

## Assessment of Educational Facilities in Nigeria-The Ekiti-South West Example

**Okosun, S.E**

Department of Geography  
Federal University Lokoja, Nigeria  
E-mail: okosunsenator@gmail.com

**Omokhafe, C**

Department of Law  
Ambrose Alli University, Ekpoma Edo-State, Nigeria

**Dairo, O.E**

Department of Estate Management  
Federal University of Technology Minna, Nigeria

**Olowookere, C.A**

Department of Geography and Planning Science,  
Ekiti State University, Ado-Ekiti, Nigeria

### Abstract

The aim of Education for the 21st Century is to enable every person to attain all-round development in the domains of ethics, intellect, physique, social skills and aesthetics according to his/her attributes so as to contribute to the future well-being of the nation and the world as a whole. The aim of the study was to assess the provision and maintenance of educational facilities in Ekiti State, Nigeria with a focus on the Ekiti-South West LGA and Community-Based Development Associations in the study area. This study adopted the survey research method and used three different sets of a questionnaire to collect research data from the authority of the Ekiti South-West LG Council officials, Community Development Unit of the LG Council and the 61 (CBDAs) officials were available in the study area. The findings among others revealed that majority of the secondary schools were privately-owned, while the primary and nursery/primary schools were Community-owned. However, the present monthly allocation from Federal Government to LGCs is grossly inadequate, and it is not enough to embark on provision and maintenance of educational facilities. Given the findings, there were need to improve the schools through additional appropriation and maintenance of the existing schools; finally, the governments and other stakeholders should inculcate good maintenance culture on our educational facilities for effective management with the intention of promoting high-quality education for the well-being of the nation.

**Keywords:** Community Development, Educational Facilities, Ekiti South-West, Maintenance, Schools.

### 1. Introduction

The quality of education delivered, and achievement by the school is dependent on the facilities provided for students to develop their full potentials. Education facilities are material or resources that enhance teaching and learning. Educational facilities can be defined as the entire school plant which school administrators, teachers and students harness, allocate and utilize for the smooth and efficient management of any educational institution (Asiyai, 2013). Educational facilities serve as pillars of support for effective teaching; as well as the physical and spatial enablers of learning. According to Adedokun (2011), educational facilities are physical resources that facilitate effective learning. They include blocks of classrooms, Blackboard, laboratories, workshops, libraries, equipment, consumables, electricity, water, visual and audio-visual aids, tables, desks, chairs, playground, storage space and toilets. These promote and increase the production of results. Most governments in the third world countries like Nigeria face severe financial problems in providing educational facilities for the school bus, laboratories, workshops, libraries, equipment, in the urban/rural setting. In Nigeria, provision of schools/education continued to increase without a corresponding increase in facilities which has to meet the needs of rapidly growing users for

effective teaching and learning. One of the main problems of education in Nigeria is underfunding, this has resulted in the depleting conditions of educational facilities in the country (Nigerian). These are of great concern to the government i.e. Local Government Council Authorities, Community-Based Development Associations, and other agencies in encouraging the provision and proper maintenance of schools and existing educational facilities.

The role of provision and maintenance of educational institutions in grassroots development and poverty reduction cannot be over-emphasized both in urban and rural environments. A provision in this paper means an item of goods provided/supply and obtained for future use. The word maintenance, according to Eti *et al.* (2006) means preserving and keeping in good order as near as possible in their original state. By implication, maintenance means keeping in good order and shape all projects of development that are of benefit to the people. However, the attitude of people towards the maintenance of educational facilities is that the government property does not belong to anybody. To this extent educational facilities that were meant to benefit the masses are just rotting away, without being put to any good use as people are not interested in making such facilities sustainable. Governments have come to term with the LG for the need to be involved in grassroots development. However, the establishment of LGCs in Nigeria which aimed among others to facilitate rural and urban development through infrastructure development and delivery in which schools (i.e educational facilities) provision and maintenance are inclusive. The LGC is statutorily empowered to construct and maintain schools and other public facilities (FGN, 1999). The recognition and importance of this process are to tackle local socio-economic problems and to manage grassroots development. Despite these provisions, educational services in both urban and rural areas in Nigeria is inadequate. Sehinde (2008) maintained that in Nigeria, the overriding impression is that LGCs are weak in responding to the challenges posed by infrastructural development. This has led to self-help programs through which private sector are now involved in educational facilities development. The CBDAs form one of the main actors of the Local Economic Development (LED) process. They have been responsible for the provision of communal facilities such as schools, markets, water supply, and town halls. Akinsolu (2004) asserted that educational curriculum cannot be sound and well operated with poor and badly managed school facilities.

