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EVALUATION OF PRIMARY SCHOOL TEACHING AND LEARNING FACILITIES BASED ON THE UNICEF RECOMMENDATIONS FOR CHILD FRIENDLY SCHOOLS IN DELTA STATE

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Abstract

The study investigated the teaching and learning facilities of primary schools in delta state based on the UNICEF recommendations benchmark. The study is a descriptive survey design. An observational checklist based on UNICEF standard was used for the study and validated by experts in childhood education. Four research questions were answered to give direction to the study. Frequency and simple percentage were used for analysis. The population of the study was 705 schools Delta State while the sample of the study was 70 public schools drawn from rural and urban areas in the three senatorial districts. Major findings in the study indicated that Teaching and learning facilities in primary schools are not available. Teaching and learning facilities in primary schools are not adequate. Teaching and learning facilities in urban and rural primary schools are not available. Teaching and learning facilities in urban and rural primary schools are not adequate based on the UNICEF recommended child friendly benchmark. Based on the findings, conclusion and recommendation was drawn amongst which are that the teaching and learning facilities in government owned primary schools should be upgraded to meet the needs of the children for effective teaching and learning in schools.



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School based management committees should be involved in the running of public schools to ensure that teaching and learning facilities are provided and adequately utilized in public schools.

Keywords: Evaluation; Primary School; Teaching and Learning; Facilities UNICEF Recommendations; Child Friendly Schools

Introduction

The quality and role of development in any nation depends largely on it educational system and Policies. Therefore, the education of children is of utmost importance. A child needs a sound primary education as much as a house needs a solid foundation (Maduewesi, 2005). It therefore means that any mistake made in primary education may lead to a collapse of the whole system. It should be a place where children's views and needs are addressed with commitment. The primary school learning environment has to be secured, free from violence and abuse.

In support of a strong foundation to be laid at the primary level, the National Policy on Education (FRN, 2014) declares that primary education provides the foundation upon which the other levels rest; it also serves as the only source of secondary intake. Ajayi & Adeniyi (2006) states that the functionality of the primary level of education is directly related to functionality at the higher levels of education hence the National Policy on Education (2004) section 18:14 captured the goals of education.

The achievement of these laudable primary education objectives is hinged on effective teaching and learning that can only take place in a conducive learning environment. It behooves every nation therefore, to ensure that its children enroll and actually stay in school without dropping out. To ensure this, it has to create conducive environments for teaching and learning so that children would be encouraged to be in school and also get maximum benefits from education. Thus, the school has to have an enabling environment and it has to be child friendly. It is noteworthy, that a child friendly school is a school where the learning environment is conducive and friendly to children and the health and safety needs of the children are adequately met. The school is also community based, recognized and

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promotes the rights of all children irrespective of gender, religions arid ethnic differences, family status, physical and mental abilities/disabilities (UNICEF, 2000).

To implement functional primary education, the Federal Government of Nigeria in line with the world conference on Education for All (EFA) held in Jomtien, Thailand in 1990, Universal Basic Education was introduced in Nigeria in 1999. This introduction led to increased access to school and this doubled the school enrolment in four years (Nigeria First Organization 2003, NFO) this lead to insufficient teaching and learning facilities. Research has also indicated that the pupil's achievement depends on physical facilities, its age and condition of the school and that deficiencies impaired the quality of teaching and learning that contributed to health and safety problems for staff and pupils (Hugher, 7003 and Filardo, 2008).

Despite Federal Government claim to be carrying out the 'transformation Agenda' since 2011 in Nigeria, primary education sector has not received any serious improvement in teaching and learning facilities and it has made the system to be completely dysfunctional which is characterized with overcrowding, unsafe school environment, lack of quality laboratories (Hassan, 2014). According to Adeboyeje (2000), Emetarom (2004) facilities in schools are the physical and spatial enablers of teaching arid learning which will increase the production of result. School facilities serve as pillars of support for effective teaching and learning and they include all the infrastructures and materials resources that are used to support the delivery of quality education.

