated that provision of library materials was as a result of adequate funds from the ministry of education. The decision mean of two out of the three respondent (teachers and MOE) were accept with the mean scores of 3.15 and 3.60 respectively while the decision mean of principals were rejected with mean score of 2.83 meaning that the provision of library materials is not as a result of adequate funds from ministry of education.

Item two shows the responses of respondents on whether that availability of public address system in the school was due to adequate funding. 5(14.3%), 10(28.6%), 2(5.7%), 15 (42.9%) and 3(8.6%) of the principals strongly agreed, agreed, undecided, disagreed, strongly disagreed accordingly, and 26(9.0%), 126(43.4%), 33(11.4%), 79(27.2%) and 26(9.0%) of the teachers strongly agreed, agreed, undecided, disagreed and strongly agreed respectively and also, 2(6.7%), 17(56.7%), 2(6.7%), 7(23.3%) and 2(6.7%) of the MOE strongly agreed, agreed, undecided, disagreed and strongly disagreed. The percentages and mean scores of the majority of the respondents show that the item was accepted with the mean scores of teachers 3.16, and 3.33, while the decision mean of principals was rejected at 2.97.

Item three was to find out whether the provision of chalkboard was as a result of adequate funding; with decision mean of 3.26, 3.56 and 4.0 for principals, teachers and MOE

and their percentage 4(11.4%), 16(45.7%), 2(5.7%), 11(31.4%) and 2(5.7%) of the principals strongly agreed, agreed, undecided, disagreed, and strongly disagreed and also, 7(23.3%), 18(60.5%), 3(10.0%) and 2(6.7%) of MOE strongly agreed, agreed, undecided, and disagreed respectively; which indicates that the provision of chalkboard was as a result of adequate funding.

Item four was on the provision of computer in the school was due to proper funding; 5(14.3%), 18(60.0%), 3(10.0%) and 2(6.7%) of the principals strongly agreed, agreed, undecided and disagreed respectively and 57(19.7%), 143(49.3%), 20(6.9%), 56(19.3%) and 14(4.8%) of the teachers strongly agreed, agreed, undecided, and disagreed respectively and also 3(10.0%), 22(73.3%), 3(10.0%) and 2(6.7%) of the MOE strongly agreed, agreed, undecided and disagreed respectively; with means scores of principals 3.49, teachers 3.60 and M.O.E 3.0 which show that the provision of computers in the schools was due to proper funding and was accepted by all the respondents with the mean scores of 3.49, 3.60 and 3.0 respectively.

Item five sought the opinions of respondents on whether Adequate projectors in the school is as a result of funding; 1(2.9%), 20(57.1%), 2(5.7%), 6(17.1%) and 6(17.1%) of the principals strongly agreed, agreed, undecided, disagreed and strongly disagreed and 73(25.2%), 163(56.2%), 11(3.8%), 25(8.6%) and 18(6.2%) of the teachers strongly agreed, agreed, undecided, disagreed and strongly disagreed and also 5(16.7%), 17(56.7%), 3(10.0%) and 5(16.7%) of MOE strongly agreed, agreed, undecided and disagreed respectively; with mean which cores of 3.69, 3.80 and 3.73 indicates that the provision of inadequate projectors in the school were caused by poor funding.

By this analysis, it was established that there was impact offunding on the provision of instructional facilities in public secondary schools in Kogi State.

#### 4.3.4 Research Question Four: is there Impact of Funding on the Maintenance of Instructional Facilities in Public Secondary Schools in Kogi State?

Respondents' opinions were tabulated in form of frequencies, percentages and mean as in items 1-5 in the questionnaire on impact of funding on the maintenance of instructional facilities in public secondary schools in Kogi State, Nigeria. Responses of all respondents were collected, analyzed, presented in a table and discussed. Table gives the details analysis of the respondents

**Table 6: Opinions Respondents on the Impact of Funding on the Maintenance of Instructional Facilities in Public Secondary Schools in Kogi State, Nigeria.**

S/N	Item Statements	Respondents	SA		A		UD		D		SD		Mean
			Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
1	The library materials are maintained due to adequate funding.	Principals	3	8.6	13	37.1	-	-	17	48.6	2	5.7	2.89
		Teachers	38	13.1	122	42.1	9	3.1	96	1	25	8.6	3.18
		MOE	4	13.1	20	66.7	-	-	6	50.0	-	-	3.73
2	The maintenance of public address system is as a result of adequate funding.	Principal	3	8.6	9	25.7	1	2.9	16	45.7	-	17.	2.57
		Teacher	42	14.5	101	34.8	14	4.8	111	38.3	22	1	3.10
		MOE	7	23.3	17	56.7	-	-	6	20.0	-	7.6	3.83
3	The maintenance of chalkboard is as a result of adequate funding.	Principal	2	5.7	20	57.1	1	2.9	7	20.0	5	14.3	3.20
		Teacher	58	20.0	118	40.7	15	5.2	67	23.1	31	11.0	3.36
		MOE	2	6.7	15	50.0	1	3.3	11	36.7	1	3.3	3.20
4	The maintenance of computer in the school is due to proper funding.	Principal	3	8.6	14	40.0	2	5.7	14	40.0	2	5.7	3.06
		Teacher	56	19.3	139	47.9	15	5.2	62	21/4	18	6.2	3.52
		MOE	5	16.7	20	66.7	-	-	5	16/7	-	-	3.83
5	Adequate projector in the school is as a result of funding	Principal	1	5.8	21	60.0	-	-	9	25.7	3	8.6	3.23
		Teacher	76	26.2	155	53.4	13	4.5	35	12.1	11	3.8	3.86
		MOE	3	10.0	24	80.0	1	3.3	2	6.7	-	-	3.93

Table 6 revealed the opinions of principals, teachers and ministry of education officials on the impact of funding on the maintenance of instructional facilities in public secondary school; Kogi state, Nigeria.

Item one sought to find out if the library materials were maintained due to adequate funding from the responses of the respondents 3(8.6%), 13(37.1%), 17(48.6%) and 2(5.7%) of the principals strongly agreed, agreed, disagreed and strongly disagreed respectively and 38(13.1%), 122(42.1), 9(3.1%), 96(33.1%) and 25(8.6%) of the teachers strongly agreed, agreed, agreed, undecided, disagreed, strongly disagreed accordingly while 4(13.3%), 20(66.7%) and 6(20.0%) of the MOE strongly agreed, agreed and disagreed accordingly. The

statement was accepted by the most respondents that library materials are maintained due to adequate funding. This is shown from the mean score of teachers 3.18 and MOE 3.73 but the statement was rejected by the principals with the mean score of 2.89. This could either be that funding was not adequate but yet the schools still maintained the library facilities in their schools.

Item two was on whether the maintenance of public address system was as a result of adequate funding. The responses of the respondents are as follows: 3(8.6%), 9(25.7%), 1(2.9%), 16(45.7%) and 6(17.1%) of principals strongly agreed, agreed, undecided, disagreed and strongly disagreed respectively; 42(14.5%), 101(34.8%), 14(4.8%), 111(38.3%) and 22(7.6%) of teachers strongly agreed, agreed, undecided, disagreed and strongly disagreed accordingly and 7(23.3%), 17(56.7%) and 6(20.0%) of MOE strongly agreed, agreed and disagreed accordingly. Two of the respondents, teachers and MOE accepted the statement with mean scores of 3.10 and 3.83 accordingly, while principals rejected the statement with the mean score of 2.57 but the majority of the respondents indicated that maintenance of public address system was as a result of adequate funding.

Item three attempts to know if the maintenance of chalkboards was as a result of adequate funding, 2(5.7%), 20(57.1%), 1(2.9%), 7(20.0%) and 5(14.3) of the principals strongly agreed, agreed, undecided, disagreed and strongly disagreed and 58(20.0%), 118(40.7%), 15(5.2%), 67(23.1%) and 32(11.0%) of teachers strongly agreed, agreed, undecided, disagreed and strongly agreed and 2(6.7%), 15(50.0%), 1(3.3%), 11(36.7%) and 1(3.3%) of MOE strongly agreed, agreed, undecided, disagreed, strongly agreed respectively. There was no divergence of opinions on item 3. It was accepted by all the respondents meaning, adequate maintenance of chalkboard in the school was as a result of adequate funding.