The aim of Education for the 21st Century “is to enable every person to attain all-round development in the domains of ethics, intellect, physique, social skills and aesthetics according to his/her own attributes so that he/she is capable of life-long learning, critical and exploratory thinking, innovating and adapting to change; filled with self-confidence and a team spirit; willing to put forward continuing effort for the prosperity, progress, freedom and democracy of their society, and contribute to the future well-being of the nation and the world at large. “ *Hong Kong Education Commission, 2000*”, as stated by Edewor *et al.* (2003) the Nigeria people must be given proper education to ensure improvement in their health condition so as to enhance their economic empowerment and help in decision making that will liberate them. In the education sector, it is common to see dilapidated school buildings with collapsed roofs without ceiling occupied by students, thus, making learning environment very unsuitable especially in hot seasons. All of these point to the fact that educational facilities as a social service are not adequately maintained. Norris (1997) defined LGC as the government of urban areas or rural areas subordinate having an independent legal existence. The functions of an LGC in Nigeria include provision and maintenance of primary, adult and vocational education. While CBDAs is regarded as an association that provides the forum for people to articulate their views, aspirations and needs. The associations aim at helping people within a local community to identify their social need, and work towards achieving them.

## 2. Aim and Objectives

The aim of this study is to assess the performance of the Ekiti-South West LG Council and Community-Based Development Associations in the provision and maintenance of educational facilities in Ekiti South West.

The study objectives are set as follows:-

- Highlight the involvements of the ekiti-south west lg council in the development of educational facilities in ekiti south west
- Classify the existing educational facilities (i.e schools) according to ownership and conditions in the study area; and
- Highlight the educational facilities provision and maintenance projects embarked upon by the ekiti-south west lg council and cbdas in ekiti south west

## 3. The Study Area

Ekiti South-West Local Government Council of Ekiti State, Nigeria.(See Figures 1, 2), is one of the 16 Local Government Areas that make up Ekiti State. It is one of the fastest growing LGA in Ekiti State. However, Ekiti South West LGA shares boundaries with Ado-Ekiti on the Southwest, on the East by Ikere-Ekiti, and on the West by

Igede and on the North by Igbara-Oke. It is made up of three major towns, namely (Ilawe-Ekiti, Igbara Odo, and Ogotun). It occupies the area lying approximately between longitude 5 ° 5 and 60 E of Greenwich meridians and latitude 7°35' and 60 N of the equator. The population figure is put at about 139,308 persons (NPC, 2009).

The historical background of Ekiti South West LG shows waves of immigrants or settlers who had to settle permanently. It consist of Yoruba's who track their origin to Ile-Ife like others and were later joined by some migrants from Benin. However, the indigenous people speak the Ekiti dialect with slight difference in intonations of the villages, they speak also the Yoruba language and having the same culture and traditions. They are homogenous in culture, tradition, values and socials, the culture of the people are identical and similar to that of the Yorubas of the South Western Nigeria. Their mode of dressing is the Yoruba attires though with the elites adorning the English dresses particularly those in Government establishment. The physical features of the area is characterized by hard rocks and mountains and bisected by Erita streams which capture into its valley and the topography of the land is not uniform, those are wards in Ilawe and Igbara Odo.