From all indications, facilities in schools environment include textbooks, laboratory equipments, computer machines, seating facilities, supply of electricity etc (Omotoyo, 2008). Many scholars, researchers, administrators and educational planners have confirmed that facilities in schools in Nigeria are inadequate and few available ones are being over utilized due to the astronomical increase in school enrollment.

To address this problem in primary schools in the Nation, the Government of Federal Republic of Nigeria opted to partner with UNICEF and other National and International bodies and adopted child friendly school initiative (CFSI) in the year 2000. This was aimed at improving the learning environment for

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better academic achievement of the pupils. Therefore it is the intention of the researchers to critically evaluate the implementation of child Friendly school initiative recommendation on the availability and adequacy OF primary school facilities for teaching and learning in Delta Slate based on the UNICEF Child Friendly Manual (2010).

Justification

Report has it that 26% of schools across the country have school infrastructures in quality and quantity (lkoya & Onoyase 2014). Onwuanmanan (2005) also observed that the inadequacy of infrastructural facilities were major problems hindering the educational system. So far, series of investigations have been conducted on the unconducive learning environment hence the introduction of child friendly school initiative which addressed this problem. The extent the government meets up with the benchmark by UNICEF as it concerns teaching and learning facilities in primary schools in the state becomes worrisome to the researchers, hence this study is aimed at evaluating the implementation of UNICEF child friendly school initiative recommendations in Delta State as it concerns availability and adequacy of teaching and learning Facilities in primary schools.

Statement of the Problem

Despite the wide recognition and acceptance accorded the UNICEF Child Friendly School initiative recommendations by the federal Government of Nigeria several years ago. There seems to be problem in the implementation of this important education blueprint. Many laudable goals of educational curriculum have failed to pass the planning stage due to faulty implementation. The outcome of this led to the introduction of three pilot primary schools in the year 2008 which was sponsored by UNICEF in collaboration with Delta State government in the three senatorial districts. This was supposed to act as a bench mark for other schools to be duplicated upon to ensure effective and quality education but findings have revealed that inadequate funding has led to dilapidation of these school facilities and facilities are grossly inadequate to match pupils' population and the available facilities were poorly maintained. Consequently, this study will be directed to provide answers to the following questions:

1. What are the available teaching and learning facilities in primary

schools based on the UNICEF recommended child friendly benchmark?

2. How adequate are the teaching & learning facilities of primary schools based on the UNICEF recommended benchmark?
3. To what extent does location affects the availability of teaching and learning facilities in primary schools based on the UNICEF recommended benchmark.
4. what extent does location affects the adequacy of teaching and learning facilities in primary schools based on the UNICEF recommended benchmark

Research Questions

The following research questions guided the study.

1: How available are teaching and learning facilities in primary schools based on the UNICEF recommended child friendly benchmark?

2: How adequate are teaching and learning facilities in primary schools based on the UNICEF recommended child friendly bench mark?

3: How available are teaching and learning facilities in urban and rural primary schools based on the UNICEF recommended child friendly bench mark?

4: How adequate are teaching and learning facilities in urban and rural primary schools based on the UNICEF recommended child friendly bench mark?

Review of Related Literature

Primary education constitutes an essential aspect of Nigerian educational system. According to the National policy on Education (FRN, 2004), it is the education given in an institution to children between the ages of six to eleven plus and the duration is six years. Facilities can generally be defined as building, properties and major infrastructures which include facilities in schools are materials resources (IES, 2006) facilities in schools and material resources that enhance teaching and learning thereby making the process meaningful and purposeful. Facilities can be defined as the entire school plans which school administrators, teachers and students harness, allocate and utilize for the smooth and efficient management of any educational institution, for the main objective of bringing about effective and purposeful teaching & learning (Asiyai, 2012).

