

## AN EVALUATION OF THE ACCESSIBILITY AND ADEQUACY OF SECONDARY EDUCATIONAL FACILITIES PROVISION IN JIMETA

AJAYI A. P & MANDO. G

Federal University of Technology Yola, Urban and Regional Planning Department Adamawa State, Nigeria

### ABSTRACT

The study evaluates the accessibility and adequacy of Secondary Educational facilities provision in Jimeta with the view of finding planning solution. Questionnaires, oral interviews, review of literature and personal observations were used in collecting relevant data for the research. The study revealed that the provision of classrooms in the study area is inadequate to cater for their students, the schools had inadequate number of teachers, on School location the pupil covered about 6 km from home to school and the student felt that the location of their schools is inconvenient for them as such they suggested for provision of school Buses and establishment of new schools. Population growth of the secondary-school-going-age children and subsequent increase in enrolment figures the schools merge about 70-100 student and even more in the same class. There is an Enrolment gap into senior secondary schools due to inadequate provision of secondary educational facilities in the study area. Furthermore, schools were found to be unevenly distributed. The study recommends an ideal location (distribution) of secondary schools as proposed must be observed to eliminate the imbalance of the existing location as observed in the study area therefore, the need for provision of more classrooms and man power has been realized by this study.

**KEYWORDS:** Accessibility, Adequacy, Distribution, Educational Services and Facilities

### INTRODUCTION

#### Research Problem

Huge resources has been spent in the establishment of structure and equipment in the schools, these structures have over the years become inadequate and obsolete, while some others are not being used for purpose for which they were originally intended. Library and Laboratory equipment are either not available or not sufficient.

The goal or aim of education can only be achieved if it is available and accessible to the people for whom it is targeted and most of the wards are growing rapidly, creating demands for schools which government cannot cope due to their poor financial status and resources.

Preliminary investigation shown that break down in continuity of supply is the product of unreliability of distribution systems. The inability of system to function or produce for service demanded for children's education, especially in Jimeta metropolis. An empirical study of inventory, adequacy, problems and proposing sustainable educational facilities in the town is needed.

#### Aim and Objectives

The aim of the study is to examine the accessibility and adequacy of Secondary Educational facilities provision in Jimeta with the view of finding planning solution through the following objectives:

- To identify the pattern of distribution of the available schools in Jimeta.
- To assess the level of accessibility to the users.
- To evaluate the adequacy of Educational services.
- To propose and recommend spatial location and distribution of Secondary Educational facilities

### **The Concept of Education**

The history of education is as old as creation of man himself. Man, as a social animal is by nature very curious and gregarious and that inspires in him the urge to explore the environments round him. Many factors come into play in shaping mans interest to know. The urge to acquire knowledge is, to a very large extent, dependent on the value system of the society. The purpose of education is the traditional Africans society was to set a foot a man with functional skills that would help and his community. Fafunwa, (2001) observed, society use to accord priority to inculcation of valves of social responsibility, political participation, job orientation and spiritual and moral uprightness in the citizens. The achievements of individuals were largely determined by how well they put into practical application the valve systems.

The traditional education system in Nigeria is lifelong in nature as it aims at equipping individuals with the necessary skills and attitudes that would help them function effectively in the society. The coming of western education was almost similar to the Muslim Arabs that brought Islamic education into northern Nigeria centre before. The only initial difference one might notice was the desire for economic activities by the Arabs. The Christian missionaries on the other hand avowed to, accreting to Alloy (2001), liberate the dark minds of the Africans from barbarism and idolatry; the economic and political factor came much later. The history of western education in Nigeria was traceable to the Portuguese traders who came to Benin in the early part of the 15<sup>th</sup> century. Then they thought the children of the Aba of Benin. However, no meaningful development of western education which was not accepted took until late 18<sup>th</sup> and early 19<sup>th</sup> centuries, however, the history of meaningful western education in Nigeria is traceable to the activities of Christian missionaries, which stated in 1842. Accounts of these historical events were Taiwo, O.C (1980), Adesna, S (1988), Fajana, A (1978) and Fatunwa (1974) to mention but a few.

### **Planning Standards and Criteria for Distribution of Educational Facilities**

Contemporary education planners will bear in mind that school physical layout planning is the process of acquiring and designing a building and which would satisfy the educational needs of students. Thus, for effective teaching and learning situations, school building and educational goals should be seen as being closely interwoven and independent. Apart from protecting student from the sun heat and cold, the school building represents a school environment which has tremendous impact on the comfort safety and performance of a child.