Item four tries to find out whether maintenance of computers system was due to adequate funding. 3(8.6%), 14(40.0%), 2(5.7%), 14(40.0%) and 2(5.7%) of the principals

strongly agreed, agreed, undecided, disagreed and strongly disagreed and 56(19.3%), 139(47.9%), 15(5.2%), 62(21.4%) and 18(6.2%) of the teachers strongly agreed, agreed, undecided, disagreed and strongly disagreed and also, 5(16.7%), 20(66.7%), and 5(16.7%) of MOE strongly agreed, agreed and disagreed respectively; the respondents unanimously accepted the statement with the respondents mean score of 3.06, 3.52 and 3.83 for principals, teachers and MOE accordingly.

Item five was on adequate maintenance of projector in the school were as a result of funding. 3(8.6%), 9(25.7%), 21(60.0%) and 24(5.8%) of the principals strongly agreed, agreed, disagreed and strongly disagreed accordingly and 11(3.8%), 35(12.1%), 13(4.5%), 155(53.4% and 76(26.2%) of the teachers strongly, agreed, undecided, disagreed, strongly disagreed respectively and also 3(10.0%), 24(80.0%), 1(3.3%) and 2(6.7%) of the MOE strongly agreed, agreed, disagreed and strongly disagreed. The responses indicated acceptance with the mean score for principals 3.23, teachers 3.86, MOE 3.93 that inadequate maintenance of projector in the school were caused by poor funding.

By this analysis, it was revealed that adequate funding have impact on the maintenance of instructional facilities in public secondary schools in Kogi State.

#### **4.3.5 Research Question Five: How does funding have Impact on the Provision of Welfare Facilities in Public Secondary School in Kogi State?**

Respondents' opinions were tabulated in form of frequencies, percentages and mean as in items 1-5 in the questionnaire on impact of funding on provision of welfare facilities in public secondary schools in Kogi State, Nigeria. Responses of all respondents were collected, analyzed, presented in a table and discussed. Table gives the details analysis of the respondents

**Table 7: Opinions of Respondents on Impact of Funding on the Provision of Welfare Facilities in Public Secondary Schools in Kogi State, Nigeria.**

S/N	Item Statements	Respondents	SA		A		UD		D		SD		Mean
			Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
1	The provision of health facilities is due to adequate funding.	Principals	3	8.6	15	42.9	-	-	7	28.6	7	20.0	2.91
		Teachers	59	20.3	130	44.8	10	3.4	63	21.7	28	9.7	3.44
		MOE	3	10.0	20	66.7	2	6.7	5	16.7	-	-	3.70
2	The provision of guidance and counseling services is as a result of adequate funds form Ministry of Education.	Principal	-	-	14	40.0	2	5.7	15	42.9	4	11.4	2.74
		Teacher	28	9.7	106	36.6	30	10.3	93	32.1	33	11.4	3.01
		MOE	-	-	22	73.3	3	10.0	5	16.3	-	-	3.57
3	The availability of security facilities in the school is due to adequate funding.	Principal	4	11.4	16	45.7	-	-	13	37.1	2	5.7	3.20
		Teacher	48	16.6	135	48.3	15	5.2	62	21.4	25	8.6	3.43
		MOE	2	6.7	19	66.7	1	3.3	5	16.7	2	6.7	3.50
4	The provision of toilet facilities is resultant from adequate funding	Principal	5	14.3	16	45.7	-	-	10	28.6	4	11.4	3.11
		Teacher	40	13.8	135	46.6	12	4.1	74	25.5	29	10.0	3.29
		MOE	2	6.7	19	63.3	1	3.3	7	23.3	1	3.3	3.47
5	School bus is provided as a result of proper funding	Principal	6	17.2	15	42.9	-	-	9	25.7	5	14.3	3.17
		Teacher	54	18.6	133	45.9	10	3.4	54	18.6	39	13.4	3.38
		MOE	2	6.7	25	83.3	1	3.3	1	3.3	1	3.3	3.40

Table 7 reveals the viewed the opinions of principals, teachers and ministry of education officers on the impact of funding on the provision of welfare facilities in public secondary schoolin Kogi state, Nigeria

Item one showed the responses of respondents on whether the provision of health facilities was due to adequate. 3(8.6%), 15(42.9%), 10(28.6%) and 7(20.0%) of the principals strongly agreed, agreed, disagreed, strongly disagreed accordingly and 59(20.3%), 130(44.8%), 10(3.4%), 63(21.7%) and 28(9.7%) of the teachers strongly agreed, agreed, undecided, disagreed and strongly disagreed respectively and also, 3(10.0%),m 20(66.7%), 2(6.7%), 15(42.9%) and 4(11.4%) of the MOE strongly agreed, agreed, undecided, disagreed ,and strongly disagreed accordingly. Thus majority of the respondents supported that provision of health facilities was due to adequate funding. This is clearly indicated by the mean score of 3.70.

Item two shows the expressed given of the respondents on the provision of guidance and counseling services was as a result of adequate funds from ministry of education, the

mean score of respondents show that the item was accepted by teachers 3.01 and MOE 3.57 while the mean score of principals was rejected at 2.74 but 14(40.0%), 2(5.7%), 15(42.9%) and 4(11.4%) of the principals agreed, undecided, disagreed and strongly disagreed, respectively, while 28(9.7%), 106(36.6%), 30(10.3%), 93(32.1%) and 33(11.4%) of the teachers strongly agreed, agreed, undecided, disagreed and strongly disagreed accordingly and also 22(73.3%), 3(10.0%), and 5(16.3%) of the MOE agreed, undecided and disagreed respectively. The responses of the respondents indicated that the provision of guidance and counseling service was a result of adequate funds from majority of education.

Item three is on whether the availability of security facilities in the school is due to adequate funding. 4(11.4%), 16(45.7%), 13(37.1%) and 2(5.7%) of the principles strongly agreed, agreed, disagreed and strongly disagreed accordingly and 48(16.6%), 140(48.3%), 15(5.2%), 62(21.4%) and 25(8.6%) of the teachers strongly agreed, agreed, undecided, disagreed and strongly disagreed respectively and 2(6.7%) 20(66.7%), 1(3.3%) and 5(16.3%) of the MOE strongly agreed, agreed, undecided and disagreed respectively. The item was accepted by the entire respondents with the mean scores of 3.20, 3.43 and 3.50 for principals, teachers and MOE accordingly, meaning that the availability of security facilities in the schools was due to adequate funding.

Item four was to find out if the provisions of toilet facilities are resultant from adequate funding. 5(14.3%), 16(45.7%), 10(28.6%) and 1(11.4%) of the principals strongly agreed, agreed, disagreed and strongly disagreed accordingly and 40(13.8%), 135(46.6%), 12(4.1%), 74(25.5%) and 29(10.0%) of the teachers strongly agreed, agreed, undecided, disagreed and strongly disagreed and also 2(6.7%), 19(63.3%), 1(3.3%), 7(23.3%) and 1(3.3%) of the MOE strongly agreed, agreed, undecided, disagreed and strongly disagreed respectively. The responses of the respondents showed that provision of toilet facilities was

resultant from adequate funding with the mean scores of 3.11, 3.29 and 3.47 for principals, teachers and MOE respectively.

Item five is on the provision of schools bus provided as to whether it is as a result of proper funding. 16(17.2%) 15(42.9%), 9(25.7%) and 5(14.3%) of the principals strongly agreed, agreed, disagreed and strongly disagreed respectively while 54(18.6%), 133(45.9%), 10(3.4%), 54(18.6%) and 39(13.4%) of the teachers strongly agreed, undecided, disagreed and strongly disagreed according and similarly, 2(6.7%), 25(83.3%), 1(3.3%), 1(3.3%) and 1(3.3%) of the MOE strongly agreed, agreed, undecided, disagreed and strongly disagreed respectively. All the respondents accepted the statements with the corresponding mean score of 3.17, 3.38 and 3.40 for principals, teachers and MOE respectively.

The outcome of this analysis showed that there was impact of funding in the provision of health facilities, guidance and counseling services, security facilities, toilet facilities and school bus are not adequate provided in most of the school due to inadequate funding in public secondary schools in Kogi State.

#### **4.3.6 Research Question Six: What is the impact of Funding on the Maintenance of Welfare Facilities in Public Secondary School in Kogi State?**

Respondents' opinions were tabulated in form of frequencies, percentages and mean as in items 1-5 in the questionnaire on impact of funding on maintenance of welfare facilities in public secondary schools in Kogi State, Nigeria. Responses of all respondents were collected, analyzed, presented in a table and discussed. Table gives the details analysis of the respondents.