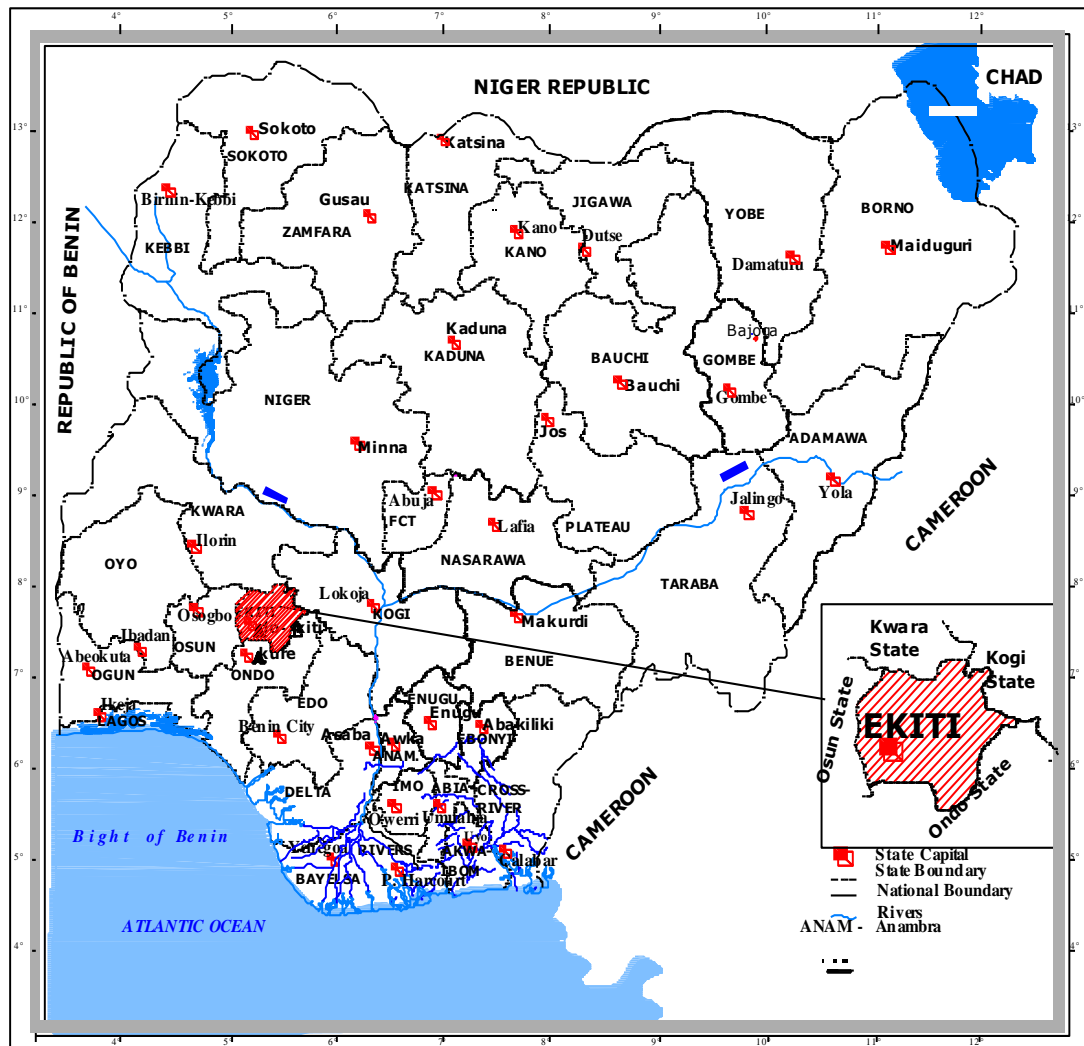


Figure 1. Map of Nigeria Showing Ekiti State  
 Source: Federal Ministry of Survey, Abuja 2016