Adefumo (1988:26) mentioned that looking at the secondary schools provision by the government all over the country; the physical facilities for classrooms vary considerable. Some look impressive but the problems of overcrowding in the classroom prevail. This has negative psychological effects on the learners. All the duties of going to class, reading, and working in the workshops, experimenting in the laboratories, eating, playing and sleeping should be comfortable for optimum output. The educational planner must therefore play a role to stimulating effective school layout planning for the achievement of our educational goals.

Among the basic necessities that guaranty basic living standard are the availability of electricity water and sanitation and such must prelude adequately in the layout of the school. Robert (1999), he further mentioned that supply of

electricity is important for the provision of light to the facilitate studies especially at night and other necessity in the school and need attractively suits the functions of education it serves and which not only accommodatesbut also contributes a very special environment for learning. According to Blanck (1999), in design, human scale is a recognizable attribute of a building. The environment of a school should be one which actively stimulates the development of human being socially, intellectually, physically and emotionally.

## MATERIALS AND METHODS

The data needed for this study were sourced from the following primary and secondary data sources: The Primary Data were collected directly by the researcher through administration of questionnaires, oral interview and field observation. These included data collected from post primary school management board, ministry of education, National population commission, and from various private and public secondary schools in the study area. **Secondary Data** were sourced from published, unpublished materials and maps, text books, Journals, Magazines, Documents and Seminar papers: to equip the researcher with the theoretical background of the subject matter.

## RESULTS AND DISCUSSIONS

Based on the research problems identified and objectives of the study, the results obtained were analysed using descriptive analysis. The accessibility in term of distance travel, population of the students and the teachers, and the required number of secondary educational facilities needed to correspond with the population of the students. Table 1 shows the provision of classrooms in secondary schools in Jimeta while table 2 shows adequacies of the classrooms.

**Table 1: Provision of Classroom in Secondary Schools in Jimeta**

Year	Number Available	Number in Good Condition	Number of Bad Condition	Number Required
2005/2006	348	114	134	108
2006/2007	402	193	209	118
2007/2008	392	184	208	125
2008/2009	382	152	169	110

Source: Post Primary School Management Board Yola.

**Table 2: Adequacies of Classrooms**

Adequacy	Number of Schools	Percentage %
Adequate	13	37
Inadequate	22	63
<b>Total</b>	<b>35</b>	<b>100</b>

Source: Field survey 2014

The survey reveals that, based on the questionnaire administered in the 35 sampled Schools in the study area on the adequacy of classrooms, 22 schools representing 63% had inadequate number of classrooms to carter for their students.

**Table 3: Number of Additional Classrooms Required by the Secondary Schools in Jimeta**

Range	Number of schools	Percentage
0-2	None	None
3-5	8	23
6-8	13	37
9-12	14	40
13 and above	None	None
<b>Total</b>	<b>35</b>	<b>100</b>

Source: Filed Survey, 2014

The study also reveals that there shortfalls in the number of classrooms required in the sampled Schools. The classrooms requirements of the Schools to operate optimally range between 3-12 classrooms. The study reveals that 40% of the schools require between 9-12 additional classrooms, 37% require between 6-8 additional classrooms, while 23% require 3-5 classrooms.

**Table 4: Provisions of Teachers in the Secondary Schools in Jimeta**

Year	Enrolment Actual	Total Number of Teachers
2005/2006	8309	367
2006/2007	6904	330
2007/2008	8523	324
2008/2010	9251	389

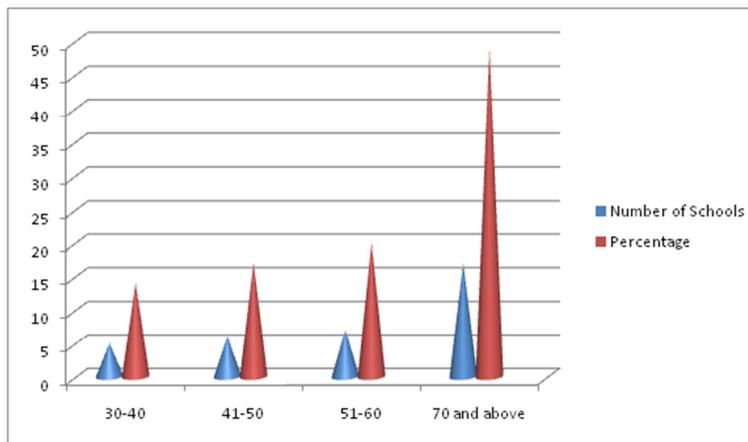
Source: Post Primary Schools Management Board Yola

**Table 5: Adequacies of Teachers in the Secondary Schools in Jimeta**

Adequate Number of Teachers	Number of Secondary Schools	Percentage %
No	29	83
Yes	6	17
<b>Total</b>	<b>35</b>	<b>100</b>