**Table 8: Opinions of Respondents on the Impact of Funding on the Maintenance of Welfare Facilities in Public Secondary Schools in Kogi State, Nigeria.**

S/N	Items Statements	Respondents	SA		A		UD		D		SD		Mean
			Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
1	The maintenance of health facilities is due to adequate funds from ministry of education	Principals	3	8.61	10	28.6	1	2.9	14	40.0	7	20.0	2.66
		Teachers	30	10.3	110	37.9	4	1.4	111	38.3	35	12.1	2.96
		MOE	1	3.3	20	66.7	3	10.0	4	13.3	2	6.7	3.47
2	Adequate maintenance of guidance and counseling facilities is due to funding.	Principal	3	8.6	18	51.4	1	2.9	11	31.4	2	5.7	3.26
		Teacher	52	17.9	150	51.7	11	3.8	63	21.7	14	4.8	3.56
		MOE	1	3.3	19	63.3	2	6.7	7	23.3	1	3.3	3.40
3	Maintenance of security facilities is as a result of proper funding.	Principal	1	2.9	20	57.1	1	2.9	10	28.6	3	8.6	3.17
		Teacher	36	12.4	159	54.8	6	2.1	65	2.4	24	8.3	3.41
		MOE	-	-	22	73.3	2	6.7	4	13.3	2	6.7	3.47
4	Adequate maintenance of toilet facilities is resultant from funding	Principal	2	5.7	21	60.0	3	8.6	6	17.1	3	8.6	3.37
		Teacher	59	20.3	152	52.4	7	2.4	55	19.0	17	5.9	3.62
		MOE	6	20.0	21	70.0	-	-	2	6.7	1	3.3	3.97
5	Adequate maintenance of school bus is as a result of funding	Principal	1	2.9	20	57.1	4	11.4	7	20.0	3	8.6	3.26
		Teacher	42	24.5	140	48.3	15	4.8	67	23.1	26	9.3	3.35
		MOE	4	13.3	17	56.7	1	3.3	6	20.0	2	6.7	3.50

Table 8 reveals the opinions of principals, teachers and ministry of education officials on the impact of funding on the maintenance of welfare facilities in Public Secondary Schools in Kogi state, Nigeria.

Item one was on adequate maintenance of health facilities were due to adequate funds from Ministry of education. 3(8.6%), 10(28.6%), 1(2.9%), 14(40.0%) and 7(20.0%) of the principals strongly agreed, agreed, undecided, disagreed and strong disagreed respectively, while 30(10.3%), 110(37.9%), 4(1.4%), 111(38.3) and 35(12.1%) of the teachers strong agreed, agreed, undecided, disagreed and strongly disagreed accordingly and also 1(3.3%), 20(66.7%), 3(10.0%), 4(13.3%) and 2(6.7%) of the teachers strongly agreed, agreed, undecided, disagreed, strongly disagreed respectively. The responses of the respondents indicated that the maintenance of health facilities was only due to adequate funds from ministry of education, with the means score of 2.66, 2.96 and 3.47 for principals, teachers and MOE respectively.

Item two was to find out if adequate maintenance of guidance and counseling facilities was due to funding by respondents 3(8.6%), 2(5.7%), 1(2.9%), 18(51.4%), 11(31.4%) of the

principals strongly agreed, agreed, undecided, disagreed and strongly disagreed accordingly and 14(4.8%), 52(17.9%), 1(2.9%), 11(3.8%), 150(51.78%) and 63(21.7%) of the teachers strongly agreed, agreed, undecided, disagreed and strongly disagreed accordingly while 1(3.3%), 7(23.3%), 2(6.7%), 19(63.3%) and 1(3.3%) of the MOE strongly agreed, agreed, undecided, disagreed and strongly disagreed respectively. There was no divergence of opinions of item two it was accepted by all the respondents with mean scores of 3.20, 3.56 and 3.40 for principals, teachers and MOE that inadequate maintenance of guidance and counseling facilities was caused by inadequate funding.

Item three is on maintenance of security facilities was as a result of proper funding, the percentage obtained for principals was 1(2.9%), 20(57.1%), 1(2.9%), 10(28.6%), and 3(8.6%), teachers 36(12.4%), 15(54.8%), 6(2.1%), 65(22.4%), and 24(8.3%) and MOE 22(73.3%), 2(6.7%), 44(13.3%) and 2(6.7%). The decision mean obtained for principals was 3.17, teachers 3.41 and MOE 4.7, these indicated that the item was accepted implying that maintenance of security facilities was as a result of proper funding.

Item four is on whether adequate maintenance of toilet facilities was resultant from funding. 2(5.7%), 6(17.1%), 3(8.6%), 21(60.0%) and 3(8.6%) of the principals strongly agreed, agreed, undecided, disagreed, strongly disagreed respectively and 59(20.3%), 152(52.4%), 7(2.4%), 55(19.0%) and 17(5.9%) of the teachers strongly agreed, agreed, undecided, disagreed and strongly disagreed respectively and 6(20.0%), 21(70.0%), 2(6.7%) and 1(3.3%) of MOE strongly agreed, agreed, disagreed, strongly disagreed accordingly and the responses indicated acceptance with the mean score for principles 3.37, teachers 3.62 and MOE 3.97 meaning that money to buy facilities was not adequate so proper maintenance was impossible.

Item five is to know whether adequate maintenance of school bus was as a result of funding. 1(2.9%), 20(57.1%), 4(11.4%), 7(20.0%) and 3(8.6%) of principal strongly agreed, agreed, undecided, disagreed, strongly disagreed respectively and 42(14.5%), 140(48.3%),

14(4.8%), 67(23.1%) and 27(9.3%) of the teachers strongly agreed, agreed, undecided, disagreed, strongly disagreed accordingly and also 4(13.3%), 17(56.7%), 1(3.3%), 6(20.0%) and 2(6.7%) of the MOE strongly agreed, agreed, undecided, disagreed and strongly disagreed respectively. From the responses of respondents the item statements were accepted with the mean score of 3.26, 3.35 and 3.50 for principals, teachers and MOE respectively, meaning that due to proper maintenance the school bus were still running and not granted.

By this analysis, it was established that funds have impact on the maintenance of welfare facilities in public secondary schools in Kogi State.

#### 4.3.7 Research Question Seven: in what ways does funding have Impact on the Provision of Sport Facilities in Public Secondary School in Kogi State?

Respondents' opinions were tabulated in form of frequencies, percentages and mean as in items 1-5 in the questionnaire on impact of funding on the provision of sports facilities in public secondary schools in Kogi State, Nigeria. Responses of all respondents were collected, analyzed, presented in a table and discussed. Table gives the details analysis of the respondents.

**Table 9: Opinions of Respondents on the Impact of Funding on the Provision of Sport Facilities in Public Secondary Schools in Kogi State, Nigeria.**

S/N	Respondents	SA		A		UD		D		SD		Mean	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
1	The provision of games field in the school as a result of adequate funding	Principals	4	11.4	14	40.0	1	2.9	13	37.1	3	8.6	3.09
	Teachers	41	14.1	144	49.1	12	3.8	73	25.2	20	7.2	3.38	
	MOE	2	6.7	21	70.0	-	-	5	16.7	2	6.7	3.53	
2	The provision of basketball due to adequate funding.	Principal	5	14.3	14	40.0	1	2.9	13	37.1	2	5.7	3.20
	Teacher	46	15.9	153	52.8	12	3.8	153	19.3	46	8.3	3.48	
	MOE	4	13.3	20	66.7	2	6.7	2	6.7	2	6.7	3.73	
3	Adequate provision of handball field facilities is as result of funding	Principal	7	20.0	23	65.7	-	-	4	11.4	1	2.9	3.89
	Teacher	69	23.8	174	60.0	6	1.7	27	9.3	14	5.2	3.88	
	MOE	6	20.0	20	66.7	-	-	3	10.0	1	3.3	3.90	
4	Adequate provision of games store is as a result ant from adequate funding	Principal	4	11.4	24	68.6	-	-	7	20.0	-	-	3.71
	Teacher	67	23.1	159	54.8	5	1.7	44	15.2	13	5.2	3.75	
	MOE	5	16.7	22	76.7	-	-	1	3.3	1	3.3	4.00	
5	The availability of facilities for track event is due to adequate funding	Principal	6	17.1	13	37.1	-	-	14	40.0	2	5.7	3.20
	Teacher	46	15.9	135	46.6	16	4.8	71	24.5	22	8.3	3.37	
	MOE	4	13.3	17	56.7	1	3.3	6	20.0	2	6.7	3.50	

Table 9 reveals the opinions of principals, teachers and ministry of education officials on the impact of funding on the provision of sports facilities in public secondary schools in kogi state, Nigeria.