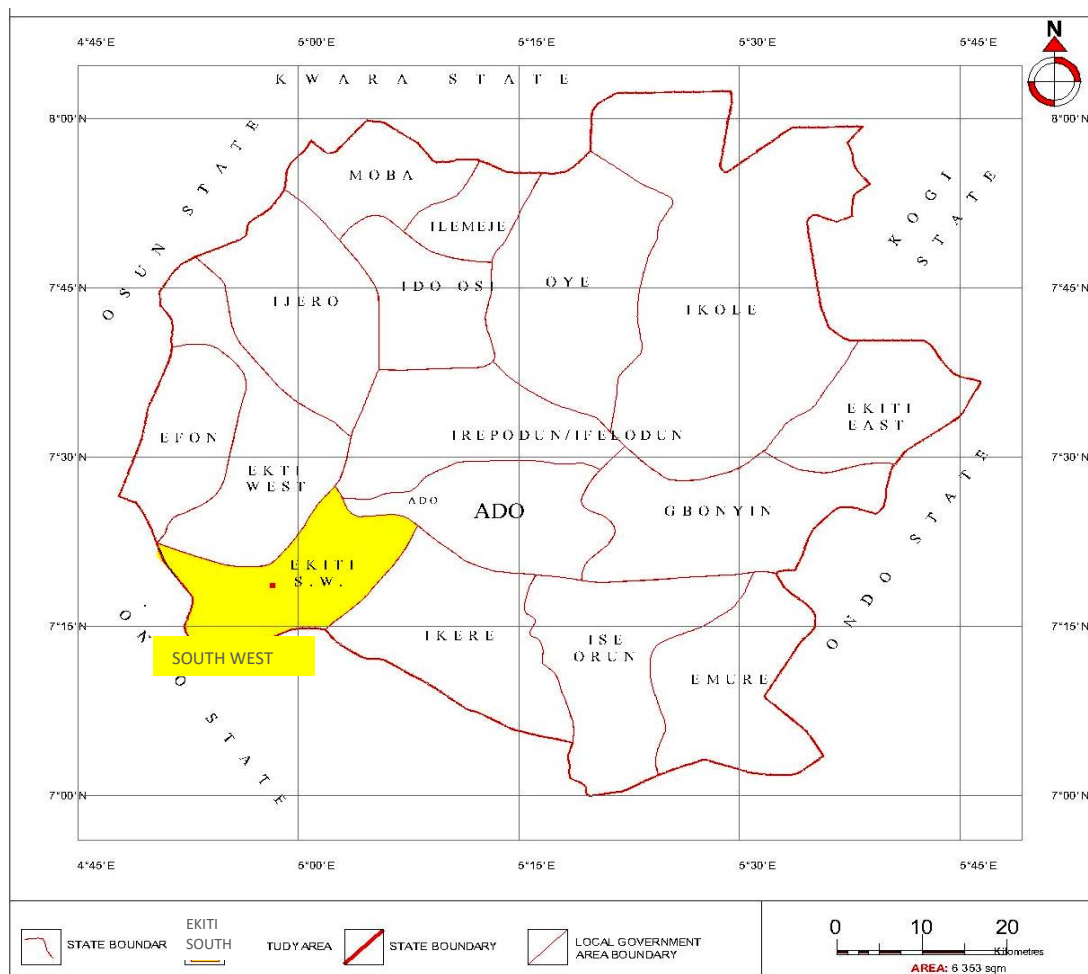


Figure 2. Map of Ekiti State Showing Ekiti South West LG Area (Study Area).

Source: Ekiti State Ministry of Works, Ado-Ekiti. 2016

#### 4. Literature Review

Educational facilities serve as pillars of support for effective teaching; as well as the physical and spatial enablers of learning. The importance of school in the education process has necessitated the need for the provision, management, and maintenance of those facilities in the school system. According to Olutola, (1998) the operational input resources in education industry are referred to as school facilities, the provision, management and maintenance of these facilities have been found to be significantly related to school performance. In the study of Olutola's (1998) schools with good faculties recorded greater achievement in WASC examination than schools with poor educational facilities. Educational facilities provision and maintenance is a powerful instrument of development, especially among developing nations like Nigeria have led to the evolution of educational programs such as the Universal Basic Education in Nigeria (Abdulkareem, 1999). Nigeria school system is witnessing expansion in school enrolment and school programs. This has necessitated a great demand for more provision of schools, and the need to maintain the facilities, such as classrooms, libraries, laboratories, multipurpose rooms/halls, toilets and school fields for the teeming school population. Adedokun (2011) also stated that, in spilled of government huge financial allocation to education in its annual budget; school facilities are still grossly inadequate in Nigeria. Consequently, there is a called for the need to explore strategies in sustaining the school system. Over the years government and non-governmental agencies (i.e CBDAs) and individuals have been concerned about the management of education, the crucial aspect of this management is the provision and maintenance of educational facilities.