Studies about pupils achievement and building conditions by Bunting (20011), Luke 2007 & 2004) and Sanoff (2008)

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concluded that the quality of the physical environment significantly affects achievement. The word implementation connotes operationalization of a well articulated and well intended idea packed as t Henry. Hence to implement is to put to action packed ideas or theories into reality. Mezieobi (1993) conceptualized the term implementation simply as a process of putting an agreed plan, decision, proposal, idea or policy into effect, It is the bedrock of any plan "success or failure".

A child friendly school was defined as a place where the learning environment is conducive, the staff is friendly to children and the health and safety needs of the children are adequately met. Thus, the school, which is community based takes cognizance of the rights of the children, irrespective of gender, religious and ethnic affiliation, physical and mental abilities/disabilities and other cultural dissimilarities (CES Manual, p. 2). A UNICEF 2001 report on child friendly school stated that a child-Friendly school ensures quality education and positive learning for the child. A situation where this outcome is absent, then the school is not friendly to the child. Many of the schools according to the report are still functioning below standard. Most of them are characterized among other things by:

a. Inadequate classroom space, furniture, equipment., teaching and learning materials
b. Lack of easy access to safe drinking water, hygiene sanitation and health facilities
c. Poorly motivated teachers
d. Use of substandard teaching methodologies and so on.

Such schools that are characterized by the above are not likely to provide quality education for the children and assessment of these indicators is very important in order to determine the quality of education being provided for young ones. Assessment of quality is a vital component of any education program. It contributes in deciding the cost effectiveness and the efficiency of the teaching program in assisting children to achieve the desired learning outcomes (Curtis, 2000).

Research Method

The design of this study was descriptive survey and this was use to assess the implementation of availability and adequacy of child Friendly teaching and learning facilities in primary schools in Delta State. The study will be conducted in the three geographical zones in Delta State comprising Delta North, Delta

South and Delta Central. The population of the study consists of all the seven hundred and five (705) public primary schools in Delta State. This number was made up of 309 rural schools and 396 urban schools. The schools for this study was selected using stratified random sampling with 10% sample size of the population in the three senatorial district which comprises of 24 schools in Delta North, 27 schools in Delta South and 10 schools in Delta Central making a total number of 70 sampled schools. The instrument for data collection will be an observation checklist using UNICEF recommended child friendly schools infrastructural benchmark. The checklist which has 12 items answered the Research Questions on availability and adequacy of teaching and learning facilities in Delta State. The instrument was validated by experts in the Department of Primary Education, Federal College of Education (T) Asaba to ensure that the instrument measured what it was intended to measure. The researchers personally observed the schools. The checklist on the availability /adequacy of facilities was analyzed using frequencies, simple percentages and bar chart.

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Presentation and Discussion of Results

Research Question 1: How available are teaching and learning facilities in primary schools based on the UNICEF recommended child friendly benchmark?

Table 1: Frequency and Percentage Scores of Availability of Teaching and Learning Facilities in Primary Schools Based on the UNICEF Child Friendly Benchmark (N= 70)

S/N	Teaching and Learning Facilities	A	%	NA	%	Remark
1	Classroom	29	41.4	41	58.6	Not Available
2	Head teachers room	13	18.6	57	81.4	Not Available
3	Teachers corner	26	37.1	44	62.9	Not Available
4	Library /book corner	27	38.6	43	61.4	Not Available
5	Play game area	18	25.7	52	74.3	Not Available
6	Health provisions	13	18.6	57	81.4	Not Available
7	Portable water supply	33	47.1	37	52.9	Not Available
8	Sanitation facilities	27	38.6	43	61.4	Not Available
9	Security	11	15.7	59	84.3	Not Available
10	Furniture	19	27.1	51	72.9	Not Available
11	Toilet facilities	23	32.9	47	67.1	Not Available
12	Arrangement of toilets	29	41.4	41	58.6	Not Available

The analysis on Table 1 indicates that items 2, 6 and 9 have highest percentage scores. This implies that teaching and learning facilities are not available in primary schools using UNICEF child friendly benchmark. Furthermore, the analysis on Table 1 is represented in a bar chart below.