Item one was to find out if the provision of games field in the school is as a result of adequate funding. From the responses of the respondents are as follows; principals 4(11.4%) strongly agreed, 14(40.0%) agreed, 1(2.9%) undecided, 13(37.1%) disagreed, and 3(8.6%) strongly disagreed and teachers 41(14.1%) strongly agreed, 144(49.1%) agreed, 11(3.8%) undecided, 73(25.2%) disagreed and 21(7.0%) strongly disagreed and MOE 2(6.7%) strongly agreed, 21(70.0%) agreed, 5(16.7%) disagreed and 2(6.7%) strongly disagreed. The decision mean of all the respondents (principals, teachers and MOE) were accepted with the mean scores of 3.09, 3.38 and 3.53 respectively, meaning that the provision of game field in the school was actually as a result of adequate funding.

Item two shows the responses of respondents on whether the provision of basketballis due to adequate funding, 5(14.3%), 14(40.0%), 1(2.9%), 13(37.1%) and 2(5.7%) of the principals strongly agreed, agreed, undecided, disagreed and strongly disagreed respectively and 46(15.9%), 153(52.8%), 11(3.8%), 56(19.3%) and 24(8.3%) of the teachers strongly agreed, agreed, undecided, disagreed and strongly disagreed and also 4(13.3%), 20(66.7%), 2(6.7%), 2(6.7%) and 2(6.7%) of the MOE strongly agreed, agreed, undecided, disagreed and strongly disagreed. The mean scores of the respondents showed that the statement was accepted by all the respondents with the mean scores of 3.20, 3.48 and 3.73 for principals, teachers and MOE. This implies that sports equipment was provided due to adequate funding.

Item three is to find out if adequate provision of handball field is as a result of funding. 7(20.0%), 23(65.7%), 4(11.4%) and 1(2.9%) of the principals strongly agreed, agreed, agreed, disagreed and strongly disagreed accordingly, 69(23.8%), 174(60.0%), 5(1.7%), 27(9.3%) and 15(5.2%) of the teachers strongly agreed, agreed, undecided, disagreed and strongly disagreed and 6(20.0%), 20(66.7%), 3(10.0%) and 1(3.3%) of the

MOE strongly agreed, agreed, undecided, disagreed and strongly disagreed. The responses of the respondents shows that decisions mean were accepted i.e. principals 3.89, teachers 3.88 and MOE 3.90. This indicated that inadequate provision of indoor sports facilities was due to poor funding.

Item four is on whether an inadequate provision of games store was as a result of inadequate funding. 4(11.4%), 24(68.6%) and 7(20.0%) of the principals strongly agreed, agreed, undecided, disagreed and strongly disagreed, while 67(23.1%), 159(54.86), 5(1.7%), 44(15.2%) and 15(5.2%) of the teacher strongly agreed, agreed, undecided, disagreed and strongly disagreed and 5(17.1%), 23(76.7%), 1(3.3%) and 1(3.3%) of the MOE strongly agreed, agreed, undecided, disagreed and strongly disagreed respectively. The decision mean of the respondents were found to be 3.71, 3.75 and 4.00, meaning that inadequate provision of game store was as a result of inadequate funding.

Item five is to whether availability of facilities of track event was due to adequate funding. Principals, 6(17.1%), 13(37.1%), 14(40.0%) and 2(5.7%) strongly agreed, agreed, disagreed and strongly disagreed accordingly, teachers 46(15.9%), 135(46.6%), 14(4.8%), 71(24.5%) and 24(8.3%),strongly agreed, agreed, undecided, disagreed and strongly disagreed respectively, MOE 4(13.3%), 17(56.7%), 1(3.3%), 6(20.0%) and 2(6.7%) 17(56.7%), 1(3.3%), 6(20.0%) and 2(6.7%) strongly agreed, agreed, undecided, disagreed and strongly disagreed. The statement was accepted with the mean score of 3.20, 3.37 and 3.50 for principals, teachers and MOE accordingly, meaning that while inadequate funds were provided for some facilities, others were adequately provided in many schools.

By this analysis revealed that there was impact of funds for the provision of sports facilities and inadequate funds have negative impact on the provision of indoor sports facilities and games store in public secondary schools in Kogi State.

#### 4.3.8 Research Question Eight: how does funding have impact on the Maintenance of Sport Facilities in Public Secondary School in Kogi State?

Respondents' opinions were tabulated in form of frequencies, percentages and mean as in item 1-5 in the questionnaire on impact of funding on the maintenance of sports facilities in public secondary schools in Kogi State, Nigeria.

**Table 10: Opinions of Respondents on the Impact of Funding on the Maintenance of Sport Facilities in Public Secondary Schools in Kogi State, Nigeria.**

S/N	Items Statements	Respondents	SA		A		UD		D		SD		Mean
			Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
1	The maintenance of games field in the school as a result of adequate funding	Principals	2	5.7	10	28.6	-	-	19	54.3	4	11.4	3.63
		Teachers	38	13.1	127	23.8	4	1.0	98	33.8	23	8.3	3.19
		MOE	4	5.7	19	63.3	-	3.3	4	13.3	2	6.7	3.63
2	Adequate maintenance of basketball field due to adequate funding.	Principal	2	10.3	13	37.1	-	-	19	54.3	1	2.9	2.89
		Teacher	30	3.3	141	48.6	9	2.4	94	29.0	26	9.7	3.20
		MOE	1	3.3	22	73.3	1	3.3	4	13.3	2	6.7	3.35
3	The maintenance of handball field is a function of proper funding.	Principal	2	5.7	14	40.0	-	-	16	45.7	26	8.6	2.89
		Teacher	46	15.9	131	45.2	11	3.4	82	28.3	2	7.2	3.34
		MOE	4	13.3	19	63.3	-	-	4	13.3	3	10.0	3.57
4	Maintenance of games store is resultant from adequate funding.	Principal	2	5.7	15	42.9	-	-	18	51.4	-	-	3.03
		Teacher	45	15.5	129	44.5	12	3.8	83	28.6	21	7.6	3.31
		MOE	4	13.3	21	70.0	-	-	3	10.0	2	6.7	3.73
5	Adequate maintenance of facilities for track event is due to adequate funding	Principal	4	11.4	20	57.1	1	2.9	8	22.9	2	5.7	3.46
		Teacher	64	22.1	173	59.7	10	3.1	32	11.0	11	4.1	3.84
		MOE	5	16.7	20	66.7	-	-	2	6.7	3	10.0	3.73

Table 10 revealed the opinions of principals, teachers and ministry of education officials on impact of funding on the maintenance of sports facilities in public secondary schools; Kogi state.

Item one was to find out if maintenance of games fields is as a result of adequate funding. 2(5.7%), 10(28.6%), 19(53.3%) and 4(11.4%) of the principals strongly agreed, agreed, disagreed and strongly disagreed accordingly, 38(13.1%), 127(43.8%), 3(1.0%), 98(33.8%) and 24(8.3%) of the teachers strongly agreed, agreed, undecided, disagreed and strongly disagreed and 4(13.3%), 19(63.3%), 1(3.3%), 4(13.3%) and 2(6.7%) of the MOE strongly agreed, agreed, undecided, disagreed and strongly disagreed accordingly. The statement was accepted by the respondents, meaning that maintenance of games fields was as

a result of adequate funding. This is shown from the mean score of principals 3.68, teacher 3.19 and MOE 3.63.

Item two states that adequate maintenance of basketball field is due to adequate funding 2(5.7%), 13(37.1%), 19(54.3%) and 1(2.9%) of the principals strongly agreed, agreed, disagreed and strongly disagreed, 30(10.3%), 141(48.6%), 7(2.4%), 84(29.0%) and 28(9.7%) of the teachers strongly agreed, agreed, undecided, disagreed and strongly disagreed and 1(3.3%), 22(73.3%), 1(3.3%), 4(13.3%) and 3(10.0%) of the MOE strongly agreed, agreed, disagreed and strongly disagreed respectively. Out of the three respondents, principals rejected the item meaning that adequate maintenance of sports equipment was due to adequate funding. However, teachers and MOE accepted the items statement with the mean score of 2.89, 3.20 and 3.35 respectively.