The provision and maintenance of educational facilities and services is essential for the promotion of efficient operations of any country, state, or town in enhancing the general standard of living. As stated by Okwakpam (2010) Islam and Salma (2016), human needs are insatiable, and the government alone cannot meet them. In recent times, various efforts have been made by the government. One of the strategies employed to enhance

development is through grassroots participation. The government has come to terms with the need to partner with the LGC and CBDAs as agents (or institutions of development) in addressing the shortage in infrastructural facilities, including schools. Ilawe-Ekiti is faced with the inadequate and poor state of the existing schools. Provision and maintenance in this paper are used to indicate the extent to which educational facilities such like school buildings/walls, classrooms, sports field and library in the Nigerian communities are affected so as to bring about better-living conditions, (economic, social and cultural developments).

In this study the researchers observed that; most of the school compounds were bushy, majority of the signboards, gates and walls of the schools were defaced, coupled with dilapidated buildings and leaking roofs; (some of which have been blown off), rough floors and windows without louvers, poor illumination in some cases, broken chairs and desks. It appears adequate management and maintenance is not provided in the available schools/educational facilities. Educational facilities are supposed to be kept in good and proper condition near their original state by the school educational administrators. Based on our causal observation, it appears that owners of school are neglecting the role of educational facilities provision, management and maintenance. The question now is could this observation be the same for all nursery, primary and secondary schools in Ekiti State? It's against this background that this study was carried out.

## 5. Research Methodology

The survey research method was adopted for this study. The target populations were classified into four (4) groups; Ekiti South West LGC Caretaker Chairman, Community Development Unit in-charge of Community Development Projects in the Ekiti South West LGC office, Community/Quarters-Heads in Ilawe-Ekiti and CBDAs. A Non-probability sampling approach was employed for use in this study; it is carried out when particularly the researcher is not concerned about the representativeness of sample. A total census (i.e 100% coverage) survey was also conducted on all the 61 (CBDAs). Only the President/Chairman/Secretary of the CBDAs was interviewed. Only one questionnaire was administered on the Ekiti-South West LGC Caretaker Chairman, and also one questionnaire was administered on the official in-charge of the Community Development Project Unit in the LGC office. Data were collected with the aid of the structured-multiple choice questionnaire. It consists of sixty-one (61) questions which were set to elicit accurate information from the respondents.

This study employed the use of four sets of the questionnaire for data collection. In this study, the researchers in conjunction with the seven (7) Field Assistants administered the questionnaires. Students from the Department of Urban and Regional Planning, Crown Polytechnic Odo, Ado-Ekiti, were used. The data collected from the field were collated and proceed using the Statistical Package for Social Sciences (SPSS) version 19.

## 6. Result and Discussions

The discussions of the data were based on the research objectives generated for the study.

### *6.1 Involvement of the Ekiti-South West Local Government Council in the Provision and Maintenance of Educational Facilities in Ekiti South West as at, 2016*

The Community Development Unit of the Ekiti-South West LG Council is in-charge of Community development project undertaken by the Ekiti-South West LG Council. Provision and maintenance of educational facilities were embarked upon by the Ekiti-South West LG Council, Community-Based Development Associations, and private individuals in the study area. Findings reveal that the participation of the people in educational development is satisfactory. However, the problem of finance and human factor were of the hindrances in the provision and maintenance of educational facilities in the area. The community development unit of the Ekiti-South West LG Council only provides the available detail information's from the year 2010 - 2015 on the cost of the project, status of the project and the nature of projects executed in Ilawe-Ekiti. However the educational facilities projects are discussed as follow:-

