

## **ASSESSMENT OF SCHOOL FACILITIES AND CHALLENGES IN ALMAJIRI SCHOOL, GAGI, SOKOTO-NIGERIA**

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By

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### **Abstract**

*School facilities play vital role in the actualisation of the educational goals and objectives by satisfying the physical and emotional needs of the staff and students of the school. The quality of education children received bear direct relevance to facilities made available and proper utilization. Thus, the study examines the availability of school facilities in Almajiri School, Gagi, Sokoto. The study adopts a quantitative research designed that focuses on survey design, where a sample of 175 was drawn out of 283 population comprising 23 staff and 152 students of Almajiri School, Gagi, Sokoto through random and proportionate sampling techniques. The instrument used for this study was Availability of School Facilities and Challenges Questionnaire (ASFCQ). The questionnaire items statement was analyzed individually based on simple frequency count and responses percentage. The findings indicated that the school building facilities, feeding facilities, laboratories facilities, health and sport facilities, teaching and learning materials and financial facilities were adequately provided. On the other hand the study revealed that, toilet facilities, adequate meal with balance diets, classrooms furniture, incentives and allowance for staff were not adequately provided as the challenges of provision of school facilities in the School. As a result of the findings the study concludes that, for Almajiri School Gagi to realise it educational goals and objectives adequate facilities should be made available. Upon the above conclusion the study recommends among others that: School should collaborate with Non-Governmental Organisations (NGOs), politicians, clerics, individuals and other philanthropists in the provision of school facilities; School management should ensure that toilets facilities are made adequate*

*with regular water supply; Meal given to students should be improved and enough to ensure that it contain required balance diets; Adequate furniture should be made in classrooms for students comfort and maximum attention during lesson.*

**Keywords: Building, Facilities, Feeding, Financial, Education.**

## **Introduction**

Education like any other human industry has set of goals and objectives intended to be achieved by the educational enterprise. Therefore, in order to realise the set goals and objectives there are needs of both human and materials resources to be made available. These resources are not only required but also need to be planned, organised and coordinated so that they can be utilized effectively to accomplish the set goals and objectives of the educational enterprise. Castaldi (1997) opined that, educational facilities are those things of education which enable a skilful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. Asiabaka (2008) posits that, school facilities play pivotal role in the actualisation of the educational goals and objectives by satisfying the physical and emotional needs of the staff and students of the school. Thus for effective teaching and learning to take place there is need for adequate and appropriate use of school facilities.

Isaiah (2013) postulated that, school facilities influence teaching and learning process and are central concerns of educational planners. School facilities

determine trends in school activities and process which influence teacher performance and student achievement. Adeboyeje (2000) and Emetarom (2004) believed that, school facilities are the physical and spatial enablers of teaching and learning which will increase the production of results. School facilities serve as pillars of support for effective teaching and learning.

Sulaiman (2002) viewed school facilities as those basic infrastructure, resources and curriculum material provided in the school in order to cater for the general and specific needs of the learners and staff in relation to their satisfaction, health preservation, protection and promotion as well as their general wellbeing so as to prepare them specifically for the task of qualitative teaching and learning and generally for realisation of desired educational goals. Jenne and Greene (1975) posited that, these facilities included suitable and adequate furnished classrooms, healthy and safe environment, administrative office, library, laboratories, clinic, storage rooms, toilet facilities, first aids box and its content, power and water supplies among others. Consequently, school facilities include the physical surroundings of the school, construction

materials, technology available, amount of space available for students, teachers and staff, size of classrooms and clean and healthy environment that foster safety (Lemasters in Barbra, 2006).

Despite the important role attached to school facilities for effective teaching and learning activities as well as realization of educational goals and objectives, most of Nigerian schools are ill-equipped with school facilities and this resulted in poor actualisation of educational goals and objectives and may contribute to poor school administration. Sulaiman (2002) posits that, most of Nigerian schools are generally ill-equipped with inadequate or dilapidated facilities which produce very serious repercussions on the quality of teaching and learning and achievement of educational standard in the school system. Ajayi (2001), Fabiyi (2001), Adedipe (2007), Mbakwen and Asiabaka (2007) and Ibrahim (2013) agreed that, there is dearth of school facilities in Nigerian schools among which is the *almajiri* schools.