Item three is on whether adequate maintenance of handball field is function of proper funding. 2(5.7%), 14(40.0%), 16(45.7%) and 3(8.6%) of the principals strongly agreed, agreed, disagreed and strongly disagreed, 46(15.9%), 131(45.2%), 10(3.4%), 82(28.3%) and 21(7.2%) of the teachers strongly agreed, agreed, undecided, disagreed and strongly disagreed and 4(13.3%), 19(63.3%), 4(13.3%) and 3(10.0%) of the MOE strongly agreed, agreed, disagreed and strongly disagreed respectively. The responses of the respondents revealed that two of the respondents accepted the statement with the mean score of 2.89, 3.34 and 3.57. While the principal was rejected, meaning that maintenance of indoor sports facilities was not a function of proper funding.

Item four is to whether maintenance of games store was a resultant of adequate funding. Principals 2(5.7%), 15(42.9%) and 18(51.4%) strongly agreed, agreed, and disagreed, teachers 4(15.5%), 129(44.5%), 11(3.8%), 83(28.6%) and 2(6.7%) strongly agreed, agreed, undecided, disagreed and strongly disagreed and MOE 4(13.3%), 21(70.0%), 3(10.0%) and 2(6.7%) strongly agreed, agreed, disagreed and strongly disagreed respectively. The responses of the respondents indicated that maintenance of games store was a resultant

ofadequate funding with the mean score of 3.03, 3.31 and 3.73 for principals, teachers and MOE respectively.

Item five was to find out if adequate maintenance of facilities for track event is due to adequate funding. 4(11.4%), 2(5.7%), 1(2.9%), 20(57.1%) and 8(22.9%) of the principals strongly agreed, agreed, undecided, disagreed and strongly disagreed, 12(4.1%), 32(11.0%), 9(3.1%), 173(59.7%) and 64(22.1%) of the teachers strongly agreed, agreed, undecided, disagreed and strongly disagreed and 5(16.7%), 2(6.7%), 20(66.7%) and 3(10.0%) of the MOE strongly agreed, agreed, disagreed and strongly disagreed respectively. The entire decision mean were accepted as they were found to be 3.46, 3.84 and 3.73 respectively from the responses of the respondents principals, teachers and ministry of education officials.

By this analysis, it was established that there was impact of funding on themaintenance of sport facilities in public secondary schools in Kogi State.

#### **4.4 Hypotheses Testing**

In this section all results and outcome of the null hypothesis raised and tested in line with the objectives of this study were summarized and presented. Data obtained as responses from the respondents (principals, teachers and ministry of education officials) from the questionnaire administered was tested. The test of hypothesis was carried out using One Way Analysis of Variance (ANOVA). This was determined at 0.05 level of significance and statistical package for social sciences (SPSS) was used to analyze the data. Where significance difference exists, Scheffe was deployed to ascertain the extent of the differences. In all, eight hypotheses were tested and acceptability or rejection of each null hypothesis was determined by comparing the F-ratio value against the F-Critical value. Hypotheses was therefore rejected if the F-ratio value is more than the Critical value.



**H0<sub>1</sub>: There is no significant difference in the Opinions of Respondents on the Impact of Funding on the Provision of Infrastructural Facilities in Public Secondary Schools in Kogi State Nigeria.**

This hypothesis was tested using Analysis of Variance (ANOVA) to test for significant difference in the opinions on principals, teachers and ministry of education officials on the Impact of Funding on the Provision of Infrastructural Facilities in Public Secondary Schools in Kogi State Nigeria

**Table 11: Summary of Analysis of Variance on the Impact of Funding on the Provision of Infrastructural Facilities in Public Secondary Schools in Kogi State Nigeria**

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	79.409	2	39.704	2.138	.119	3.23
Within groups	6537.341	352	18.572			
Total	6616.749	354				

The Table 12 shows f-ratio value (2.138) at 2 df 352 and at the level 0.05. The critical value (3.23) is greater than f.ratio values 2.138), the probability level of significance (P.119) is greater than 0.05. This means that there is no significant difference in the opinion of respondents on the Impact of Funding on the Provision of Infrastructural Facilities in Public Secondary Schools in Kogi State Nigeria. Therefore, the null hypothesis is retained.

**H0<sub>2</sub>: There is no significant difference in the Opinions of Respondents on the Impact of Funding on the maintenance of Infrastructural Facilities in Public Secondary Schools in Kogi State Nigeria.**

This hypothesis was tested using Analysis of Variance (ANOVA) to test for significant difference in the opinions on principals, teachers and ministry of education officials on the Impact of Funding on the Maintenance of Infrastructural Facilities in Public Secondary Schools in Kogi State Nigeria

**Table 12: Summary of Analysis of Variance on the Impact of Funding on the Maintenance of Infrastructural Facilities in Public Secondary Schools in Kogi State Nigeria**

<b>Status</b>	<b>Sum of Square</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Prob.</b>	<b>F.critical</b>
Between groups	164.859	2	82.429	4.536	011	3.23
Within groups	6396.324	352	18.171			
Total	6561.183	354				

The table 13 shows f-ratio value (4.536) at 2 df 352 and at the level 0.05. The critical value (3.23) is less than f.ratio values (4. 4.536), the probability level of significance P (.011) is less than 0.05. This means that there is a significant difference in the opinion of respondents on the Impact of Funding on the maintenance of Infrastructural Facilities in Public Secondary Schools in Kogi State Nigeria. Therefore, the null hypothesis is rejected.

**Table 13: Summary of Scheffe's Multiple Comparison Test on Impact of Funding on the Maintenance of Infrastructural Facilities in Public Secondary Schools in Kogi State**

<b>Respondents</b>	<b>N</b>	<b>Mean</b>
Principal	35	1.35977
Teacher	290	1.77833
MOE	30	3.13810

As indicated in Table 14, the mean score of Principals was found to be closer to that of Teachers, implying that the difference between the two respondents was not significant. However, the mean score of MOE was found to be higher than that of principals and teachers. This implies that the MOE differs significantly in their opinions regarding the impact of funding on the maintenance of infrastructural facilities in public secondary schools in Kogi State.

**H0<sub>3</sub>: There is no significant difference in the Opinions of Respondents on the Impact of Funding on the Provision of Instructional Facilities in Public Secondary Schools in Kogi State Nigeria.**

This hypothesis was tested using Analysis of Variance (ANOVA) to test for significant difference in the opinions on principals, teachers and ministry of education officials on the Impact of Funding on the Provision of Instructional Facilities in Public Secondary Schools in Kogi State Nigeria

**Table 14: Summary of Analysis of Variance on the Impact of Funding on the Provision of Instructional Facilities in Public Secondary Schools in Kogi State Nigeria.**

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	73.868	2	36.934	2.134	.120	3.23
Within groups	6093.163	352	17.310			
Total	6167.031	354				

The table 15 shows f-ratio value (2.134) at 2 df 352 and at the level 0.05. The critical value (3.23) is greater than f.ratio values (2.134), The probability level of significance P(.120) is greater than 0.05. This means that there is no significant difference in the opinion of respondents on the Impact of Funding on the Provision of Instructional Facilities in Public Secondary Schools in Kogi State Nigeria Therefore, the null hypothesis is retained

**H0<sub>4</sub>: There is no significant difference in the opinion of respondents on the Impact of Funding on the maintenance of Instructional Facilities in Public Secondary Schools in Kogi State Nigeria.**

This hypothesis was tested using Analysis of Variance (ANOVA) to test for significant difference in the opinions on principals, teachers and ministry of education officials on the Impact of Funding on the Maintenance of Instructional Facilities in Public Secondary Schools in Kogi State Nigeria.

**Table 15: Summary of Analysis of Variance on the Impact of Funding on the maintenance of instructional Facilities in Public Secondary Schools in Kogi State Nigeria**

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	205.333	2	102.667	5.977	.003	3.23
Within groups	6046.424	352	17.177			
Total	6251.758	354				

The table 16 shows f-ratio value (5.977) at 2 df 352 and at the level 0.05. The critical value (3.23) is less than f.ratio values (5.977), the probability level of significance P (.003) is less than 0.05. This means that there is a significant difference in the opinion of respondents on the Impact of Funding on the maintenance of Instructional Facilities in Public Secondary Schools in Kogi State Nigeria

Therefore, the null hypothesis is rejected

**Table 16: Summary of Scheffe’s Multiple Comparison Test on Impact of Funding on the Maintenance of Instructional Facilities in Public Secondary School in Kogi State.**

Respondents	N	Mean
Principal	35	1.52644
Teacher	290	1.97833
MOE	30	3.50476

As indicated in Table 17, the mean score of Principals was found to be closer to that of Teachers, implying that the difference between the two respondents was not significant. However, the mean score of MOE was found to be higher than that of principals and Teachers. This implies that the MOE differs significantly in their opinions regarding the impact of funding on the maintenance of instructional facilities in public secondary Schools in Kogi State.