### *6.2 The Existing Ownership of Schools*

Schools in the study area were built by the government, Private individuals and the community. The majority of the schools in the town were built by the community i.e the Faith Based Organizations (FBOs) this was mostly carried-out by the Church Missionary Society and one was built by the Muslim Islamic Society. Through community participation efforts, the Faith Based Organizations (FBOs) built the nursery, primary and secondary schools in the town. Furthermore, individuals also owned and built schools (private schools), while few schools were constructed by the government. All of this represents a total number of 42 schools in the study area. Out of which 8 are secondary schools; those includes 3 Government-owned secondary school, which represents 38.0% of the total numbers of secondary school in the town, 4 private-owned secondary schools which represent 49.5%, and only 1

community-owned secondary school, which represents 12.5% of the numbers of percentage of secondary schools in the area. Further findings revealed that there are nine primary schools; out of which included, 1 Government-owned primary school and eight community-owned primary schools. However, there are 25 nursery/primary schools in all ward in the town, out of which included, 1 Government-owned nursery/primary school, ten private-owned nursery/primary schools and 14 community-owned nursery/primary schools.

Table 1. The Ownership of Schools

S/N	Ownership of Schools	No	Percent
1.	Government-Owned Secondary School	3	38.0
	Private-Owned Secondary School	4	49.5
	Community-Owned Secondary School	1	12.5
	<b>Sub Total</b>	<b>8</b>	<b>100</b>
2.	Government-Owned Primary School	1	11.1
	Private-Owned Primary School	-	0.0
	Community-Owned Primary School	8	88.9
	<b>Sub Total</b>	<b>9</b>	<b>100</b>
3.	Government-Owned Nursery/Primary School	1	4.0
	Private-Owned Nursery/Primary School	10	40.0
	Community-Owned Nursery/Primary School	14	56.0
	<b>Sub Total</b>	<b>25</b>	<b>100</b>

Source: Fieldwork, 2016

### 6.2.1 The Existing Ownership of Secondary Schools, 2016

There are eight secondary schools in Ekiti South West (Ilawe-Ekiti); those include Oniwe Grammer School at Aaye, Glorify God Secondary School at Aaye, Victory College at Irorin, Oniwe Comprehensive High School at Irorin, Ejire Secondary School at Irorin, Solid Foundation at Okebedo, Corpus Christi College at Adin and United High School at Oke-Emo. Those secondary schools were mostly built by the private individual, private-owned secondary schools in Ilawe-Ekiti constituted (50.0%) of the total secondary schools, while (37.5%) were Government-owned secondary schools, Community-owned secondary schools represented (12.5%). However, (75.0%) of the secondary schools in the town are in fair conditions, while (25%) are in good conditions. Secondary schools in Ilawe-Ekiti were built by the government, Private individual and the community. Corpus Christi College is the first major secondary school in the town, built in 1967 at Adin by the community. Findings reveal that the involvement of private schools in the town has helped in improving the standard and quality of education in the study area (75.0%) of the secondary schools in the town are in fair conditions, while (25%) are in good conditions.

### 6.2.2 The Existing Ownership of Nursery/Primary

There are a total of 25 nursery/primary schools in the wards. The majority (65.0%) of the nursery/primary schools in the town were owned by the community i.e the Faith Based Organizations, (29.0%) consist of individuals' private-owned nursery/primary. While the government-owned nursery/primary schools in the town constituted (6.0%). Findings reveal that majority of the nursery/primary schools were established more than 22 years again and most of them are unkempt, the signboards and walls of the schools are defaced, as they are engulfed by weeds. Further findings revealed that the community-owned nursery/primary schools in the town were later handed over to the government. The criteria used in assessing the conditions of those schools in Ilawe-Ekiti, was carried out with the aid of rank-size relationship. The ranking relationship shows the condition of nursery/primary schools in wards. Marks assigned to each ranking are as follow: Very good-5, Good-4; Fair-3; Poor-2; and bad-1. Having summed up the total percentage score of all the nursery/primary schools, the number of school facilities that scored certain marks was multiplied by 100 to calculate the percentage score.

