Analyzing Pupils and Teachers Assessment on Infrastructure Provision for Basic Education in Oyo State

Tobih, D. O and Oni, J. O

Department of Counseling Psychology and Educational Foundations, Tai Solarin University of Education, Ijagun, Ogun State
oniogunmola@gmail.com

Abstract

This study aimed to analyze the assessment of basic educational infrastructure provision by both pupils and teachers in Oyo State. A qualitative research method was adopted, using structured questionnaire with a sample size of respondents (1440 pupils and 661 teachers) drawn from public primary schools in Oyo State through the use of simple random sampling technique A descriptive Statistics was used to analyze the data with the aids of frequent count, mean, simple percentage and standard deviation. The finding reveals that the majority of the respondents rated the quality of existing basic educational infrastructure as satisfactory in urban areas citing adequate classrooms, furniture, textbooks and other structural materials except ICT/Computer facilities, whereas rural areas are lacking in the provision of the above mentioned infrastructures. Furthermore, most respondents opined that insufficient funding for education and inability to monitor the available fund had led to poor investment in ICT/Computer facilities. Consequently, it is recommended that UBEC should prioritize provision of infrastructure for rural areas or redistribute the available ones towards developing basic educational infrastructure across all areas in Oyo State. In addition, non-governmental organizations, philanthropists and alumni should also be encouraged to invest more resources towards improving learning environments within the state public schools.

Keywords: Analyzing, Assessment, Infrastructure, Basic Education, Oyo State.

Introduction

The human and capital resources of any nation shall be underdeveloped without functional education. In within Nigeria, education was introduced by the missionaries and colonial masters in the 17thcentury to develop lower and middle class workers. The British education later transformed into basic education and Nigerian citizens began to accept this western education. The issue of basic education dates back to 1952 in Western Region of Nigeria. The region comprised the eight provinces namely Ibadan, Oyo, Ijebu, Abeokuta, Ondo, Lagos (Colony), Edo and Delta. The Premier of the Region, Jeremiah Obafemi Awolowo, proposed Universal Primary Education scheme to the Regional House of Assembly. This was ratified and the scheme took off in 1955. The Universal Primary Education was free and compulsory, with the aim of developing human beings for future economic growth and development (Alase, 2017). Inappropriate and inadequate planning to sustain the policies had been the major problem. The infrastructural facilities in the schools affect school attendance and interest of the pupils.

The state of infrastructural facilities in Nigerian schools before the intervention of Universal Basic Education Commission was pathetic, ranging from inadequate classrooms, poor learning environment, poor furniture, non-functional toilets, no fence in schools, non-functional or no laboratory and poor equipment to mention but a few. Their deplorable and terrible situations were due to poor maintenance until they completely collapsed and were devastated.

Infrastructural facilities are vital in determining the quality of teaching and learning. Meanwhile, these facilities were wallowing in neglect and deplorable decadence as they did not receive attention from government and concerned stakeholders. Nugroho and Wibowo (2019) observed school infrastructure as a mean to foster academic achievement of students. Improving and increasing infrastructure in school, such as toilets, portable water, library, computer lab, school playground and classrooms are likely to affect quality of basic education in Nigeria. UNESCO (2015) ascertained that educational infrastructure such as libraries, toilets, furniture and buildings are inadequate and in dilapidated condition in Nigeria. Salisu (2016), noted that the impact of adequate infrastructure in national development, cannot be overlooked and their inadequacy and/or dilapidation will jeopardize any nation's development and progress, education inclusive. Alkadri, Ningrum, Santoso and Afriansyah (2017) ascertained poor and insufficient infrastructure as a threat to quality education. Though UBEC is clamoring for quality education, this cannot be achieved unless the quality inputs for education are available. Okoye, (2016) and Sholihah, (2019) are in agreement that schools have to put in place quality infrastructure such as furniture, laboratory, classrooms, libraries, play grounds etc to provide quality education. Asodike and Ikpitibo (2014) report on school infrastructure that the component of infrastructure will ensure successful teaching and learning, which will eventually improve primary education in Nigeria.

Before the intervention of SUBEB on infrastructural facilities, quite a number of schools were in a sorry state, as a good number of public primary school building roofs had been blown off by wind. Some were battling with poor furniture. A lot of schools operated under thatch roofs, some had half-wall structures, with classrooms demarcated with plywood. Majority of schools were not fenced, with no gates, many did not have electricity supply. Some that had electrical fittings had been vandalized by hoodlums. Many schools were not supplied with furniture for pupils and teachers etc. In this kind of situation, how could meaningful learning take place? Meanwhile, Conolly and Lampe, (2016); Barrelt, Treves, Shmis, Ambasz and Ustinova (2019); and Marmoah, Adela and Frauziah, (2019); affirmed that high quality infrastructure such as good classrooms, good furniture, well-stocked library and well equipped laboratory facilities better institutions, improve pupils' outcomes and reduce dropout rates. Amsterdam, 2013, Herwan, Aswandi and Chair, 2018, Alam and Kanako, 2019 and Eton, 2021 observed good buildings, electricity, modern toilets, good and quality furniture are facilities expected in school settings, to attain better and quality education Contrastingly, Radhika (2019) ascertained that school infrastructures increase student enrolment and enable individuals to be productive in their working environment.