**H0<sub>5</sub>: There is no significant difference in the Opinion of Respondents on the Impact of Funding on the Provision of Welfare Facilities in Secondary Schools in Kogi State Nigeria.**

This hypothesis was tested using Analysis of Variance (ANOVA) to test for significant difference in the opinions on principals, teachers and ministry of education officials on the Impact of Funding on the Provision of Welfare Facilities in Public Secondary Schools in Kogi State Nigeria

**Table 17: Summary of Analysis of Variance on the Impact of Funding on the Provision of Welfare Facilities in Public Secondary Schools in Kogi State Nigeria**

<b>Status</b>	<b>Sum of Square</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Prob.</b>	<b>F.critical</b>
Between groups	153.062	2	76.531	2.954	.053	3.23
Within groups	9119.175	352	25.907			
Total	9272.237	354				

The table 17 Shows f-ratio value (2.954) at 2 df 352 at the level 0.05. The critical value (3.23) is greater than f.ratio values (2.954), the probability level of significance P (.053) is greater than 0.05. This means that there is no significant difference in the opinion of respondents on the Impact of Funding on the provision of welfare provision of welfare Facilities in Public Secondary Schools in Kogi State Nigeria Therefore, the null hypothesis is retained.

**H0<sub>6</sub>: There is no significant difference in the Opinions of Respondents on the Impact of Funding on the Maintenance of Welfare Facilities in Public Secondary Schools in Kogi State Nigeria.**

This hypothesis was tested using Analysis of Variance (ANOVA) to test for significant difference in the opinions on principals, teachers and ministry of education officials on the Impact of Funding on the Maintenance of Welfare Facilities in Public Secondary Schools in Kogi State Nigeria.

**Table 18: Summary of Analysis of Variance on the Impact of Funding on the Maintenance of welfare Facilities in Public Secondary Schools in Kogi State Nigeria.**

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	77.882	2	38.941	2.484	.085	3.23
Within groups	5518.355	352	15.677			
Total	5596.237	354				

The table 18 Shows f-ratio value (2.484) at 2 df 352 at the level 0.05. The critical value (3.23) is greater than f.ratio values (2.484) the probability level of significance P (.085) is greater than 0.05. This means that there is no significant difference in the opinion of respondents on the Impact of Funding on the Impact of Funding on the maintenance of sports Facilities in Kogi State Nigeria Therefore, the null hypothesis is retained

**H<sub>07</sub>: There is no significant difference in the opinion of respondents on the Impact of Funding on the provision of sports of Facilities in Public Secondary Schools in Kogi State Nigeria.**

This hypothesis was tested using Analysis of Variance (ANOVA) to test for significant difference in the opinions on principals, teachers and ministry of education officials on the Impact of Funding on the Provision of Sports Facilities in Public Secondary Schools in Kogi State Nigeria.

**Table 19: Summary of Analysis of Variance on the Impact of Funding on the Provision of Sports of Facilities in Public Secondary Schools in Kogi State Nigeria.**

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	38.945	2	19.473	1.133	.323	3.23
Within groups	6047.534	352	17.180			
Total	6086.479	354				

The table 19 Shows f-ratio value (1.133) at 2 df 352 at the level 0.05. The critical value (3.23) is greater than f.ratio values (1.133) the probability level of significance P (.323) is greater than 0.05. This means that there is no significant difference in the opinion of respondents on the Impact of Funding on the Provision of Sports Facilities in Public Secondary Schools in Kogi State Nigeria. Therefore, the null hypothesis is retained.

**H0<sub>8</sub>: There is no significant difference in the Opinion of Respondents on the Impact of Funding on the Provision of Sports Facilities in Public Secondary Schools in Kogi State Nigeria.**

This hypothesis was tested using Analysis of Variance (ANOVA) to test for significant difference in the opinions on principals, teachers and ministry of education officials on the Impact of Funding on the Provision of Sports Facilities in Public Secondary Schools in Kogi State Nigeria.

**Table 20: Summary of Analysis of Variance on the Impact of Funding on the Provision of Sports Facilities in Public Secondary Schools in Kogi State Nigeria.**

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	181.498	2	90.745	3.975	.020	3.23
Within groups	8036.700	352	22.832			
Total	8218.197	354				

The table 20 Shows f-ratio value (3.975) at 2 df 352 at the level 0.05. The critical value (3.23) is less f.ratio values (3.975) the probability level of significance P (.020) is less than 0.05. This means that there is a significant difference in the opinion of respondents on the Impact of Funding on the Provision of Sports Facilities in Public Secondary Schools in Kogi State Nigeria. Therefore, the null hypothesis is rejected.

**Table 21: Summary of Scheffe's Multiple Comparison Test on Impact of Funding on the Maintenance of Sports Facilities in Public Secondary Schools in Kogi State.**

<b>Respondents</b>	<b>N</b>	<b>Mean</b>
Principals	35	1.31724
Teachers	290	1.93790
MOE	30	3.25714

As indicated in Table 21, the mean score of principals was found to be closer to that of the teachers, implying that the difference between the two respondents was not significant. However, the mean score of MOE was found to be higher than that of principals and vice-principals. This implies that the teachers differ significantly in their opinions regarding the impact of funding on the maintenance of sports facilities in public secondary schools in Kogi State.



## 4.5 Summary of Hypotheses Testing

This section present the summary of the entire null hypothesis tested in the course of this study.

**Table 22: Summary of Hypotheses Tested**

S/N	Hypothesis Statement	Statistical Tools used	Result	Level of Sig.	Decision
H0 <sub>1</sub>	There is no significant difference in the opinion of principals, teachers and Ministry of Education officials on the impact of funding on the provision of infrastructural facilities in public secondary school in Kogi state.	Analysis of variance (ANOVA)	F-ratio is 2.138 while the f-critical is 3.23 at 0.05 level of significance	0.05	retained
H0 <sub>2</sub>	There is no significant difference in the opinion of principals, teachers and Ministry of Education officials on the impact of funding on the maintenance of infrastructural facilities in public secondary school in Kogi state.	Analysis of variance (ANOVA)	F-ratio is 4.536 while the f-critical is 3.23 at 0.05 level of significance	0.05	rejected
H0 <sub>3</sub>	There is no significant difference in the opinion of principals, teachers and Ministry of Education officials on the impact of funding on the provision of Instructional facilities in public secondary schools in Kogi state.	Analysis of variance (ANOVA)	F-ratio is 2.134 while the f-critical is 3.23 at 0.05 level of significance	0.05	retained
H0 <sub>4</sub>	There is no significant difference in the opinion of principals, teachers and Ministry of Education officials on the impact of funding on the maintenance of Instructional facilities in public secondary schools in Kogi state.	Analysis of variance (ANOVA)	F-ratio is 5.977 while the f-critical is 3.23 at 0.05 level of significance	0.05	rejected
H0 <sub>5</sub>	There is no significant difference in the opinion of principals, teachers and Ministry of Education officials on the impact of funding on the provision of welfare facilities in public secondary schools in Kogi state.	Analysis of variance (ANOVA)	F-ratio is 2.954 while the f-critical is 3.23 at 0.05 level of significance	0.05	retained
H0 <sub>6</sub>	There is no significant difference in the opinion of principals, teachers and Ministry of Education officials on the impact of funding on the maintenance of welfare facilities in public secondary schools in Kogi state.	Analysis of variance (ANOVA)	F-ratio is 2.484 while the f-critical is 3.23 at 0.05 level of significance	0.05	retained
H0 <sub>7</sub>	There is no significant difference in the opinion of principals, teachers and Ministry of Education officials on the impact of funding on the provision of Sports facilities in public secondary schools in Kogi state.	Analysis of variance (ANOVA)	F-ratio is 1.133 while the f-critical is 3.23 at 0.05 level of significance	0.05	retained
H0 <sub>8</sub>	There is no significant difference in the opinion of principals, teachers and Ministry of Education officials on the impact of funding on the maintenance of Sports facilities in public secondary schools in Kogi state	Analysis of variance (ANOVA)	F-ratio is 3.975 while the f-critical is 3.23 at 0.05 level of significance	0.05	rejected

#### **4.6 Summary of Major Findings**

1. The study discovered that there was adequate funding for the provision of infrastructural facilities in public secondary schools in Kogi State, Nigeria.
2. The study revealed that Kogi State government did not provide adequate funds to maintain infrastructural facilities across public secondary schools in the state.
3. The study showed that there was adequate funding for the provision of instructional facilities in public secondary schools in Kogi state.
4. The study revealed that Kogi state government did not provide adequate funds to maintain instructional facilities in public secondary schools in Kogi State.
5. The study discovered that there was adequate funding provided by Kogi state government for the provision of welfare facilities in public secondary schools in Kogi state.
6. The study showed that Kogi state government provided adequate funds to maintain welfare facilities across public secondary schools in the state.
7. The study revealed that there was adequate funding for the provision of sports facilities in public secondary schools in Kogi State.
8. The study discovered that Kogi state government did not provide adequate funds to maintain sports facilities in public secondary schools in the state.