The result from the ranking relationship shows that condition of nursery/primary schools in wards of Ilawe-Ekiti is in the fair state, which consists of 16 (47.0%). Number of good are 14 (41.0%), Poor are 4 (12.0%). The percentage of very good and bad nursery/primary schools cumulated to 0%. Like the foundation of a house, nursery/primary school education forms the bedrock of the educational system of any country.

### 6.3 Educational Facilities Provision and Maintenance Projects by the LG Council and CBDAs in Ekiti South West

Educational facilities embarked upon by the LG Council included construction of 3 class rooms and office each in St Augustine's catholic nursery/primary school at Irorin, Ilawe Grammar School at Okebedo, and St. Stephen at Adin. The LG Council was responsible for the renovation of schools such like Ilupeju nursery/primary school at Aaye, Holy Trinity at Adin, and Iroweled primary school at Okebedo. The educational facilities executed by the CBDAs were embarked upon by the social clubs; social construction was done by the school clubs; who provided books and awarded scholarship to indigenes of the town, they provided boarding school facilities for the male and female hostel in Corpus Christi College at Adin, renovated classrooms and equip the library, the Faith Based Organization (FBOs) provided tables, chairs, and books in Corpus Christi College at Adin. The CBDAs supports on educational facilities were on materials; this was very instrumental in improving educational facilities in the town. However, data on the cost of educational projects were not available at the time of this study

The CBDAs are good examples of grassroots development. Findings reveal that all the educational facilities projects of the LGC and CBDAs were completed; only the scholarship grants for students are currently on. The results showed that maintenance of the school facilities was inadequate. Renovation and construction were the most prevalent practice of the LGC and CBDAs in the town while students in the community and Government schools were responsible for maintenance of most of the school fields.

Table 2. Educational Facilities Provision and Maintenance Projects by the Ekiti-South West LG Council and Community-Based Development Associations

S/N	Name of Schools	Location	Institution Responsible	Facility	Year of Commencement	Status of Project
1	Oke-Osun	Aaye	LG	Construction of toilet	2013	Completed
	Ilupeju Nur/Pry School	Aaye	LG	Renovation of school	2014	Completed
2	St Augustine's Catholic Nur/Pry School	Irorin	LG	Construction of 3 class rooms and office	2013	Completed
3	-	Okebedo	CBDAs	Provision of teaching materials	2015	Completed
	Ilawe Grammar School	Okebedo	LG	Construction of 3 class rooms and office	2013	Completed
	Iroweled Primary School	Okebedo	LG	Renovation of school	2013	Completed
5	St. Stephen	Adin	LG	Construction of 3 class rooms and office	2013	Completed
	Holy Trinity	Adin	LG	Renovation of school	2014	Completed
	Corpus Christi College	Adin	CBDAs	Construction of school hall	2010	Completed
	Corpus Christi College	Adin	CBDAs	Construction of toilet	2010	Completed
	Corpus Christi College	Adin	CBDAs	Provision of boarding facilities	-	Completed
	Corpus Christi College	Adin	CBDAs	Equipping the library	2013	Completed
	Corpus Christi College	Adin	CBDAs	Renovation of classes	-	Completed
	Corpus Christi College	Adin	CBDAs	Scholarship grant	2014	On-going
6	L.A Pilot	Oke-Emo	LG	Renovation of school	2012	Completed
	Methodist	Oke-Emo	LG	Construction of toilet	2013	Completed
7	-	Okepa/Iro	LG	Construction of toilet	2013	Completed

	/Okeloye					
St. Anthony's	Okepa/Iro /Okeloye	LG	Construction of 3 class rooms and office	2013	Completed	
-	Okepa/Iro /Okeloye	CBDAs	Donation of Reading facilities	2014	Completed	