A good school's infrastructure enables children to study hard, improve their attendance, arouse pupils interest and improve their academic performance (Premium, 18th May 2020). The challenges of infrastructure in our schools are real and the concerned stakeholders UBEC and SUBEB are

trying to ensure that the best is achieved for the education of Nigerian children by providing infrastructure in schools for academic and non-academic activities.

The components of Basic Education as stated in the Federal Republic of Nigeria, National Policy on Education (2014) are healthy and ready-to-learn children, supportive learning environment, relevant curriculum contents, child-centered teaching and learning, successful learning outcomes for children. Therefore, Universal Basic Education Commission Intervention provisions are in categories. Category (A) i, Infrastructural Development - Construction of new classrooms, renovation of classrooms, provision of furniture (pupils, students and teachers), construction of toilets, sinking of boreholes and construction of libraries for primary schools. At the inception of UBE, Oyo state faced lack of fund to pay counterpart fund to assess the UBEC fund to improve the state's educational infrastructure and enhance quality of learning. The instant the state was able to access UBEC fund, attention was paid to renovation and construction of classrooms, construction of toilets, provision of furniture for pupils and teachers etc. in public primary schools across the three geo-political districts. The work on construction of classrooms took place on 303 schools, renovation work on 600 public primary schools, and provision of facilities for extra-curricular activities for pupils. Parents and communities were also involved on assisting public primary schools in different areas to foster teaching and learning (UBE, 2016). As noted by Ekundayo (2019), schools' infrastructure such as classrooms, library, sports ground, audio-visual room and laboratories are in short supply in Nigeria, due to underfunding and mismanagement of fund allocated to education, which even always falls below 15% to 26% of total national budget recommended by UNESCO. He stressed further that 7.04% of total Nigeria budget of 2018 was allotted to education.

Infrastructure is the most basic element necessary to ensure access to education. School infrastructure include school buildings, science laboratory, classrooms, toilet, library, playground, potable water etc. Classroom is the backbone of any school which is designed to accommodate furniture. It should be spacious, well-planned, well-ventilated with fans, light and blackboards and other fittings for effective learning (Ambler,2016). Science laboratory is a room fully equipped with equipment for teaching and learning science subjects. Library is a place where it is quiet and calm, where pupils can study in a concentrated form. It houses a wealth of useful, interesting and informative books and materials, while playground is a field where pupils play and develop their sporting skills and knowledge.

UBEC-SUBEB projects 2013, intervened on furniture and other items which were distributed to fifteen schools in nine LGAs across the three senatorial districts in Oyo state. In 2014, seventy-three infrastructural projects were carried out. 2019 UBEC/SUBEB intervention projects covered construction of fifty-eight classroom blocks, renovation of sixty-two classroom blocks, sinking of forty-four boreholes, construction of ten schools perimeter fence, forty lots of supply of furniture, procurement and distributions of three lots of sport equipment and 2020/2021 FGN-UBEC-SUBEB infrastructural renewal and educational development projects were fifteen construction of a block of 4 classrooms, 45 construction of a block of 3 classrooms, 7 schools construction of perimeter fence, 5 construction of early care children development education(ECCDE), 53 renovation of 3 classrooms, sinking of 2 boreholes, digging of 2 deep well and 56 lots of furniture' (total of 8533 desks and benches as well as 502 pairs of teacher's tables and chairs).

https://subeb.oyosubeb.gov.ng>oyo. The 2% allocation to UBE from consolidated revenue funds is to be spent on percentage. The provision of infrastructural facilities gulped 70% of the 2%, 10% for teacher professional development, 5% for ECCDE and the remaining 15% for provision of text-books, instructional materials etc. (UBEC 2013). All these were to improved both the quantity and quality of basic education.

Problem of the Study

The poor condition of infrastructural facilities in school prompted UBEC to put in place series of infrastructural interventions aimed at checkmating observed decadence on infrastructural facilities for the basic education in Nigeria. Despite the huge amount been spent on provision of infrastructure for basic education in Nigeria, the interventions seemed not to have produced the desired effects as dilapidated school building still abound, absence of functional libraries, unequipped laboratories, inadequate furniture and many other issues. It is on the strength of this threat that this study was initiated to find out whether the intervention was not implementable or the process of the implementation was being frustrated by the implementers.