#### **4.7 Discussion of the Findings**

The study determined the impact of funding on the provision of infrastructural facilities, assess the impact of funding on the maintenance of infrastructural facilities, examined the impact of funding on the provision of instructional facilities, revealed the impact of funding on the maintenance of instructional facilities to ascertain the impact of funding on the provision of welfare facilities, determined the impact of funding on the maintenance of welfare facilities, find out the impact of funding on the provision of sports

facilities and also examined the impact of funding on sport facilities in public secondary schools in Kogi State.

To test the hypothesis formulated for the study, one way analysis of variance (ANOVA) was used. However, to give the general description of the respondents on the issues raised. Frequency, simple percentage and mean were used. Eight hypotheses were formulated and tested. However, the following are the major finding of the discussion.

Table 3 shows the opinions of principles, teachers and M.O.E officials on impact of funding on the provision of infrastructural facilities in public secondary schools in Kogi State, Nigeria. In response to the items statement, the respondents agreed that adequate funds was made available for the provision of classrooms, laboratories, library, water and electricity across public secondary schools in Kogi State. The provision of infrastructural facilities in the schools has provided good atmosphere for effective teaching and learning to take place. The findings of the study is in corroborate with findings of Adesina (1981) observed that the qualities of education received bear direct relevance of the availability or lack of physical facilities and overall atmosphere in which learning takes place. This shows the necessity for secondary schools to be properly equipped with necessary facilities so as to make students learning better in schools which will enhance their performance at schools. However, the majority of respondent disagreed that there was no adequate for the provision of workshop facilities in public secondary schools in Kogi State.

Table 4 shows the opinions of principals, teachers and M.O.E officials on impact of funding on the maintenance of infrastructural facilities in public secondary schools in Kogi State, Nigeria. In response to item statements, the respondents agreed that adequate funds were not provided to maintain classrooms, laboratories, library, water and electricity in public secondary school in Kogi state. These affect teaching and learning negatively. The findings suggested that in order to enhance higher productivity in schools adequate funds should provided to maintain infrastructural facilities in the schools. Lack of maintenance of

infrastructural facilities affects students learning achievement. It would be difficult to achieve educational objectives without adequate provision of teaching and learning facilities. The findings of this study is in accordance with finding of Akomolafe (2013) according to him funding is major need for maintaining educational facilities in the school environment and the activities that take place must be considered healthy and productive.

Table 5 shows the opinions of principals, teachers and M.O.E officials on impact of funding on the provision of instructional facilities in public secondary schools in Kogi State, Nigeria. In response to items statement, it was accepted by the respondents that library materials, chalkboard., computers, projectors were provided due to adequate funds public secondary schools in Kogi State. The finding of the study is in harmony with funding of Omezia (2003) who asserted that instructional materials assist the teacher to transmit to a learner the facts, skills, attitude and knowledge that aid the understanding and appreciation of concepts.

Table 6 shows the opinions of principals, teachers and M.O.E officials on impact of funding on the maintenance of instructional facilities in public secondary schools in Kogi State, Nigeria. In response to item statements, the respondents agreed that adequate funds were not provided to maintain library materials, computers, projector and public system among public secondary schools in Kogi State. These show that the objectives of teaching and learning will not be effectively achieved without adequate maintenance of instructional facilities. The finding of the study corroborate with finding of Ololoba (2014) who stated that funding is needed to service, overhaul or replace the materials and for general maintenance. Funds are also needed to train teachers that will use these facilities.

Table 7 shows the opinions of principals, teachers and M.O.E official on impact of funding on the provision of welfare facilities in public secondary schools in Kogi State, Nigeria. In response to items statements, the respondents agreed that health facilities and toilet were provided as security of adequate funds across public a result of adequate funds

across public secondary schools in Kogi State. The availability of welfare facilities in schools increase students well being moral to learn. The findings of the study is in harmony with finding of Dare (2009) adequate provision of welfare facilities in schools increase students' moral to learn. However, the majority of respondents disagreed that school bus were not adequately distributed across the schools due to lack of funding in Kogi state.

Table 8 shows the opinions of principals, teachers and M.O.E officials on impact of funding on the maintenance of welfare facilities in public secondary schools in Kogi state, Nigeria. In response to items statement, the respondents agreed that funds is provided to maintain health facilities, guidance and counselling facilities and security facilities in public secondary schools in Kogi state. However, majority of the respondents said that the toilet facilities were not maintained due to inadequate funds among public secondary schools in Kogi state. Toilet facilities should be maintained for students and teachers usage and for hygienic and sanitation purposes. The finding of the study is line with finding of Kochar (2014), welfare facilities should be planned for all students and maintenance for emergency activities.

Table 9 shows the opinions of principals, teachers and M.O.E official on impact of funding on the provision of sports facilities in public secondary schools in Kogi state, Nigeria. In response to item statements, the respondents agreed that game field, basketball field, handball field, and facilities for track event were provide due to adequate funding in most pubic secondary schools in Kogi state. Sports have a lot of significant in teaching and learning. Whenever a school is provided with sports facilities it will provide the learners with the needed physical health activities, relaxation and other extracurricular activities. This is so especially in public secondary schools. The finding of the study corroborate with finding of Omolewa (2003), observed that funds are necessary for the provision and maintenance of vital elements for effective sport facilities management in the schools. However, the majority

of respondents disagreed that adequate funding was not given for the provision of game store facilities across public secondary schools in Kogi state.

Table 10 shows the opinions of principals, teachers and M.O.E official on impact of funding on the maintenance of sports facilities in public secondary schools in Kogi State, Nigeria. In response to items statement, most of the respondents agreed that adequate funds was not provided to maintained game field, basketball field, handball field and track event facilities across public secondary schools in Kogi State. On the other hand, adequate funds should be provided to maintain sport facilities in the schools because if sport facilities were maintained. It will help in carrying out extracurricular activities. And such activities apart from enhancing pure practical curricular experience for the students also help foster intellectual and social development of students. The finding of the study is in accordance with finding of Nuhu (2011) stated that funds always triggers sports development at various levels of the society.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents a general summary of the present research work carried out by the researcher. The outlines of areas discussed are the summary, conclusions, recommendations and suggestions for further studies.

#### 5.2 Summary

This study investigated the impact of funding on the provision and maintenance of facilities in public secondary schools in Kogi State. The aim of the study was to examine the impact of funding on the provision and maintenance of facilities in public secondary schools in Kogi state. Eight research objectives, research questions, hypotheses, basic assumption were raised for the study and also significance and scope of the study. The study identifying, determining and ascertaining the extent by which the various school facilities provision and maintenance had enhanced effective teaching and learning in the under study area. Literatures related to the topic were also reviewed.

Descriptive survey method was adopted for the study and the population of the study comprised 3,606 principals, teachers and ministry of education officials. A stratified random sampling of 35 principals, 290 teachers and 30 ministry of education officials used in the study and data were collected using a researcher designed questionnaire.

The data gathered were analyzed using One Way Analysis of Variance (ANOVA) and hypotheses tested at 0.05 of significance. The findings revealed among others that laboratory and workshop facilities were not adequately provided due to poor funding in public secondary school in Kogi state, classrooms facilities were not adequately maintained due to inadequate funding in public secondary schools and projectors were not adequately provided in public secondary schools in Kogi State.