Source: Fields Survey, 2014

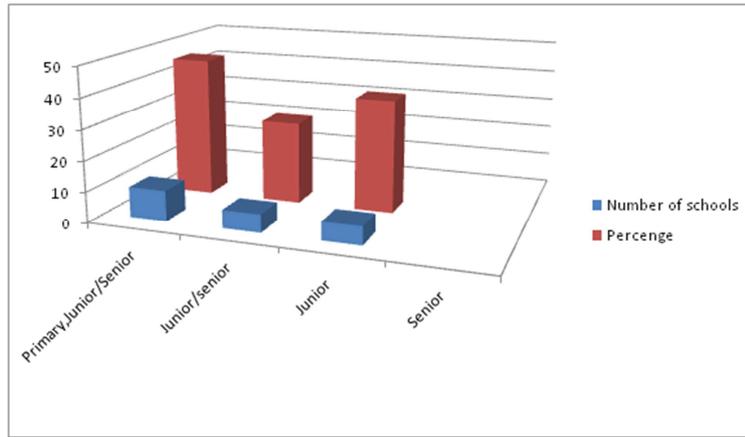
The study reveals that, 83% of the Schools had inadequate Teachers, only 17% of the schools claimed to have adequate number of Teachers, and these are mainly Private Schools.



Source: Field Survey, 2014.

**Figure 1: Number of Student per Class**

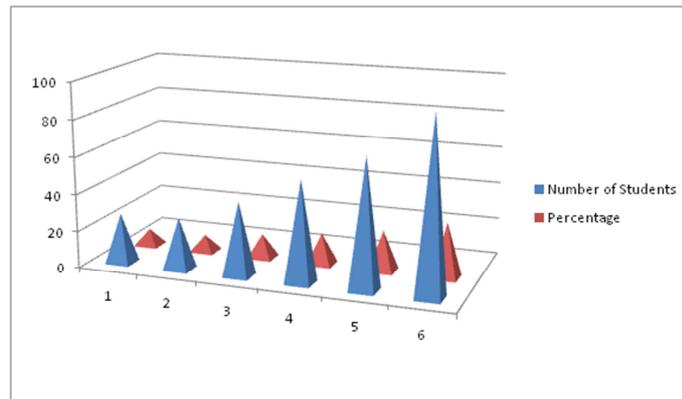
Similarly, as seen from figure 1 above 7 schools representing 20% had 51-60 students per class, 6 schools had 41-50 students per class and 5 schools, the private schools representing 14% had about 30-35 students per class.



Source: Field Survey, 2014

Figure 2: Public Secondary Schools that Share the Same Building

The study also revealed that 10 schools representing 46% are sharing primary schools Building with both junior and senior secondary schools, 6 schools representing 27% Junior and senior while 6 schools are junior secondary schools



Source: Field Survey 2010

Figure 3: Distance (In kilometres) Students Covered to Schools from their Home Daily

Figure: 3 above reveals that out of 315 questionnaire administered, 95 students representing 30% covered more than six (6) kilometres, 70 students representing 22% covered five (5) kilometres, 55 students representing 17% covered four (4) kilometres, 40 students representing 13% covered 3 three (3) kilometres, 28 students representing 9% covered two kilometres, and 27 students representing 9% covered one (1) kilometres .

**Recommendation**

- The need for provision of more classrooms and man power has been realized by this study, most of the secondary schools had shortfalls in the provision of classrooms. This development has had some adverse effects like over utilization of classrooms, in effective teaching and learning resulting from in conducive environment. Therefore, there is need for constant monitoring of the school enrolment, this will tell us the rate at which population is growing, and help to provide proper planning of educational policies that can embrace all students for enrolment, especially in the provision of classrooms to meet the international standard.
- The local government authority through its planning division should ensure that demographic and

socio-economic data are collected and updated to serve as variables against set criteria derived from conventional planning standards for the distribution of educational facilities

- The community should be sensitized about the intended project so as to feed it and know that the services are for them.
- The provision of building should involve the non-governmental organizations (NGO's) and community based organizations (CBO's)

## CONCLUSIONS

The study has shown that as the total population of the secondary school going pupil increases, so also the demand, enrolment and provision of infrastructure and manpower. It has also shown that the location of the schools in the study area are spatially distributed, as such, the schools are seen concentrated mostly in the populated areas whereas less populated areas have few schools which are far away from many settlements. This situation has a serious implication for the school education in terms of accessibility, equity and efficiency for children in the study area.

However, by implementing the recommendation made for this study, it is believed that positive result could be achieved through providing sound and purposeful education to the children in the study area.

In conclusion, secondary education occupies a very strategic position in any nation's educational system with its consumer and producer status for the nation development in terms of technology and improvement of education in Adamawa state. Adequate attention to the Educational development of the state will assist policy planners in terms of budget, financial allocation and provision of equitable and efficient education to the citizens.

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