Methodology

The study adopted descriptive design while the target populations were six thousand, six hundred and fifty seven primary school teachers and seven hundred and twenty thousand and seventy- nine pupils in the public primary schools in Oyo state. Simple random sampling technique was used to select sample size of 665 primary schools teachers and 1440 primary five pupils. The two instruments used, Primary School Teachers Questionnaire (PSTQ) and Pupils Questionnaire (PQ) were developed by the researcher. The PSTQ had two sections, section A contained information on respondents Bio-data, and section B contained 12 items. The response format is a four point likert scale type that range from Strongly Agree (SA)., Agree (A)., Disagree (D) to Strongly Disagree (SD). The first 7 items were based on infrastructure/educational facilities and the last 5 were on infrastructural distribution. The PQ also had two sections; Section A contained information on pupils' bio-data, while Section B consisted of 10 items based on infrastructure/educational facilities. The response format is a four point likert scale type that range from Strongly Agree (SA)., Agree (A)., Disagree (D). A pilot study was conducted on independence respondents in Afijio Local Government of Oyo State to test the reliability of the instruments and the result obtained were 0.82 and 0.79 coefficient index respectively. The researcher personally administered the instruments to the respondents in the field and data obtained were analyzed using descriptive statistics of simple percentage, mean and standard deviation.

Presentation of Results

The data were computed and analysed using descriptive statistics using mean and standard deviation. This is described below Type equation here.

We first compute the mean of the data values ($\bar{x}$ $\bar{x}$)Type equation here.

Then, compute the standard deviation of each of each data value from the mean

$SD = \sqrt{(\varepsilon(x - \bar{x})(x - \bar{x})2}/n)$

Two research questions were raised and answered in the study. They were presented thus,

Research Question One: Are there adequate infrastructure facilities for basic Education in Oyo Sate?

Table1: Teachers response on Infrastructure/Educational facilities for Basic Education in Oyo State

S/N	*INFRASTRUCTURE/EDUCATIONAL FACILITIES*	*SD*	*D*	*A*	*SA*	$\bar{x}$	*S.D*
1	*TEXTBOOKS ARE AVAILABLE FOR PUPILS AND TEACHERS IN MY SCHOOL*	*50* *7.6%*	*116* *17.5%*	*328* *49.6%*	*167* *25.3%*	*2.93*	*0.852*
2	*THERE ARE ENOUGH INSTRUCTIONAL MATERIALS FOR TEACHING IN MY SCHOOL*	*75* *11.3%*	*247* *37.4%*	*223* *33.7%*	*116* *17.5%*	*2.57*	*0.907*
3	*MY SCHOOL HAS ATTRACTIVE CLASSROOMS AND SCHOOL FACILITIES*	*63* *9.5%*	*119* *18.0%*	*323* *48.9%*	*156* *23.6%*	*2.87*	*0.883*
4	*PUPILS ARE PROVIDED WITH FREE NOTE BOOKS IN MY SCHOOL*	*125* *18.9%*	*176* *26.6%*	*224* *33.9%*	*136* *20.6%*	*2.56*	*1.019*
5	*THERE IS REGULAR POWER SUPPLY IN MY SCHOOL*	*44* *6.7%*	*53* *8.0%*	*365* *55.2%*	*199* *30.1%*	*3.09*	*0.800*
6	*MY SCHOOL HAS FUNCTIONAL INTERNET FACILITIES*	*298* *45.1%*	*204* *30.9%*	*84* *12.7%*	*75* *11.3%*	*1.90*	*1.012*
7	*I ALWAYS USE INSTRUCTIONAL MATERIALS WHEN TEACHING*	*44* *6.7%*	*37* *5.6%*	*335* *50.7%*	*245* *37.1%*	*3.18*	*0.813*
WEIGHTED MEAN = 2.73							

Table 1: showed the nature of the infrastructural/educational facilities possessed by Basic Education in Oyo State. The teachers affirmed the adequacy of infrastructural facilities for Basic Education in Oyo State with means $\bar{x}$ score of 2.73 when a means score of 2.50 and above was taken to indicate adequate infrastructural facilities while a means score less than 2.50 signified inadequate infrastructural facilities for Basic Education in Oyo State. The responses from the teachers affirmed thus, "there are enough textbooks available for pupils and teachers" Strongly Agree = 169 (25.3%),