Considering the state of affairs in our schools, it is worth posing the questions that; would it be safe for our country and Sokoto State in particular to allow this unsatisfactory situation to persist in our schools? Would it be possible for Nigeria and Sokoto State in particular to achieve the Sustainable Development Goals which stipulates “education for all” and “health for all”? Would the Sokoto State be able to realise the objectives of *almajiri* education programme in the

state? These and other questions make it imperative to take a closer look at the situation so as to examine the extent to which school facilities are made available in *Almajiri* School, Gagi, Sokoto-Nigeria.

### **Statement of the Problem**

The study assumed that there are various factors contributing to the poor actualisation of *almajiri* education programme in Sokoto State. Among these problems are inadequate provisions and maintenance of school building facilities such as inadequate classrooms, offices, hostels, toilets, irregular power supply, inadequate school feeding facilities, laboratories facilities, inadequate school health and sport facilities, inadequate drugs for treatment and emergency care, irregular water supply, inadequate teaching and learning materials, lack of incentives and allowance for staff, and effective checks and balance of school funds, etc. Other problems are administrative problems such as poor commitments towards the provision and maintenance of school facilities from school administrators, Ministry of Education, Ministry of Health, and School Based Management Committees. The above and other problems continued to exist in Nigerian educational institutions particularly *Almajiri* schools in Sokoto State and these impede quality of teaching, learning and achievement of educational standards. This study seriously assumes that inadequate and poor maintenance of school facilities will form a strong

constraint on realisation of objectives of *Almajiri* Education Programme in Sokoto State. Thus, the extent to which school facilities are made available and the challenges of their inadequacies in *Almajiri* School, Gagi, Sokoto need to be investigated critically and this is the major focus of this study.

### **Impact of School Facilities**

School facilities play an important role in the actualization of educational goals and objectives by improving physical, mental and emotional needs of staff and students of the school. The quality of education children received bear direct relevance to facilities made available and proper utilization. School facilities also determine teachers' effectiveness and make learning sound and concrete in the mind of students.

A plethora research has shown that there are positive effects on the students, teachers and administrators performance with adequate facilities, and their inadequacy has negative effects on the students, teachers and administrators performance. Lyons (2002) posits that, it has been a long-held assumption that curriculum and teaching have an impact on learning. However, it has become more apparent that the physical condition of our schools can influence student achievement. Nwagwu (1987) and Ogunsaju in Asiabaka (2008) maintained that, the quality of education that children receive bear direct relevance to the availability of physical facilities and overall atmosphere in which learning

takes place. Conducive school physical environment could enhance students' attendance, involvement in academic activities and academic performance positively (Burkett and Bowers, 1987). Adesina in Asiyai (2012) stressed that, the quality and quantity of educational facilities available within an educational system positively correlate with quality and standard of the educational system.

According to Chan (1996) the learning environment had a direct and indirect impact on student achievement. Direct impact include: colour, lighting, controlled acoustics, and air ventilation. A good learning environment freed students from physical distress, made it easy for students to concentrate on schoolwork and, induced students in logical thinking.

### **Previous Studies**

A study conducted by Mbakwem and Asiabaka (2008) assessed the facility needs of government primary schools in Imo State. The study revealed that there was dearth of instructional facilities in most of the schools. The study concluded that, there were inadequate facilities in the primary schools in the State. Students enter school without varying abilities and teachers need facilities such as audio visual aids to help them cope with these situation and individual differences.

Bullock (2007) found that, students performed better in schools that were new or renovated recently than in older schools confirming that the overall

building condition, the age of the building, and the windows in the instructional areas were positively related to student achievement. Durosaro (1998) examined school plant planning in relation to administrative effectiveness of secondary schools in Oyo State, Nigeria. The result of the investigation showed that schools that planned and maintained their facilities had higher students' retention and is more effective than the others that did not.

Ibrahim (2013) assessed the provision of facilities in secondary schools in Minnah Metropolis, Niger State, Nigeria. The study revealed that there was low provision of feeding facilities, water facilities, buildings facilities and recreational facilities. The study concluded that poor or sub-standard provision of facilities could negatively affect students.

Furthermore Tennessee Advisory Commission on Intergovernmental Relations (TACIR) (2003) conducted a study on effect of school facilities on educational outcomes. The study found that the age of the facility, condition of the facility, thermal factors, visual and lighting, colour of the indoor facilities, external noise and air quality all correlated with positive educational outcomes. Another study by Schneider (2003) found that, the poor conditions of school facilities which affected teachers' health and safety made it difficult for teachers to teach their students or provide adequate education for the students. The poor working conditions

caused teachers 'to dislike their schools and leave the teaching profession.

