



*Comparative Assessment on Availability of ... Ibrahim, A. Z. Et. al., (2025)*

## **Comparative assessment on Availability of Social Amenities and 9-Year Basic Education Curriculum implementation among public Primary Schools in North-West, Nigeria**

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### **Abstract**

*This was on availability of social amenities in school location as correlate to effective implementation of 9-year Basic Education Curriculum in North-West, Nigeria. The study was guided by two objectives, research question and hypothesis. The target population for this study was 9,728 teachers and 1,187 public primary school in Kebbi, Sokoto and Zamfara States. Multi-stage sampling techniques was adopted and Simple random sampling technique was used in selecting states, Local Governments, public primary schools and Education Zones. The Study sample was 370 using research advisers 2006. Two sets of researcher-made instruments were used namely: Availability of Social Amenities in School Location Rating Scale (ASSLRS) and Basic Education Curriculum Implementation Questionnaire (BECIQ). Data collected were analysed using statistical package for Social Sciences (SPSS) version 20. Mean and standard deviation was used to respond to research question and Pearson Product Moment Correlation coefficient was used to analyse the null hypothesis. The result revealed that, teachers in schools located with available social amenities were more effective in implementing the Basic Education Curriculum in North-west Nigeria. Based on the finding, it was recommended that Governments, schools, and community members should collaborate to provide social amenities, for implementation of Curriculum in Public Primary Schools.*

**Key words:** School Location, Social amenities, Curriculum Implementation and 9-year Basic Education

### **Introduction**

School serves as a social and learning agent, providing the environment for formal education to help children achieve educational goals. The availability of social amenities in the school locality is a crucial consideration in choosing a school location. The availability of social amenities plays a fundamental role in the effective implementation of the primary school curriculum. The universal basic education (UBE) Programme in Nigeria, aim at ensuring access to quality education for all children, however, disparities in the provision of basic social amenities across urban and rural schools continue to affect curriculum delivery. The availability of these facilities determines not only the quality of instruction but also teachers' effective implementations, pupil's attendance and overall learning outcomes (Ibrahim, 2024) The selected site should have essential facilities, including health care services, commercial services, a police station, banking services, a market, firefighting services, and postal and telecommunication services. Health care services, such as hospitals, dispensaries,



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clinics, or pharmacies, along with other health facilities capable of providing emergency care to pupils and staff, should be available. The absence of health services in the locality could jeopardize the lives of the school community members (Ibrahim, 2009).

Social amenities refer to the basic physical and social infrastructure that improve the living and working conditions of individuals within school community. Basic schools are located in urban, semi-urban, and rural areas. Manga (2016) assert that, regardless of the location, there is a need for data to rationalize and draw up plans for both urban and rural schools. The data include physical aspects, site details, building type, usage, capacity among others. The data are also essential in ensuring effective implementation of the curriculum. The effectiveness of teachers in implementing the curriculum depends on several factors, one of which is school-related factors, and school location is one of the factors influencing the distribution of educational resources. According to kuliman (2015), unsuitable school locations have contributed to imbalances in basic education delivery across different parts of the country (Adebayo, Daniel, and Oladipupo, 2018). Lipton (2017) affirmed that rural communities are marked by low population, subsistence lifestyles, and monotony, while urban environments feature amenities such as hotels, recreational centers, markets, banks, schools and good road networks. Additionally, Owolabi (2016) emphasized that highly qualified teachers prefer to serve in urban areas rather than rural ones as a result of presence of basic social amenities. As a result, Kuliman (2015) observed that teachers often resist postings to rural areas due to substandard conditions, restricted social life, inadequate amenities, deficient facilities, lack of playground equipment, absence of books in libraries, and under-equipped laboratories. Manga (2016) sees school location as the actual site of a school, and the location of a school is crucial to the accomplishment of school objectives through the effective implementation of the curriculum. The school location factors whether located in rural, urban, or semi-urban areas, must be considered in planning for school location, the factors including centrality, noise levels, social amenities, land size, pollution, flood risk, and proximity to highways, among others. These are essential for ensuring that basic education teachers effectively cope with the implementation of the 9-year Basic Education Curriculum (BEC).