Agree = 328 (49.6%), Disagree = 116 (17.5%), Strongly Disagree = 50 (7.6%) $\bar{x}$ = 2.93, Standard Deviation = 0.852. There are enough instructional materials for teaching" (Strongly Agree = 116 (17.5%) Agree = 223(33.7%), Disagree = 247 (37.4%), Strongly Disagree = 75 (11.3%), $\bar{x}$ =2.57; Standard Deviation = 0.907; "My school has attractive classrooms" (Strongly Agree = 156 (23.6%) Agree = 323 (48.9%), Disagree = 119 (18.0%) Strongly Disagree = 63 (9.5%), $\bar{x}$ =2.87, Standard Deviation = 0.883; "Free notebooks for pupils" (Strongly Agree = 136 (20.6%) Agree = 224 (33.9%), Disagree = 176 (26.6) Strongly Disagree = 125 (18.9%), $\bar{x}$ =2.56, Standard Deviation = 1.019; "There is regular power supply in my school" (Strongly Agree = 199 (30.1%) Agree = 365 (55.2%), Disagree = 53 (8.0%) Strongly Disagree = 44 (6.7%), $\bar{x}$ =3.09, Standard Deviation = 0.800; "My school has functional internet facilities"(Strongly Agree = 75 (11.3%) Agree = 84 (12.7%), Disagree = 204 (30.9%) Strongly Disagree = 298 (45.1%), $\bar{x}$ =1.90, Standard Deviation = 1.012;"I always use instructional materials when teaching"(Strongly Agree = 245 (37.1%), Agree = 335 (50.7%), Disagree = 37(5.6%) Strongly Disagree = 44 (6.7%), $\bar{x}$ = 3.18, Standard Deviation = 0.813.

The inference to be drawn from the teachers' perception on the statements analyzed is that majority of the schools do not have access to computer/internet facilities. Meanwhile, it was indicated that textbooks, instructional materials, attractive classrooms and notebooks were made available for pupils while instructional materials were also available for teachers.

Table 2: Pupils response on Infrastructure/Educational facilities for Basic Education in Oyo State

S/N	*INFRASTRUCTURE/EDUCATIONAL FACILITIES*	*SD*	*D*	*A*	*SA*	$\bar{X}$	*S.D*
1	*THERE ARE ENOUGH CLASSROOMS FOR PUPILS USE IN MY SCHOOL*	*231 16.0%*	*187 13.0%*	*586 40.7%*	*436 30.3%*	*2.85*	*1.026*
2	*THERE ARE FUNCTIONAL MALE AND FEMALE PUPILS TOILETS IN MY SCHOOL*	*239 16.6%*	*322 22.3%*	*626 43.5%*	*253 17.6%*	*2.62*	*0.959*
3	*TEXTBOOK ARE AVAILABLE FOR PUPILS USE IN MY SCHOOL*	*156 10.8%*	*270 18.8%*	*682 47.4%*	*323 23.0%*	*2.83*	*0.907*
4.	*AVAILABILITY OF FIRST AID BOX FOR PUPILS USE*	*294 23.3%*	*547 38.0%*	*387 26.9%*	*212 14.7%*	*2.36*	*0.966*
5.	*FUNCTIONAL LIBRARY IS AVAILABLE FOR PUPILS USE IN MY SCHOOL*	*336 23.3%*	*673 46.7%*	*263 18.3%*	*168 11.7%*	*2.18*	*0.922*
6.	*AVAILABILITY OF PLAYGROUND / FIELD*	*152 10.6%*	*173 12.0%*	*632 43.9%*	*483 33.5%*	*3.00*	*0.937*
7.	*WASTE DISPOSAL FACILITIES ARE AVAILABLE IN THE SCHOOL PREMISES*	*313 21.7%*	*555 38.5%*	*299 20.8%*	*273 19.0%*	*2.37*	*1.024*

8.	***THERE ARE ADEQUATE FURNITURE ITEMS FOR PUPILS USE IN MY SCHOOL***	***160 11.1%***	***308 21.4%***	***761 52.8%***	***211 14.7%***	***2.71***	***0.849***
9.	***THERE ARE FUNCTIONAL COMPUTER/ICT FACILITIES IN MY SCHOOL***	***378 26.3%***	***632 43.9%***	***255 17.7%***	***175 12.1%***	***2.16***	***0.949***
10.	***AVAILABILITY OF REGULAR ELECTRICITY***	***443 30.8%***	***506 35.1%***	***271 18.8%***	***220 15.3%***	***2.19***	***1.036***
WEIGHTED MEAN =2.53							