A related study by Yakubu (2009) found that, some secondary schools in Nigeria lacked the facilities that can foster sanitary condition of the schools. For instance, water which is essential for washing classrooms, dining halls, bathrooms and flushing of toilets was grossly inadequate. This had affected, and is still affecting, the sanitary condition of some Nigerian secondary schools. Similarly, some secondary schools lack or have insufficient toilets facilities where students could defecate. The absence of toilet facilities prompts student into littering the school environment with faeces, thereby polluting the school environment.

Vandiver (2011) examined the impact of school facilities on learning environment in high schools, located in northeast Texas. The results of the data analysis indicated that quality and educational adequacy of educational facilities were statistically associated with student performance and that teacher turnover rate dropped drastically after a new facility was provided.

### **Research Design**

A quantitative research designed was adopted that focuses on survey design. The survey design is a procedure in quantitative research in which researcher(s) administer questionnaire to a smaller group (sample) to identify attitudes, opinions, characteristics, or

interest of a large group of people (Crewell, 2012).

### **Population and Sampling**

The population of the study comprised all the academic staff and students of Almajiri School, Gagi, Sokoto, with the population of 24 and 260 respectively as shown in the Tables below:

**Table 1: Academic Staff Population**

<b>S/No</b>	<b>Category of Academic Staff</b>	<b>Population</b>
1	Administrators	3
2	Teachers	20
<b>Total</b>		<b>23</b>

*Source: Field of study 2018*

**Table 2: Students Population**

<b>S/No</b>	<b>Class</b>	<b>Population</b>
1	Primary 1	47
2	Primary 2	43
3	Primary 3	38
4	Primary 4	39
5	Primary 5	43
6	Primary 6	50
<b>Total</b>		<b>260</b>

*Source: Field of study 2018*

### **Sampling**

Random and proportionate sampling techniques were used for this study. The random sampling technique was used for selection of samples from the population, where the sample size of 23 academic staff was drawn out of 24 and 152 students was drawn out of 260 students' population based on Krejcie and Morgan (1970) table for random sample, totalling

175 samples from the two selected samples. While proportionate sampling technique was used for selection of samples from each class based on their population percentages. The researchers used proportionate sampling technique in order to give equal opportunity to each and every student to be selected in the representatives sample size of 152 out of 260 students of Almajiri School, Gagi, Sokoto as reflected in Table 3:

**Table 3: Students' Selected Sample Size**

S/No	Class	Population	Sample Size
1	Primary 1	47	28
2	Primary 2	43	25
3	Primary 3	38	22
4	Primary 4	39	23
5	Primary 5	43	25
6	Primary 6	50	29
<b>Total</b>		<b>260</b>	<b>152</b>

*Source: Krejcie and Morgan (1970) sample size table for random sample.*

### **Instrumentation**

To elicit information from the participants of this study, selves designed questionnaire was made titled: Availability of School Facilities and Challenges Questionnaire (ASFCQ). The instrument used in this survey research is a set of questionnaires which consists of two sections: A and B. Section A solicits information about respondents' demographic data. Section B is a set of items statement on Yes or No response. The section comprises 31 items statement which was subdivided into six sections (section A, B, C, D, E, and F) centred on the availability of school building facilities; feeding facilities; laboratories facilities; health and sport facilities; teaching and learning materials and financial facilities and challenges respectively. The structured questionnaire was designed in such a way that respondents are to tick Yes or

No which will be used to measure the subjects' responses based on frequency percent. The frequencies of responses and percents gathered from the questionnaire will be used to determine availability of facilities and challenges, for easy discussion of findings.

### **Data Analysis**

The questionnaire was analysed using the Software Package for Social Sciences (SPSS) 22.0. Each item statement from the questionnaire was analysed individually based on simple frequency count and percentage of responses. The percentage of Yes and No frequencies were analysed to determine the extent to which school facilities are provided and inadequacy as challenges of the provision. It is basically to compare the percentages of the two responses to determine the availability of facilities or otherwise of school buildings, feedings, laboratories, health and sport facilities,

teaching and learning materials and | financial facilities.