Social amenities in schools according to Githaka, Gachahi and Mwaruvie (2019) Social amenities in primary schools play an important role in the provision of quality education. Social amenities include play materials and sanitation facilities. The school should be centrally located within the locality of its construction, ensuring that children in primary schools do not walk more than four kilometers and those in secondary schools do not walk more than six kilometers to or from school daily. Catchment area for rural Primary schools, with at least 25-250 pupils justifies the construction of a school facility, while urban primary schools should have at least 250-510 pupils. Secondary schools require 240-1200 students to justify establishment (FME, 2010). Locating the school in an area with a low population may result in underutilization of resources, while a high-density population may lead to overutilization of resources (Ibrahim, 2024). Similarly, Musibau and Johnson (2010) asserts that the school's locality should have a daily market where people can purchase daily foodstuffs and other necessities. In cases where a village only has a weekly market, teachers may be compelled to travel far from town to shop for their daily needs, impacting teacher posting and retention in the school. Moreover, the locality should have at least one bank where staff and students can deposit or withdraw money to meet their daily needs and other critical requirements. The lack of banking services can create financial insecurity, forcing staff to travel to town during school hours to handle monetary transactions. Additionally, the availability of postal and communication network



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services is crucial in today's age of mobile phones. Teachers and students prefer environments with mobile network coverage, and having internet facilities and other information technology services can be beneficial for research work (Manga, 2016). Lastly, the community should have firefighting equipment to respond to incidents of fire outbreaks. The availability of the described social amenities will contribute to the effective implementation of the curriculum.

The 1999 Universal Basic Education (UBE) program, which focuses on basic education and was passed into law in 2004, upholds the constitutional responsibilities of governments at all levels to finance and manage basic education. Therefore, there is a need for a revised policy on education to properly implement UBE and achieve the goals of basic education. The proposed policy was passed alongside the UBE Act and other related matters in 2004. It underwent a review in 2013 to accommodate national and global initiatives of government reform agendas such as Sustainable Development Goals (SDGs) and the National Economic Empowerment and Development Strategy (NEEDS). This document initiative emphasizes value re-orientation, poverty reduction, job creation, wealth generation, and using education to empower people. The curriculum must, therefore, be reviewed and realigned to accommodate the objectives. These commendable ideals can only be achieved by closing the gaps between the National Primary Education Curriculum (NPEC) and the new curriculum contents of the 9-year Basic Education Curriculum BEC (Primary). The curriculum was developed in 2006 by the Nigerian Educational Research and Development Council (NERDC) and was implemented nationwide in 2008. The nine-year Basic Education Curriculum (BEC) was reviewed in 2012 to streamline the number of subjects by aligning similar ones. For instance, Basic Science and Technology (BST) encompassing Basic Science, Information Communication Technology (ICT), Basic Technology, Physical and Health Education (PHE), etc., were integrated as one entity (UBE, 2008). The effective and efficient implementation of the Basic Education Curriculum (BEC) in Nigeria, is contingent on the provision of quality teachers and an adequate number of school locations with necessary facilities, social amenities and a conducive learning environment. Adepoju, (2013) highlighted certain factors as responsible for low effectiveness in schools which include poor school location, lack of social amenities in school location, infrastructural facilities, poverty; frequent changes in education policies by the government, among others. Currently the school location in North-west faced with inadequate provision of social amenities among others as a result of banditry activities, kidnapping, insurgency, this may likely affect the effective implementation of school curriculum. Similarly, Magulod (2017) recognized some contributory factors that may define a good relationship between school location and effective implementation. Further, buttressing his view, he opined that in an effective educational center, there is an atmosphere of order, the location of a school dictates, to a reasonable extent, the educational opportunities offered to its recipients. Numerous scholars have provided definitions for the term "School Location." According to Ntibi and Edoho (2017), school location refers to a particular place with regards to its physical surroundings, whether "urban or rural," where an education center is situated. the distribution of social amenities such as electricity, pipe-borne water, and health facilities that favor urban areas over rural areas have an impact on teachers' implementation of curriculum and pupils' performance (Eugene and Ezeh, 2016).