Table 2: showed the pupils perception on infrastructural facilities for Basic Education in Oyo State. The average mean score of 2.50 and above was taken to indicate adequate infrastructural facilities while a mean score less than 2.50 implies inadequate infrastructural facilities for Basic Education in Oyo State. Hence, there is adequate infrastructure facility for Basic Education in Oyo State. The statements below were responded to by the pupils to affirm that, "There is provision of spacious classrooms for pupils" "(Strongly Agree = 436 (30.3%), Agree = 586 (40.7%), Disagree = 187 (13.0%) Strongly Disagree = 231 (16.0%), $\bar{x}$ = 2.85, Standard Deviation = 1.026; "There are functional pupils' toilet in my school" (Strongly Agree = 253 (17.6%), Agree = 626 (43.5%), Disagree = 322 (22.3%) Strongly Disagree = 239 (16.6%), $\bar{x}$ = 2.62, Standard Deviation = 0.959 "Textbooks are available for pupils use" (Strongly Agree = 323 (23.0%), Agree = 682 (47.4%), Disagree = 270 (18.8%) Strongly Disagree = 156 (10.8%), $\bar{x}$ = 2.83, Standard Deviation = 0.907, on the contrary, "Availability of first-aid box for pupils use" (Strongly Agree = 212 (14.7%), Agree = 387 (26.9%), Disagree = =547 (38.0%) Strongly Disagree = 294 (23.3%), $\bar{x}$ = 2.36, Standard Deviation = 0.966, "Functional library is available for pupils use" (Strongly Agree = 168 (11.7%), Agree = 263 (18.3%), Disagree = 673 (46.7%) Strongly Disagree = 336 (23.3%), $\bar{x}$ = 2.18, Standard Deviation = 0.922 "Availability of waste disposal in school premises" (Strongly Agree = 273 (19.0%), Agree = 299 (20.8%), Disagree = 555 (38.5%) Strongly Disagree = 313 (21.7%), $\bar{x}$ = 2.37, Standard Deviation = 1.024, "I have access to Computer/ICT facilities|" (Strongly Agree = 175 (12.1%), Agree = 255 (17.7%), Disagree = 632 (43.9%) Strongly Disagree = 378 (26.3%), $\bar{x}$ = 2.16, Standard Deviation = 0.949, "Availability of regular power supply" (Strongly Agree = 220 (15.3%), Agree = 271 (18.8%), Disagree = 506 (35.1%) Strongly Disagree = 443 (30.8%), $\bar{x}$ = 2.19, Standard Deviation = 1.036. Also Availability of playground (Strongly Agree = 483 (33.5%), Agree = 632 (43.9%), Disagree = 173 (12.0%) Strongly Disagree = 152 (10.6%), $\bar{x}$ = 3.00, Standard Deviation = 0.937, "There are adequate furniture items for pupils use" (Strongly Agree = 211 (14.7%), Agree = 761 (52.8%), Disagree = 308 (21.4%) Strongly Disagree = 160 (11.1%), $\bar{x}$ = 2.71, Standard Deviation = 0.849,

The inference drawn from pupils' response was that enough textbooks, adequate furniture items, enough classrooms, functional toilets and playgrounds were put in place for the pupils. But computer\ICT facilities, electricity supply, first-aid box, library and waste disposal facilities were not enough in schools. In essence, both teachers and pupils noticed adequate infrastructure facilities for Basic Education.

Research Question Two: How wide spread is the infrastructural distribution for Basic Education in Oyo State?

Table 3**: Infrastructural distribution for Basic Education in Oyo State**

S/N	*INFRASTRUCTURAL DISTRIBUTION*	*SD*	*D*	*A*	*SA*	$\bar{x}$	*S.D*
1	*INFRASTRUCTURAL FACILITIES ARE EVENLY SPREAD IN SCHOOLS*	*35 18.9%*	*74 40.0%*	*55 29.7%*	*21 11.4%*	*2.34*	*0.913*
2	*URBAN AREAS ARE GETTING SCHOOL FACILITIES THAN RURAL AREAS*	*19 10.3%*	*53 28.6%*	*93 50.3%*	*20 10.8%*	*2.62*	*0.813*
3	*MY SCHOOL LOCATION IS NOT FAVOURED IN TERMS OF INFRASTRUCTURE DISTRIBUTION*	*25 13.5%*	*61 33.0%*	*67 36.2%*	*32 17.3%*	*2.57*	*0.930*
4	*RURAL AREAS ARE MORE FAVOURED IN TERMS OF SCHOOL FACILITIES*	*28 15.1%*	*87 47.0%*	*47 25.4%*	*23 12.4%*	*2.35*	*0.885*
5	*MY SENATORIAL DISTRICT IS GIVEN ADEQUATE SCHOOL INFRASTRUCTURE*	*48 25.9%*	*97 52.4%*	*33 17.8%*	*7 3.8%*	*1.99*	*0.770*
WEIGHTED MEAN = 2.37							