**Table 4: Demographic Background of Respondents (Academic Staff)**

	Frequency	Percent %
<b>Gender</b>		
Male	15	62.1
Female	8	37.9
<b>Total</b>	<b>23</b>	<b>100</b>
<b>Work Experience</b>		
8 years & Blow	8	35
9 – 10 years	5	22
11 – 12 years	4	17
13 – 14 years	2	9
15 – 16 years	4	17
17 – 18 years	-	-
<b>Total</b>		<b>100</b>
<b>Qualification</b>		
Grade II/SSCE	1	4.35
Diploma	1	4.35
N.C.E.	13	56.5
B.A.	1	4.35
B. Ed.	3	13.05
B.Sc.	4	17.4
M. Ed.	-	-
M.Sc.	-	-
<b>Total</b>	<b>23</b>	<b>100</b>
<b>Rank/Position</b>		
Administrators	3	13
Teacher	20	87
<b>Total</b>	<b>23</b>	<b>100</b>



**Table 5: Demographic background of respondents (Students)**

	<b>Frequency</b>	<b>Percent %</b>
<b>Class</b>		
Primary 1	28	18.4
Primary 2	25	16.5
Primary 3	22	14.5
Primary 4	23	15.1
Primary 5	25	16.4
Primary 6	29	19.1
<b>Total</b>	<b>152</b>	<b>100</b>
<b>Gender</b>		
Male	152	100
Female	-	-
<b>Total</b>	<b>152</b>	<b>100</b>
<b>Age</b>		
10 years	12	7.9
11 years	17	11.2
12 years	19	12.5
13 years	18	11.8
14 years	21	13.8
15 years	27	17.8
16 years	24	15.8
17 years	14	9.2
<b>Total</b>	<b>152</b>	<b>100</b>
<b>Indigene</b>		
Sokoto Indigene	152	100
Non-Indigene	-	-
<b>Total</b>	<b>152</b>	<b>100</b>
<b>Father's Occupation</b>		
Farmer	75	49.4
Nomad	33	21.7
Fisher	5	3.3
Trader	14	9.2
Civil servant	19	12.5

Business man	2	1.3
Retiree	4	2.6
<b>Total</b>	<b>152</b>	<b>100</b>
<b>Father's Economic Status</b>		
Very low	69	45.4
Low	47	30.9
Medium	27	17.8
High	9	5.9
Very high	-	-
<b>Total</b>	<b>152</b>	<b>100</b>

## Results

**Table 6: Availability of Building Facilities and Challenges (Staff & Students Opinions)**

Variable	Statements	Descriptive Statistics				
		Yes Frequency	No Frequency	Total	Yes Percent	No Percent
A1	There are adequate classrooms in the school	164	11	175	93.7	6.3
A2	There are adequate offices in the school	157	18	175	89.7	10.3
A3	There are adequate hostels in the school	162	13	175	92.6	7.4
A4	There is regular power supply in the school.	110	65	175	62.8	37.2
A5	There are adequate toilet facilities in the school.	64	111	175	36.6	63.4
A6	School buildings and landscape are attractive.	160	15	175	91.4	8.6

In order to address the first research question on the availability of school building facilities and challenges, Table 6 illustrates the frequencies of Yes and No responses and their percent. Section A of B of the questionnaire consists of A1 to A6 statements. The findings indicated that the school buildings are adequately provided with exception of toilets facilities where there is a challenge as indicated in the following: A1 statement which says "there are adequate classrooms in the school" 164 respondents out of 175 agree with the statement with a high percentage of 93.7%; while 11 respondents disagree with 6.3%. A2 statement which says "There are adequate offices in the school" 157 respondents out of 175 agree with the statement with high percent of 89.7% while 18 respondents disagree

with 10.3%. A3 statement which says "There are adequate hostels in the school" 162 respondents out of 175 agree with the statement with high percent of 92.6% while 13 respondents disagree with 7.4%. A4 statement which says "There is regular power supply in the school" 110 respondents out of 175 agree with the statement with high percent of 62.8% while 13 respondents disagree with 7.4%. A5 statement which says "There are adequate toilet facilities in the school" 66 respondents out of 175 agree with the statement with low percent of 36.6% while 111 respondents disagree with 63.4%. A5 statement which says "School buildings and landscape are attractive." 160 respondents out of 175 agree with the statement with high percent of 91.4% while 15 respondents disagree with 8.6%.