Source: Author's Fieldwork, 2016

#### 4. Recommendations

The need for encouragement of maintenance culture among target population is inevitable. There is the need to promote maintenance culture in the study area. The school owners, administrators, teachers and students should develop and inculcate good educational facilities maintenance culture that will prolong their durability and efficiency; People's participations and involvement in the formulation and implementation of policies on educational delivery is needed, because people's participation is one of the ingredients of good governance; More money should be disbursed to the Local Government Council, in order to improve educational facilities through additional provision and maintenance of the existing schools; Finally, the three tiers of governments and other stakeholders should provide and inculcate good maintenance culture on our educational facilities for effective management and consistently organize seminars and conferences to sensitize people on maintenance culture from time to time with the intension of promoting high-quality education in the study area. This will also help to improve and ensure sustainable provision and maintenance of educational facilities and develop the capacity of Local Government Council and communities in the area.

#### 5. Conclusion

The Government, i.e. the Local Government and Community-Based Development Associations involvements/participation programs have helped in developing town/communities in Ekiti-South West Local Government Area of Ekiti State, Nigeria to some extent. The CBDAs have been responsible for the provisions and maintenance of educational facilities in the study area due to the government failure to do this. The two tiers of government (local and state) particularly the Local Government that is close to the grass root should endeavor to identify these Community-Based Developments Associations, streamline their activities and provide adequate supervision, motivation, monitoring and evaluation of their projects through appropriate government personnel to support development in the study area. However the present monthly allocation from Federal Government to LGCs is grossly inadequate and it is not enough to embark on provision and maintenance of educational facilities.

#### References

- Abdulkareem, A.Y. (1999): Issues in Nigeria Education, Ilorin Haytee Publishers Nig. Ltd
- Abiona, I. A. (2009). *Principles and Practice of Community Development*. Ibadan University Press, (Pp.17-81).
- Adedokun, M. O. (2011): Education for maintenance culture in Nigeria: Implications for community development, *International Journal of Sociology and Anthropology*. 3(8): 290-294.
- Anyanwu, A. (1998). Governance and Africa Politics, in C. E. Emezi and C. A. Ndoh (eds.). *African Politics*. Owerri: Achugo Publications.
- Anyanwu, C. N. (1992): *Community Development: The Nigerian Perspective*, Ibadan, Gabesther Educational Publishers.
- Asiyai, R. I. (2013): Assessing School Facilities in Public Secondary Schools in Delta State, Nigeria. *An International Multi disciplinary Journal, Ethiopia*. (Pp. 2-25).
- Education Commission, 2000." Extracted from *Reform Proposals for the Education System in Hong Kong*, Edewor P, Erinoso Y, Gbesann G (2003). In Adewale Busari: "Backers of Women Empowerment" (PM News, Lagos, <http://allafrica.comstories/2003> Accessed - 2015-10)
- Eti MC, Ogoji SOT, Probert D (2006). Strategic Maintenance Management in Nigerian Industries in *Applied Energy*. <http://hd.handle.net/1826/100>. 83(3): 211-227.
- Federal Government of Nigeria (FGN). (1999): *The Nigeria Constitution*, Federal Ministry of Information, Abuja.
- Islam, K. A., & Salma, U. (2016). The role of private universities in higher education of Bangladesh: an empirical investigation. *International Journal of Finance and Banking Research*, 2(4), 121-128.
- Norris, P. (1997). *Passengers to Power: Legislative Recruitment in Advance Democracies*, Cambridge: Cambridge University Press. Nigeria.

- Okwakpam, I. N. (2010): Analysis of the Activities of Community Development Associations in Emohua Town, Nigeria. *International Journal of Rural Studies (IJRS)* .17 (1).
- Olutola, A.D. (1998). Educational Facilities and Students Performance in West Africa School Certificate Examination. *International Journal of Educational Management*, 1 (1), 17-24.
- Omotola, S. J. (2006): No democracy, No Development or Vice-Versa? In F. Hassan, L. Jacob, Usman, and Samuel (Eds), *Democracy and Development in Nigeria: Conceptual Issues and Democratic Practice* (p. 29). Lagos: Concepts Publishing Limited.
- Sehinde, B. (2008): "Need for a Review of Statutory Roles of Local Government for Effective Service. *Journal of Contemporary Politics* 1(1):102.

### Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).