Table 3 showed the pattern of infrastructural facilities distribution for Basic Education in Oyo State. The responses of teachers revealed uneven pattern of infrastructure distributions between urban and rural areas in the state with weighted mean ($\bar{x}$) score of 2.37. A mean score of 2.5 and above was taken to indicate even pattern widespread distribution of infrastructure in Oyo state, while a mean score less than 2.5 implies uneven pattern widespread distribution of infrastructure between urban and rural areas in Oyo state. The statements below were responded to by the respondents to affirm that, the head teachers perceived 'Infrastructural facilities are widely spread in the schools (Strongly Agree = 21 (11.4%), Agree = 55 (29.7%), Disagree = 74 (40.0%) Strongly Disagree = 35 (18.9%), $\bar{x}$ = 2.34, Standard Deviation = 0.913; Urban areas are getting school facilities than rural areas (Strongly Agree = 20 (10.8%), Agree = 93 (50.3%), Disagree = 53 (28.6%) Strongly Disagree = 19

(10.3%), $\bar{x}$ = 2.62, Standard Deviation = 0.813; My school location is not favored in terms of infrastructural distribution (Strongly Agree = 32 (17.3%), Agree = 67 (36.2%), Disagree = 61 (33.0%) Strongly Disagree = 25 (13.5%), $\bar{x}$ = 2.57, Standard Deviation = 0.930; Rural areas are more favored in terms of school facilities (Strongly Agree = 23 (12.4%), Agree = 47 (25.4%), Disagree = 87 (47.0%) Strongly Disagree = 28 (15.1%), $\bar{x}$ = 2.35, Standard Deviation = 0.885 and my senatorial district is given adequate school infrastructure (Strongly Agree = 7 (3.8%), Agree = 33 (17.8%), Disagree = 97 (52.4%) Strongly Disagree = 48 (25.9%), $\bar{x}$ = 1.99, Standard Deviation = 0.770

It could be deduced from the table above by the teachers that infrastructural facilities are not widely spread in schools. Urban areas get school facilities than rural areas, their areas are favored in infrastructure distribution, rural areas are not favored in terms of school facilities and that a particular senatorial district is given adequate school infrastructure. Hence, urban areas got (62.1%) school facilities while the rural areas had (37.9%).

Discussion of findings

Research Question One: Are there adequate infrastructural facilities for basic education in Oyo State?

The study found that primary school teachers and pupils perceived that there were adequate infrastructural facilities for basic education in Oyo State. However the percentage of pupils that affirmed the adequacy of infrastructure facilities in schools was so high because they were the ones mostly affected by the provision of this school infrastructure. Alase (2017) corroborates this finding by affirming that sound structural and standard infrastructure were put in place for Nigeria's educational system. Sowiyah, Pangestu and Nyrahlaini (2021) stated that there were adequate infrastructure in schools and this promoted quality education. Mahapatra and Goodwalla (2019) shared the view on adequate school infrastructure which enhanced teachers and students' performance. Radhika (2019), (2021), and Nasuna et al (2022) simultaneously agreed on the adequacy of infrastructure facilities in schools and noted that it directly influenced positively the pupils' behaviour and their academic performance, as they carried out their learning activities in conducive environment.

Shuaibu (2016) contrastingly, established inadequate and bad condition of infrastructural facilities in public schools. Ekundayo and Olabode (2019) identified poor infrastructure facilities as major among other problems of education system in Nigeria. The inadequate and poor condition of infrastructure in schools were major problems to students' and thereby affecting their performance negatively (Oladunni, Oladapo, & Vaughan, 2014; Limon, 2016 , Baghdady & Zaki, 2019). The researcher affirmed the adequacy of the infrastructure facilities in schools, for the fact that all the schools (185) visited had at least two or more infrastructures been provided ranging from classrooms, furniture, toilets, playground, well etc.

Research Question Two: How widespread is the infrastructural distribution for Basic Education in Oyo State?

The result from the study reveals that there is a high level of infrastructural distribution between urban and rural area for basic education. Corroborating this finding is the study conducted by XU, Yue & Wei (2022) on inequality of school facilities between urban and rural areas. High presence of school facilities were noticed in urban areas while rural schools had less facilities. Ojiri (2022) who examined and found that rural dwellers were moving their wards to urban centers for they believed that quality education was offered in the cities where good and quality schools infrastructures and sound teachers were made available. Schools in rural area tend to have less infrastructural facilities and fewer teachers who probably are auxiliary, this time, attributed to low number of students in rural schools (Ansong, Ansong, Amponah & Adjabeng 2015).

Opaku - Asare & Siaw (2015) affirmed less infrastructural facilities provision such as toilets, buildings, textbooks, laboratories, libraries etc in rural schools and suggested better provision of school facilities which could enhance rural student performance like their counterparts in urban centers. Sanfo & Ogawa (2021) also identified the variation of intervention provision between rural and urban areas and asserted that equality of infrastructures in urban schools was significantly higher than that of rural areas. Rural communities are more vulnerable in accessing quality school infrastructures, good resources, adequate qualified and experienced teachers, and the list goes on, while urban areas are accessing all the educational intervention at greater measure which promotes their high quality education (Jokodola, 2021). Lindsjo (2018) raised a similar issue on the rural-urban gap intervention provision in the areas of furniture, textbooks, quality teachers, teacher pedagogic skills etc. The disparity favored the urban area as they acquired more intervention provision than rural areas.