**Table 7: Availability of Feeding Facilities and Challenges (Staff & Students Opinions)**

Variable	Statements	Descriptive Statistics				
		Yes Frequency	No Frequency	Total	Yes Percent	No Percent
B1	There are food services in the school.	175	-	175	100	0
B2	Meal giving to students in the school is adequate.	106	69	175	60.6	39.4
B3	Meal giving to students contains balance diets.	72	103	175	41.1	58.9
B4	There is adequate and safe drinking water in the school.	136	39	175	77.7	22.3

In order to address the second research question on the availability of school feeding facilities and challenges, Table 7 illustrates the frequencies of Yes and No responses and their percentage. Section B of B of the questionnaire consists of B1 to B4 statements. The findings indicated that the school feeding facilities are adequately provided and the only challenge is that food given to student did not contained required balance diets as indicated in the following: B1 statement which says "There is food services in the school" 175 respondents out of 175 agree with the statement with whole percent of 100% and no respondent disagree with

statement. B2 statement which says "Meal given to students in the school is adequate" 106 respondents out of 175 agree with the statement with high percent of 60.6% while 69 respondents disagree with 39.4%. B3 statement which says "Meal giving to students contains balance diets" 72 respondents out of 175 agree with the statement with low percent of 41.1% while 103 respondents disagree with 58.7%. B4 statement which says "There is adequate and safe drinking water in the school" 136 respondents out of 175 agree with the statement with high percent of 77.7% while 39 respondents disagree with 22.3%.

**Table 8: Availability of laboratories facilities and challenges (Staffa& Students opinions)**

Variable	Statements	Descriptive Statistics				
		Yes Frequency	No Frequency	Total	Yes Percent	No Percent
C1	There are sciences laboratories in the school.	167	8	175	95.4	4.6
C2	There is language laboratory in the school.	166	9	175	94.8	5.2
C3	There is computer laboratory in the school.	173	2	175	98.9	1.1
C4	Most computers in the lab are in good working condition.	76	99	175	43.4	56.6
C5	There is well equipped workshop in the school.	24	151	175	13.7	86.3
C6	Laboratories are provided with required and adequate facilities.	147	28	175	84	16

In order to address the third research question on the availability of school laboratories facilities and challenges, Table 8 illustrates the frequencies of Yes and No responses and their percent. Section C of B of the questionnaire consists of C1 to C6 statements. The findings indicated that the school laboratories are adequately provided in the school, but the challenge is that most of the computers in the lab are not in good working condition and available workshop in the school is not well equipped as indicated in the following: C1 statement which says “There are

sciences laboratories in the school” 167 respondents out of 175 agree with the statement with high percent of 95.4% while 8 respondents disagree with 4.6%. C2 statement which says “There is language laboratory in the school” 166 respondents out of 175 agree with the statement with high percent of 94.8% while 9 respondents disagree with 5.2%. C3 statement which says “There is computer laboratory in the school” 162 respondents out of 175 agree with the statement with high percent of 98.9% while 2 respondents disagree with 1.1%. C4 statement which says “Computers in

the lab are in good working condition” 76 respondents out of 175 agree with the statement with low percent of 43.4% while 99 respondents disagree with 56.6%. C5 statement which says “There is well equipped workshop in the school” 24 respondents out of 175 agree with the statement with low percent of 13.7%

while 151 respondents disagree with 86.3%. C5 statement which says” Laboratories are provided with required and adequate facilities” 147 respondents out of 175 agree with the statement with high percent of 84% while 28 respondents disagree with 16%.

**Table 9: Availability of Health and Sport Facilities and Challenges (Staff & Students Opinions)**

Variable	Statements	Descriptive Statistics				
		Yes Frequency	No Frequency	Total	Yes Percent	No Percent
D1	There is school clinic/sickbay in the school.	174	1	175	99.4	0.6
D2	There are health personnel services in the school.	172	3	175	98.3	1.7
D3	Drugs and emergency care services are always available in school.	54	121	175	30.9	69.1
D4	There are various sport/ recreational facilities in the school.	130	45	175	74.3	25.7
D5	Sport fields in the school are in good condition.	90	85	175	51.4	48.6
D6	There is adequate and regular water supply in the school.	149	26	175	85.1	14.9

In order to address the fourth research question on the availability of school laboratories facilities and challenges, Table 9 illustrates the frequencies of Yes and No responses and their percentage. Section D of B of the questionnaire consists of D1 to D6 statements. The findings indicated that the school health and sport facilities are adequately provided in the school. The challenge is that drugs and emergency care services are not always available in the school as indicated in the following: D1 statement which says “There is school clinic/sickbay in the school” 174 respondents out of 175 agree with the statement with high percent of 99.4% while 1 respondent disagrees with 0.6%. D2 statement which says “There are health personnel services in the school” 172 respondents out of 175 agree with the statement with high percent of 98.3% while 3 respondents disagree with 1.7%.