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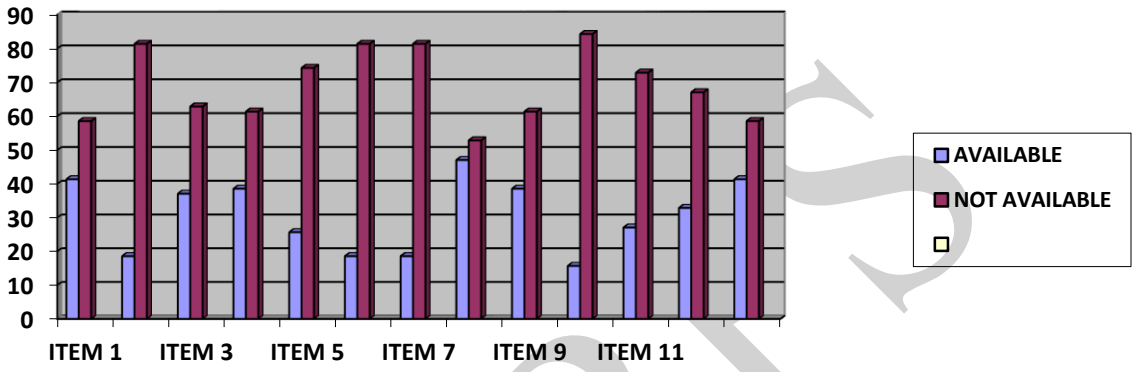


Fig 1: Bar chart on Frequency and Percentage Scores of Availability of Teaching and Learning Facilities in Primary Schools Based on the UNICEF Child Friendly Benchmark

Research Question 2: How adequate are teaching and learning facilities in primary schools based on the UNICEF recommended child friendly bench mark?

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Table 2: Frequency and Percentage Scores of Adequacy of Teaching and Learning Facilities in Primary Schools Based on the UNICEF Child Friendly Benchmark (N= 70)

S/N	Teaching and Learning Facilities	A	%	NA	%	Remark
1	Classroom	11	15.7	59	84.3	Not Adequate
2	Head teachers room	9	12.9	61	87.1	Not Adequate
3	Teachers corner	16	22.9	54	77.1	Not Adequate
4	Library /book corner	7	10.0	63	90.0	Not Adequate
5	Play game area	10	14.3	60	85.7	Not Adequate
6	Health provisions	5	7.1	65	92.9	Not Adequate
7	Portable water supply	13	18.6	57	81.4	Not Adequate
8	Sanitation facilities	8	11.4	62	88.6	Not Adequate
9	Security	6	8.6	64	91.4	Not Adequate
10	Furniture	15	21.4	55	78.6	Not Adequate
11	Toilet facilities	8	11.4	62	88.6	Not Adequate
12	Arrangement of toilets	4	5.7	66	94.3	Not Adequate

Data analyzed on Table 2 reveal that most of the items have high percentage scores which imply that teaching and learning facilities are not adequate in primary schools using UNICEF child friendly benchmark. Furthermore, the data analysis on Table 2 is illustrated in a bar chart below.