OECD (2019) established the differences in resources in rural areas compared to city schools, for the fact that poorly qualified teachers and shortage in supply of education materials were always penned down for rural schools even few teachers from rural area do signify interest to participate in continued professional training. Wood (2023) posited the high presence of educational facilities such as classroom, teaching aids, laboratories, libraries, qualified teachers in urban areas and conversely rural areas have shortage of these educational facilities.

Conclusion

It can be concluded that infrastructures were available in schools but not evenly distributed, as rural areas are lagging behind in the accessibility of infrastructures or are not given attention in the provision of basic school infrastructure and this is having adverse effects on pupils` academic performance and teachers` service delivery.

Recommendation

It was recommended that Universal Basic Education Commission (UBEC) needs to renovate and construct more classrooms in rural areas as well as redistribute school infrastructures to appropriate areas where they are mostly needed. More so, provision of ICT/Computer facilities should be prioritised to boost information technology in schools and to cope with the global educational challenges.

References

Alam, M.I. & Kanako, S. (2019). The Effects of Electrification on School Enrollment in Bangladesh: Short and long - run perspectives. *Energies, 2(4), 629.* https://doi.org/10.3390/en12040629

Alase, A. (2017). The Evolution of Education in Nigeria: How has it impacted ordinary Nigerian firm Pre-Independence till Present? *International Journal of Education & Literacy Studies, 5(1), 2202-9478.* https://dx.doi.org/10.7575/aiac.ijels.v.5n1p:69t

Alkadir, H., Ningrum, T .A., Santoso, Y., & Afriansyah, H. (2017). Essentiality of management of facilities and infrastructure towards a Number of Students of Early Years Institution. Paper presented at Int. Conference of Early Childhood Education (ICECE, 2017)

Amaele, .S. (n.d). Free Education in Nigeria: Reality and Implications. https//www.acadia.edu>FREE…

Ambler, T.B. (2016). The day-today work of primary school teachers: A sources of professional learning. *Professional Development in Education, 42(2), 276-289. https;doi.10.1080/19415257.2014.998343[Taylor &Francis online][web of science ® J.[Google scholar].*

Amsterdam, C. (2013). School Infrastructure in South Africa: Views and Experiences of Educators and Learners. Paper presented at Canada International Conference on Education, Toronto Canada.Ansong, D., Ansong, E.K., Ampomah, A. O. & Adjabeng, B. K. (2015). Factors controlling to Spatial inequality in academic achievement in Ghana: Analysis of district level factors using geographically weighed regression. *Applied Geography, 62, Pp 136-146.*

Asodike, J. D, & Ikipitibo, C. L (2014). Basil Issue In Primary Education Delivery Nigeria. *European scientific Journal, ESJ, 8(1). https://doi.org/10.19044/esj. 2012v8nlp%p*

Baghdady, A. & Zaki, O. (2019). Secondary education governance in Sub-Sahara African. Doha, Qatar: World Innovation submit for Education. Available at https\\www, wise -quarter . org/app/uploads/2020/04/wise- a-report-web. pdf.

Barrelt, P., Treves, A., Shmis, T., Ambasz, D., & Ustinova, M. (2019). The impact of school infrastructureon learning. *A synthesis of the evidence. Washington, DC: The world Bank.*

Conally, A. & Lampe, M. (2016). How and active learning classroom transformed IT executive management. *International System Education Journal (ISEDJ), 14 (1)*

Ekundayo, O. O. S. (2019). Education in Nigeria is a mess from top to bottom. Five things to fix it. The Conversation. https://the conversation. com > educa….

Ekundayo, O. and Olabode, S. (2019). Education in Nigeria is a mess from top to bottom. Five things to fix it. https://theconservation

Eton, F. G. (2021). Class furniture and School Infrastructure as Determinants of Preschoolers' Performance on Social Habits. *World Atlas International Journal of Education & Management, 4(1).*

Federal Republic of Nigeria (2014). Frequently ask question on the new 9-years basic education curriculum, Abuja: NERD

Herwan, H., Aswandi, A. & Chair, M. (2018). The Rurality of Education : Best Practices to Improve the Quality and Accessibility of Basic Education Service Delivery in the Rural Area of Oke Ogun, Oyo State in Nigeria. *Journal of Chemical Education, 12(2).*

Infrastructure provision by Oyo State. https://subeb.oyosubeb.gov.ng>oyo.