### 5.3 Conclusions

The research sought to find out the impact of funding on the provision and maintenance of facilities in public secondary schools in Kogi State, Nigeria. The responses of the three categories of respondents were collected to determine the provision and maintenance of facilities in public secondary schools. It was found that facilities have been described as an effective tool for educational development in general. The study concludes as follow:

1. The result of the findings of the study showed that adequate funds have impact on the provision of infrastructural facilities for the effective teaching and learning in public secondary schools.
2. It was discovered from the study, that there is no adequate funds to maintain the available infrastructural facilities such as classrooms facilities, laboratory, and workshop facilities which caused unconducive environment for effective teaching and learning.
3. It was revealed that, adequate funds have impact for the provision of instructional facilities for effective teaching and learning in the schools.
4. It was revealed that respondents were of the opinions that funds are not available to maintained instructional facilities which does not encourages students to attend classes regularly for effective teaching and learning.
5. It was discovered from the study, that there is impact of funds for the provision of welfare facilities which aid students effective counselling and also help students to perform well academically.
6. It could be concluded form the finding that funds have impact to maintain available welfare facilities that help to solve student's academic problems in the schools.
7. The result of the finding showed that indoor sports facilities were not provided in the schools and also discovered that fund are provided for sport facilities which assist



learners with extracurricular activities, relaxation and promote physical health of the students for effective teaching and learning.

8. It was revealed that respondents were of the opinions that inadequate funds affect maintenance of sports facilities by the schools managers which caused ineffective teaching and learning.

#### **5.4 Recommendations**

The study has arrived at the following recommendation based on its findings and conclusion:

1. Kogi state government should allocate 10% of annual budget yearly for the provision of infrastructural facilities in public secondary schools in Kogi State.
2. There should be stakeholders forum where government, private organizations, non-governmental organizations, and alumni associations would come together to provide funds to maintain infrastructural facilities in schools for effective service delivery.
3. The government and parent's teachers association should provide adequate funds for the provision of instructional facilities in schools for effective teaching and learning.
4. The school administrators should provide funds to maintained available instructional facilities in their schools to enhance effective teaching and learning.
5. The school administrators and parent's teachers association should provide funds for the provision of welfare facilities in their schools to promote students and teachers well-being.
6. The school administrators, teachers and students in the schools should carry out the maintenance of welfare facilities in their schools.
7. The school administrators should partner with non-governmental organization for the provision of sports facilities in public secondary schools to motivate students to learn.

8. The school principals, teachers and students should maintain sport facilities in the school to promote school community relationship.

### **5.5 Suggestions for Further Studies**

This will enable other researchers emanating from this present study to address other critical areas of interest in this research work. It has therefore suggested that the following be looked into:

1. Evaluation of provision and maintenance facilities in private secondary schools in Kogi State
2. Investigate the impact of funding on the provision and maintenance of facilities in North Central geo-political zone.
3. Examine the perceptions of stakeholders towards funding of schools facilities in other state like Kaduna State.

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APPENDIX 1



DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM  
Faculty of Education  
AHMADU BELLO UNIVERSITY, ZARIA

Vice-Chancellor: Professor Ibrahim Garba, B.Sc (Hons) Geology, M.Sc (Mineral Exploration) ABU, Ph.D Geology (London), D.I.C., FNMGS  
Head of Department: Professor Bashir A. Maina, B.Ed (Unimaid), M.Ed., Ph.D (ABU)

Our Ref: DEFC/S.25

Date: 22<sup>nd</sup> MAY, 2017

THE HONORABLE COMMISSIONER,  
MINISTRY OF EDUCATIONAL SCIENCE  
AND TECHNOLOGY,  
KOGI STATE, NIGERIA

Dear Sir,

LETTER OF INTRODUCTION

The bearer, SHEIDU ABDULLAHI JAMES, with Registration Number PIA EDFC 8135, is a student in this department. He /She is carrying out research, being part of requirement for graduation, in MASTER DEGREE IN ADMIN & PLANNING. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is:

IMPACT OF FUNDING ON THE PROVISION  
AND MAINTENANCE OF FACILITIES IN PUBLIC  
SECONDARY SCHOOLS IN KOGI STATE, NIGERIA

Thanks in anticipation of your kind response.

Yours sincerely,

*[Signature]*  
Dept. of Educational Foundations & Curriculum  
Prof. B.A. Maina  
Head of Department  
Zaria

## APPENDIX 2

### QUESTIONNAIRE ON THE IMPACT OF FUNDING ON THE PROVISION AND MAINTENANCE OF FACILITIES IN PUBLIC SECONDARY SCHOOLS IN KOGI STATE, NIGERIA

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

Dear Sir/Madam,

#### REQUEST TO FILL A QUESTIONNAIRE

I wish to solicit for your assistance in collecting necessary data on a research topic:

Impact of Funding on the Provision and Maintenance of Facilities in Public Secondary Schools in Kogi State, Nigeria. This research work is purely an academic exercise and the information gathered in this questionnaire will be treated with confidentiality.

Your honest response will help in improving impact of funding on the provision and maintenance of facilities in public Secondary Schools in Kogi State.

Thank you.

Yours sincerely,

Sheidu Abdullahi James

### APPENDIX 3

**Instruction:**

Tick [√] in the appropriate box that relate to you.

**SECTION A: Impact of Funding on the Provision of Infrastructural Facilities in Public Secondary Schools in Kogi State Nigeria**

S/N	Items	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly disagreed
1	The provision of classrooms in the school is as a result of adequate funds from the ministry of education					
2	The provision of laboratories is as a result of the adequate funding					
3	Adequate workshop facilities is provided due to funding					
4	The availability of library facilities in the school is due to adequate funding					
5	the provision of water and electricity supply is resultant from adequate funding					

**SECTION B: Impact of Funding on the Maintenance of Infrastructural Facilities in Public Secondary Schools in Kogi State Nigeria**

S/N	Items	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly disagreed
1	Adequate maintenance of classroom facilities is as a result of funding					
2	Maintenance of laboratory facilities is as a result of proper funding					
3	Maintenance of functional workshop facilities in the school is due to adequate funding					
4	Maintenance of library facilities is as a result of adequate funding					
5	Maintenance of water and electricity facilities is resultant from adequate funding					

**APPENDIX 4**

**SECTION C: Impact of Funding on the Provision of Instructional Facilities in Public Secondary Schools in Kogi State Nigeria**

S/N	Items	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly disagreed
1	The provision of library materials in the school is as a result of adequate funds from ministry of education					
2	The availability of public address system in the school is due to adequate funding					
3	The provision of chalkboard is as a result of adequate funding					
4	The provision of computers in the school is due to proper funding					
5	Adequate projectors in the school is resultant from funding					

**SECTION D: Impact of Funding on the Maintenance of Instructional Facilities in Public Secondary Schools in Kogi State Nigeria**

S/N	Items	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly disagreed
1	The library materials are maintained due to adequate funding					
2	The maintenance of public address system is as a result of adequate funding					
3	Adequate maintenance of chalkboard in the school is due to funding					
4	Maintenance of Computer system is due to adequate funding					
5	Adequate maintenance of projectors is as a result of funding					

**SECTION E: Impact of Funding on the provision of welfare Facilities in Public Secondary Schools in Kogi State Nigeria**

S/N	Items	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly disagreed
1	The provision of health facilities is due to adequate funding					
2	The provision of guidance and counselling services is as a result of adequate funds from ministry of education					
3	The availability of security facilities in the school is due to adequate funding					
4	The provision of toilet facilities is resultant from adequate funding					
5	School bus is provided as a result of proper funding					

## APPENDIX 5

### SECTION F: Impact of Funding on the Maintenance of Welfare Facilities in Public Secondary Schools in Kogi State Nigeria

S/N	Items	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly disagreed
1	The maintenance of health facilities is due to adequate funds from ministry of education					
2	Adequate maintenance of guidance and counselling facilities is as a result of funding					
3	Maintenance of security facilities is as a result of proper funding					
4	Adequate maintenance of toilet facilities is resultant from funding					
5	Adequate maintenance of school bus is as a result of funding					

### SECTION G: Impact of Funding on the Provision of Sport Facilities in Public Secondary Schools in Kogi State Nigeria

S/N	Items	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly disagreed
1	The provision of football field in the school as a result of adequate funding					
2	The provision of basketball field due to adequate funding					
3	Adequate provision of handball field is as a result of funding					
4	Adequate provision of games store is as a result of adequate funding					
5	The availability of facilities for track event is due to adequate funding					

### SECTION H: Impact of Funding on the Maintenance of Sport Facilities in Public Secondary Schools in Kogi State Nigeria

S/N	Items	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly disagreed
1	The maintenance of football fields is as a result of adequate funding					
2	Adequate maintenance of basketball field is due to adequate funding					
3	The Maintenance of Handball field is a function of proper funding					
4	Maintenance of Games store is resultant from adequate funding					
5	Adequate maintenance of facilities for track event is as a result of funding					