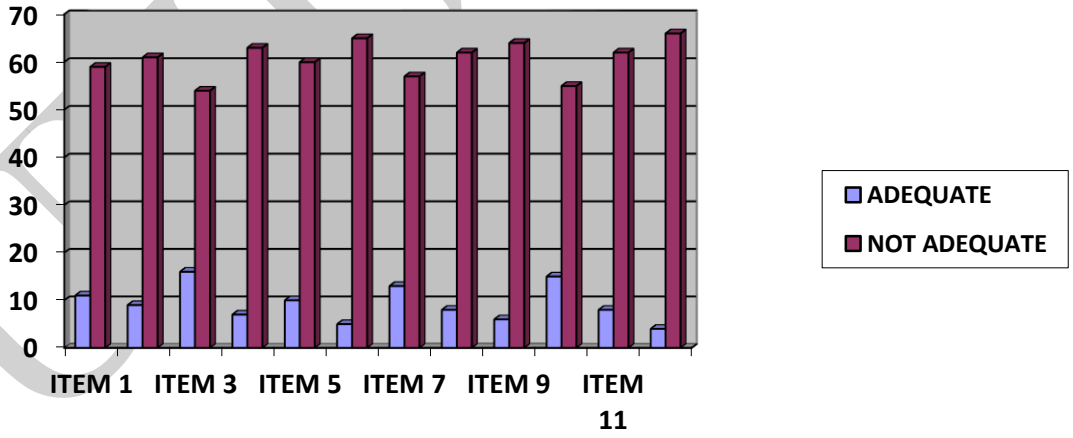


Fig 2: Bar Chart of Frequency and Percentage Scores of Adequacy of Teaching and Learning Facilities in Primary Schools Based on the UNICEF Child Friendly Benchmark

Research Question 3: How available are teaching and learning facilities in urban and rural primary schools based on the UNICEF recommended child friendly bench mark?

Table 3a: Frequency and Percentage Scores of Availability of Teaching and Learning Facilities in Urban Primary Schools Based on the UNICEF Child Friendly Benchmark (N= 35)

S/N	Teaching and Learning Facilities	A	%	NA	%	Remark
1	Classroom	6	17.1	29	82.9	Not Available
2	Head teachers room	15	42.9	20	57.1	Not Available
3	Teachers corner	9	25.7	26	74.3	Not Available
4	Library /book corner	5	14.3	30	85.7	Not Available
5	Play game area	12	34.3	23	65.7	Not Available
6	Health provisions	10	28.6	25	71.4	Not Available
7	Portable water supply	5	14.3	30	85.7	Not Available
8	Sanitation facilities	5	14.3	30	85.7	Not Available
9	Security	8	22.9	27	77.1	Not Available
10	Furniture	15	42.9	20	57.1	Not Available
11	Toilet facilities	5	14.3	30	85.7	Not Available
12	Arrangement of toilets	10	28.6	25	71.4	Not Available

Table 3a shows the frequency and percentage scores of availability of teaching and learning facilities in urban primary schools. Items 1, 4, 7, 8 among others have highest percentage scores. This implies that teaching and learning facilities are not available in urban primary schools using UNICEF child friendly benchmark. Furthermore, data on Table 3 is shown in a bar chart below.

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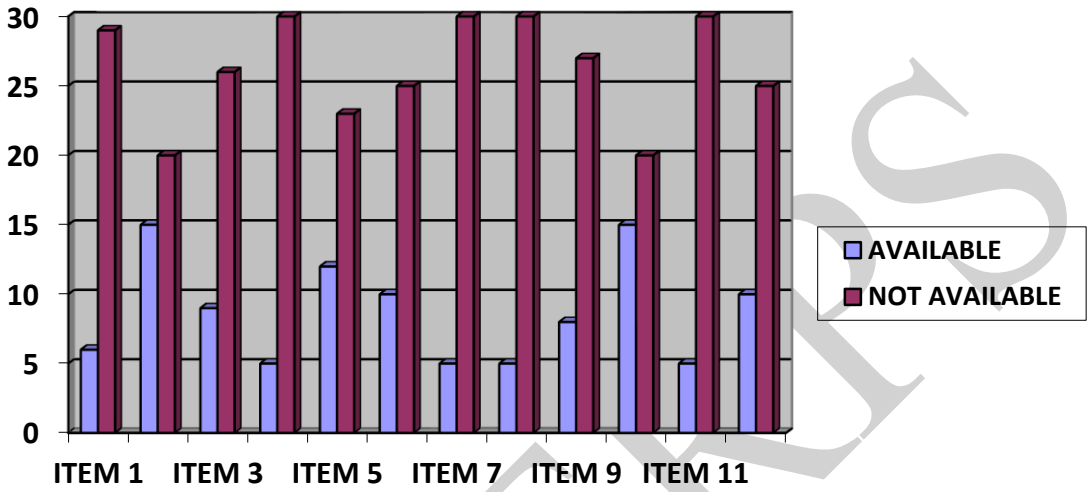