Jokodola, A. (2021). The Rurality of Education: Best Practices to Improve the Quality and Accessibility of Basic Education Service Delivery in the Rural Area of Oke Ogun, Oyo State in Nigeria. Publisher: ProQuest Dissertation Publishing. ISSN: 9798460457410

Limon, R. M. (2016). The Effect of Adequacy of School Facilities on Students' Performance and Achievement in Technology and Livelihood Education. Mark Raguindin Limon. *International Journal of Academic Research in Progressive Education and Development, 5(1) 45-58. https:// doi.org/10.6007/IJARPED/v5-11/205*

Lindsjo, K. (2018) Contextualizing the quality of primary education in urban and rural setting; The case of Iringa Region, Tanzania. *Norwegion Journal of Geography, 72(4), Pp 234-247. https://doi.org/10.1080/00291951.2018.1492962*

Mahapatra, S. K and Goowalla, H. (2019). A study on educational infrastructure facilities provided by government and private schools in Nagaland with special reference to Dimapur. *International Journal of Logistic & Supply Chain Management Perspectives. 8(2), 3615-3619*

Marmoah, S., Adela, D., & Frauziah, M. (2019). Effect of schools infrastructure on pupils enrolment in universal primary education school: A Case of Mbarara City, Uganda, East Africa. *Journal of Education, 3(2), Pp 155-165. https://doi.org/10.466606/ea/ess2022V03102.017*

Nasuna, G., Arinaitive, J., Bangye, E., and Kyayemagye, F. (2022). Effect of schools infrastructure on puplis enrolment in universal primary education school: A Case of Mbarara City, Uganda, East Africa. *Journal of Education, 3(2), Pp 155-165. https://doi.org/10.466606/ea/ess2022V03102.017*

Nugroho, A. A., & Wibowo, U. B. (2019). The Influence of School Infrastructure on Student Learning Activeness: *A Research Study Advances in Social Sciences, Education and Humanities Research, 397, Pp 607-612*

OECD (2021). Delivery Quality Education and Health Care to All; Preparing Region for Demographic Change: http://doi.org/10.1787/83025c02.en

Ojiri, B. I. (2022). Equitable distribution of school facilities in secondary schools. *International Journal of Instructional Leadership, Policy and Management, 4(2), 348-363.*

Okoye, G. O. (2016). The impact of forensic accounting on investigation of corporate fraud in Nigeria: Study of EFCC. *Global Journal of Applied, Management and Social Sciences, 11, 145-163*

Oladunni, I. M., Oladapo, D. A. & Vaughan, K. A. (2014). Infrastructure Conditions Public Secondary School, Ogun State, Nigeria. Retrieved online 19/4/2023

Opoku-Asare, N. A. A & Siaw, A. O. (2015). Rural-Urban Disparity in Students Academic Performance in Visual Arts Education; Evidence from Six Senior High Schools in Kumasi, Ghana. *SAGE Open 5(4). https://doi.org/10.1177/2158244015612523.*

Radhika, .K. (2019). Infrastructure Development in Schools. https://www.reseachgate .net. 3340. Accessed online on 17/8/2022.

Salisu, A. K. (2016). Socio-economic infrastructure and natural development: *An analytical assessment from Nigeria perspective. IOSR Journal of humanities and social sciences (IOSR-JHSS) 21(10), pp. 40-46. www.iosjournals.org*

Santo, J. M. & Ogawa, K. (2021). Explaining the rural-urban learning achievement gap in Ethopia Primary Education: A re-centered influence function decomposition using Young Lives data. *Education Economics, 29(3), Pp 269-297.*

Sholihah, N. K. (2019). Management of Education Facilities and infrastructure. Proceedings of the 3rd International Conference on Education Innovation (ICEI, 2019)

Shuaibu, M. R. (2016). The Impact of Infrastructure on the Quality of Primary Education in Katsina, Zone, Katsina State, Nigeria. *Approaches in International Journal of Research Development, Volume 10(1), pp 1-10, 2141-1409*

Sowiyah, F.S; Pangestu, U. and Nyrahlaini, M. (2021). School Facilities and Infrastructure Management in Improving Education Quality. *International Journal of Research and Innovation in Social Science (IJRISS), V(VI), 2454-6186*

UBE (2016). Intervention UBE. *European Journal of social education sector support programme in Nigeria. Macdonald.*

UBEC (2013). Report on Education for All. Pg. 23

Wood, R. M. (2023). A Review of Education differences in Urban and Rural Areas, *International Research Journal of Educational Research, 14(2), Pp 1-3. https://www.interesjournals.org/educational-research.html*

Xu, R., Yue, W. and Wei, F. (2022). Inequality in public facilities between urban and rural areas and its driving factors in ten cities of China. *Sci. Rep. 12, 13244 (2022). https://doi.org/10.1038/541598-17569-2*