%. D3 statement which says” Drugs and emergency care services are always available in school” 54 respondents out of 175 agree with the statement with low percent of 30.9% while 121 respondents disagree with 69.1%. D4 statement which says “There are various sport/recreational facilities in the school” 130 respondents out of 175 agree with the statement with high percent of 74.3% while 45 respondents disagree with 25.7%. D5 statement which says” Sport fields in the school are in good condition” 90 respondents out of 175 agree with the statement with high percent of 51.4% while 85 respondents disagree with 48.6%. D6 statement which says There is adequate and regular water supply in the school” 149 respondents out of 175 agree with the statement with high percent of 85.1% while 26 respondents disagree with 14.9%.

**Table 10: Availability of Teaching and Learning Materials and Challenges (Staff & Students Opinions)**

Variable	Question Statements	Descriptive Statistics				
		Yes Frequency	No Frequency	Total	Yes Percent	No Percent
E1	Text books and writing materials are adequately provided free to the students and staff in the school.	155	20	175	88.6	11.4
E2	Classrooms are adequately provided with furniture.	75	100	175	42.9	57.1
E3	Available furniture in the classrooms provided comfort for students.	136	39	175	77.7	22.3
E4	Teachers are provided with adequate teaching materials.	145	30	175	82.9	17.1

In order to address the fifth research question on the availability of school teaching and learning materials and challenges, Table 10 illustrates the frequencies of Yes and No responses and their percentage. Section E of B of the questionnaire consists of E1 to E4 statements. The findings indicated that the school teaching and learning materials are adequately provided in the school free of charge, but the challenge is that classrooms are not adequately provided with furniture (tables and chairs) in the school as indicated in the following: E1 statement which says

“Text books and writing materials are adequately provided free to the students and staff in the school” 155 respondents out of 175 agree with the statement with high percent of 88.6% while 20 respondents disagree with 11.4%. E2 statement which says” Classrooms are adequately provided with furniture” 75 respondents out of 175 agree with the statement with low percent of 42.9% while 100 respondents disagree with 57.1%. E3 statement which says” Available furniture in the classrooms provided comfort for students” 136 respondents out of 175 agree with the



statement with high percent of 77.7% while 39 respondents disagree with 22.3%. DE statement which says “Teachers are provided with adequate

teaching materials” 145 respondents out of 175 agree with the statement with high percent of 82.9% while 30 respondents disagree with 17.1%.

**Table 11: Availability of Financial Facilities and Challenges (Staff Opinion)**

Variable	Statements	Descriptive Statistics				
		Yes Frequency	No Frequency	Total	Yes Percent	No Percent
F1	The school provides its staff with incentives and other allowances.	4	19	23	17.4	82.6
F2	Teachers salary is fairly good and better than the other normal public schools.	20	3	23	87	13
F3	There is adequate funding for recurrent expenditure in the school.	17	6	23	73.9	26.1
F4	The school provides financial support to its staff on training.	1	22	23	4.3	95.7
F5	There is effective check and balance of the school funds.	3	20	23	13	87

In order to address the sixth research question on the availability of financial facilities and challenges, Table 11 illustrates the frequencies of Yes and No responses and their percentage. Section F of B of the questionnaire consists of F1

to F5 statements. The findings indicated that only two financial facilities are relatively adequate: teachers’ salary and fund for recurrent expenditure but the challenges are; no incentives or allowance for staff, lack of effective

checks and balances of school funds and no financial support or assistant for staff on training in the school as indicated in the following: F1 statement which says “The school provides its staff with incentives and other allowances” 4 respondents out of 23 agree with the statement with low percent of 17.4% while 19 respondents disagree with 82.6%. F2 statement which says “Teachers salary is fairly good and better than the other normal public schools” 20 respondents out of 23 agree with the statement with high percent of 87% while 3 respondents disagree with 13%. F3 statement which says “There is adequate funding for recurrent expenditure in the school” 17 respondents out of 23 agree with the statement with high percent of 73.9% while 6 respondents disagree with 26.1%. F4 statement which says “The school provides financial support to its staff on training” 1 respondent out of 23 agrees with the statement with low percent of 4.3% while 22 respondents disagree with 95.7%. F5 statement which says “There is effective checks and balances of the school funds” 3 respondents out of 23 agree with the statement with low percent of 13% while 20 respondents disagree with 87%.