Fig 3a: Bar Chart of Frequency and Percentage Scores of Availability of Teaching and Learning Facilities in Urban Primary Schools Based on the UNICEF Child Friendly Benchmark

Table 3b: Frequency and Percentage Scores of Availability of Teaching and Learning Facilities in Rural Primary Schools Based on the UNICEF Child Friendly Benchmark (N= 35)

S/N	Teaching and Learning Facilities	A	%	NA	%	Remark
1	Classroom	11	31.4	24	68.6	Not Available
2	Head teachers room	5	14.3	30	85.7	Not Available
3	Teachers corner	11	31.4	24	68.6	Not Available
4	Library /book corner	7	20.0	28	80.0	Not Available
5	Play game area	3	8.6	32	91.4	Not Available
6	Health provisions	3	8.6	32	91.4	Not Available
7	Portable water supply	3	8.6	32	91.4	Not Available
8	Sanitation facilities	13	37.1	22	62.9	Not Available
9	Security	5	14.3	30	85.7	Not Available
10	Furniture	4	11.4	31	88.6	Not Available
11	Toilet facilities	5	14.3	30	85.7	Not Available
12	Arrangement of toilets	8	22.9	27	77.1	Not Available

Table 3b shows the frequency and percentage scores of availability of teaching and learning facilities in rural primary schools. Most of the items have high percentage scores; this reveals that teaching and learning facilities are not available in rural primary schools using UNICEF child friendly benchmark. Comparatively, urban primary schools (Table 3a) are better than the rural primary schools in terms of availability of teaching and learning facilities using UNICEF child friendly benchmark. In addition, analysis on Table 3b is illustrated in a bar chart below.

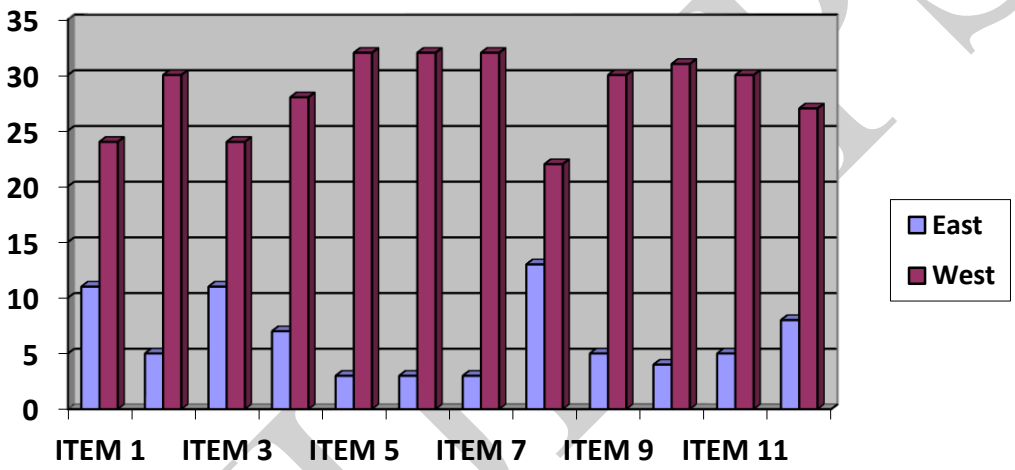


Fig 3b: Frequency and Percentage Scores of Availability of Teaching and Learning Facilities in Rural Primary Schools Based on the UNICEF Child Friendly Benchmark

Research Question 4: How adequate are teaching and learning facilities in urban and rural primary schools based on the UNICEF recommended child friendly bench mark?

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Table 4a: Frequency and Percentage Scores of Adequacy of Teaching and Learning Facilities in Urban Primary Schools Based on the UNICEF Child Friendly Benchmark (N= 35)

S/N	Teaching and Learning Facilities	A	%	NA	%	Remark
1	Classroom	10	28.6	25	71.4	Not Adequate
2	Head teachers room	7	20.0	28	80.0	Not Adequate
3	Teachers corner	12	34.3	23	65.7	Not Adequate
4	Library /book corner	9	25.7	26	74.3	Not Adequate
5	Play game area	6	17.1	29	82.9	Not Adequate
6	Health provisions	17	48.6	18	51.4	Not Adequate
7	Portable water supply	10	28.6	25	71.4	Not Adequate
8	Sanitation facilities	9	25.7	26	74.3	Not Adequate
9	Security	14	40.0	21	60.0	Not Adequate
10	Furniture	8	22.9	27	77.1	Not Adequate
11	Toilet facilities	11	31.4	24	68.6	Not Adequate
12	Arrangement of toilets	17	48.6	18	51.4	Not Adequate

Analysis on Table 4a reveals the frequency and percentage scores of adequacy of teaching and learning facilities in urban primary schools. Items 2, 5 among others have high percentage scores which imply that teaching and learning facilities are not adequate in urban primary schools using UNICEF child friendly benchmark. In comparison to rural primary schools on Table 4a, urban primary schools are better off in terms of adequacy of teaching and learning facilities. Furthermore, data on Table 3 is represented in a bar chart below.

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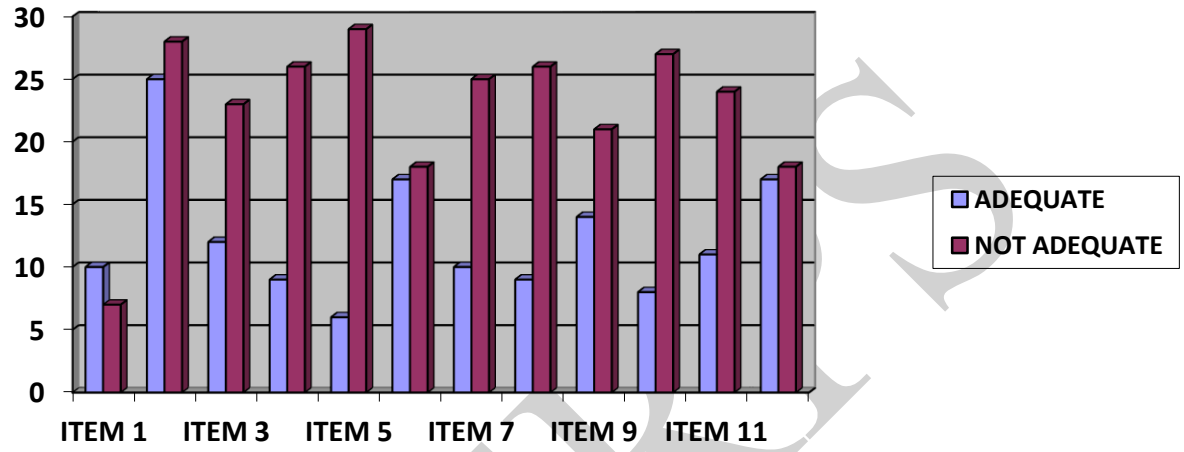


Fig4a: Frequency and Percentage Scores of Adequacy of Teaching and Learning Facilities in Urban Primary Schools Based on the UNICEF Child Friendly Benchmark

Table 4b: Frequency and Percentage Scores of Adequacy of Teaching and Learning Facilities in Rural Primary Schools Based on the UNICEF Child Friendly Benchmark (N= 35)