## **Discussion**

According to the results obtained from the analysis on the availability of school building facilities and challenges, majority of the respondents agreed that school building facilities such as classrooms, offices, hostels, regular

power supply, attractive buildings and landscape are adequately provided in the school. The finding also indicated that the majority of respondents disagreed that, toilets facilities are adequately provided in the school, and this signifies the challenge of provision of building facilities in the school. This is consistent with study of Yakubu (2009) which revealed that, some secondary schools in Nigeria lack or have insufficient toilets facilities where students could defecate, thereby prompting student into littering the school environment with faeces.

In addition, the results obtained from the analysis on the availability of school feeding facilities and challenges revealed, with the majority of the respondents agreeing that, school feeding facilities such as food services and adequate safe drinking water are adequately provided in the school. On the other hand, the finding indicated that majority of respondents disagreed that, food given to students contained balance diets. This finding was corroborated by the study of Ibrahim (2013) which revealed that, there was low provision of feeding facilities, water facilities, and recreational facilities in secondary schools.

The results obtained from the analysis of the availability of laboratories facilities and challenges indicated that, majority of the respondents agreed that there are sciences, language, and computer laboratories in the school, and which are adequately provided with required facilities. On the other hand, the majority

did not agreed that, most of the computers in computer lab are in good working condition and the workshop in the school is well equipped. These are seen as challenges of provision of laboratories facilities in the school. The finding is in line with the findings of Asiyai (2012) which revealed that, school facilities in schools are generally in the state of disrepairs, and the maintenance carried out on the school facilities were inadequate for majority of the facilities

Furthermore, the results obtained from the analysis on the availability of health and sport facilities and challenges indicated that, majority of the respondents agreed that school health and sport facilities such as school clinic, health personnel services, sport fields, adequate and regular water supply are adequately provided in the school. On the other hand majority of respondents disagreed that, drugs and emergency care services are always available in the school, as the only challenge in provision of health and sport facilities in the school.

The results obtained from the analysis on the availability of teaching and learning materials and challenges also revealed that, majority of the respondents agreed that, teaching and learning materials such as text books and writing materials for students and staff and furniture's comfort for students are adequately provided in the school. On the other hand majority of respondents disagreed that there are adequate furniture in classrooms in, as

the only challenge of availability of teaching and learning materials in the school.

Finally the results obtained from the analysis on the availability of financial facilities and challenges revealed that, majority of the respondents agreed that, financial facilities such as good and better salary for staff and funds for recurrent expenditure are adequately provided in the school. On the other hand the results revealed that, majority of respondents disagreed that financial facilities such as incentives and allowance for staff; effective checks and balances of school funds; and financial support for staff on training are adequately provided in the school which are some of the issues of provision of school financial facilities.

## **Conclusions**

School facilities play very important role in the actualization of desired educational goals and objectives by satisfying physical, mental and emotional needs of staff and students. Facilities serve as pillars of support for effective teaching and learning. This is because the quality of education children received bear direct relevance to facilities made available and their proper utilization. The challenges which become obstacle to the provision of school facilities in *Almajiri* School Gagi are: inadequate toilet facilities, poor meal services, lack of good working condition of computers in the lab, unequipped workshop, inadequate furniture, inadequate drugs

and emergency care services, lack of incentives and allowance for staff, lack of effective checks and balances of school funds. Thus for *Almajiri* School, Gagi, to realise its educational goals and objectives these facilities need to be made available and properly utilised.

### **Recommendations**

Based on the findings of the study the paper submitted the following recommendations:

1. The school should collaborate with Non-Governmental Organisations (NGOs), politicians, clerics, individuals and other philanthropists in the provision of school facilities.
2. School management should ensure that toilets facilities are made adequate with regular water supply.

3. Meal given to students should be improved to ensure that it contain required balance diets and adequate for students.
4. Adequate furniture should be provided in classrooms for students comfort and maximum attention during lessons.
5. School should ensure regular services and proper maintenance of computers in the lab.
6. School should ensure that workshop in the school is well equipped with required and modern facilities in doing so it should collaborate with State and Federal governments or any NGOs.
7. School funds should be improved, so that staff is adequately provided with incentives and assistance and encouragement during the course of their training and hardworking.

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