S/N	Teaching and Learning Facilities	A	%	NA	%	Remark
1	Classroom	2	5.7	33	94.3	
2	Head teachers room	3	8.6	32	91.4	
3	Teachers corner	2	5.7	33	94.3	
4	Library /book corner	4	11.4	31	88.6	
5	Play game area	1	2.9	34	97.1	
6	Health provisions	5	14.3	30	85.7	
7	Portable water supply	7	20.0	28	80.0	
8	Sanitation facilities	2	5.7	33	94.3	
9	Security	1	2.9	34	97.1	
10	Furniture	3	8.6	32	91.4	
11	Toilet facilities	4	11.4	31	88.6	
12	Arrangement of toilets	2	5.7	33	94.3	

Data analyzed on Table 4b indicate the frequency and percentage scores of adequacy of teaching and learning facilities in rural primary schools. Most of the Items have high percentage scores on not adequacy. This implies that teaching and learning facilities are not adequate in rural primary schools using UNICEF child friendly benchmark. Furthermore, illustration of Table 3 is done in a bar chart below.

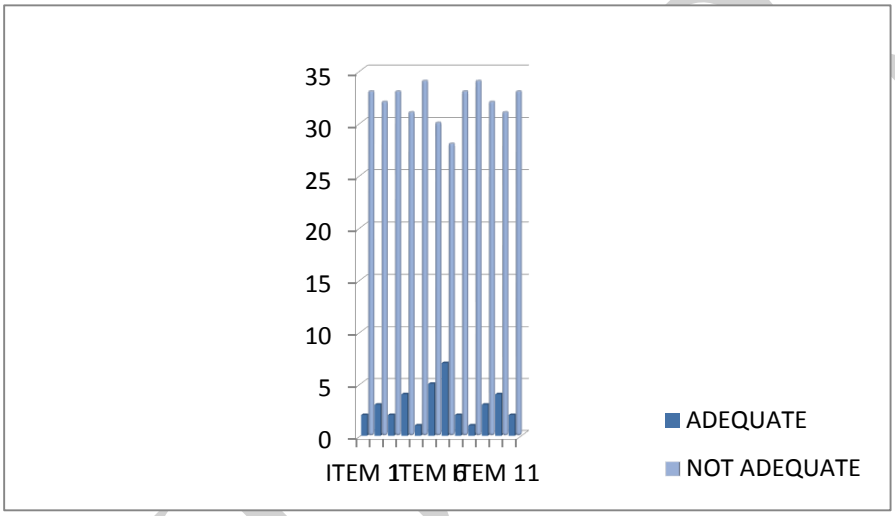


Fig 4b: Frequency and Percentage Scores of Adequacy of Teaching and Learning Facilities in Rural Primary Schools Based on the UNICEF Child Friendly Benchmark

Summary of Findings

The following findings emerged from this study;

1. Teaching and learning facilities in primary schools are not available based on the UNICEF recommended child friendly benchmark

2. Teaching and learning facilities in primary schools are not adequate based on the UNICEF recommended child friendly benchmark

3. Teaching and learning facilities in urban and rural primary schools are not available based on the UNICEF recommended child friendly benchmark

4. Teaching and learning facilities in urban and rural primary schools are not adequate based on the UNICEF recommended child friendly benchmark

Conclusion

From the foregoing, the researchers therefore concluded that the major teaching and learning facilities such as teachers corner, head teachers room, library/book corner, playground, health provision, portable water supply, sanitation facilities, security, furniture and toilet facilities are grossly inadequate and did not meet the UNICEF recommended benchmark for child friendly schools in Delta State.

Recommendations

Based on the above findings, the following recommendations were made:

1. The teaching and learning facilities in government owned primary schools should be upgraded to meet the needs of the children for effective teaching and learning in schools.
2. School based management committees should be involved in the running of public schools to ensure that teaching and learning facilities are provided and adequately utilized in public schools.

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