The research is grounded in Gross's (1971) curriculum implementation theory, which posits that the success of any educational program implementation relies on three key elements: teacher ability, management of support facilities, and the clarity of the implementer. According to this theory, effective implementation requires a balanced consideration of school-related factors, teacher-related



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factors, and management or head teacher-related factors. School-related factors encompass the presence of teachers, educational policies regarding the program, availability of resources, networking, and in-service training for teachers. The provision of available resources. Gross emphasizes the direct relationship between school-related factors, teacher-related factors, and head teacher-related factors in achieving successful curriculum implementation. In the context of this study, the theory guides the investigation into, the management of resources and emphasizes the crucial role of resources in ensuring effective implementation. Omollo, Odongo, Raburu (2016) assert that the availability of resources is key to making the implementation of the curriculum tangible and effective. Resources encompass various elements, including infrastructures that shape the school and classroom environment where the curriculum is implemented, stationery such as writing and reading materials, and learning and teaching aids. Instructional materials play a vital role in providing a clear picture of what is to be implemented and how to implement it. The provision and adherence to teaching resources are critical in ensuring the effective implementation of the 9-year Basic Education Curriculum (BEC). Primary school teachers must ensure the availability of adequate and relevant resources to build confidence in implementing the curriculum. This includes having access to the approved nine-year Basic Education Curriculum, teacher's guides, recommended textbooks, writing materials, libraries, and laboratories to support teachers in implementing the curriculum.

Several studies have explored the impact of school location on various educational factors. Ovat, Nwogwugwu, and Idika (2021) conducted a study assessing school location, class size, and academic performance of upper basic students in Cross River State, Nigeria and find out that Urban students performed significantly better than their rural counterparts in core subjects. The study recommended smaller class sizes for rural students and the provision of conducive learning environments for all upper basic students, irrespective of the school location. Darma (2017) investigated the influence of school location and teacher effectiveness on academic achievement among secondary school students in Kano State. The study revealed that teachers in rural areas were less willing to accept responsibilities, and recommendations included the provision of social amenities and effective teachers to enhance students' academic achievement. Also, Iwanie (2018) explored the effects of parental education level and school location on language learning motivation in Poland. The study emphasized the need to raise teachers' awareness of these factors and called for more research involving participants from lower socioeconomic backgrounds. Essien's (2017) study aimed to examine the influence of school location on students' academic achievement in Social Studies in Colleges of Education in Cross River State, Nigeria. The study found no significant effect of school location on academic achievement, the researcher recommended that the government and relevant stakeholders should address the infrastructure gap between rural and urban areas.

Akinkuade (2022) conducted a study on "school location as a determinant of teachers' job performance in private and public secondary schools within Ibadan Metropolis, Oyo State, Nigeria." The findings indicated that school location did not have a significant relationship with teachers' job performance in Ibadan Metropolis, Oyo State, Nigeria. As a result, the study recommended that both government and private school proprietors should ensure that school sites are favorably located. Similarly, Githaka, Gachahi and Mwaruvie (2019) conducted a study in Kenya aimed at examining the impact of social amenities on academic performance in primary schools in Gichugu Constituency, Kenya. The objectives of this study were to assess the status of social amenities, to establish how sanitation amenities influence pupils' performance and lastly, to evaluate challenges facing provision of social amenities in primary schools in Gichugu Constituency, Kenya. This study was guided by



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Social Constructionist Theory. The study adopted the descriptive survey research design. The target population consisted of 75 primary school head teachers. Kathuri and Pal's Table for Sample Size Determination was used to arrive at a sample size of 63 school head teachers who were randomly selected from the target population. A questionnaire and an observation guide were used to collect data from the respondents. Data was analyzed using descriptive statistics with the aid of Statistical Package for Social Sciences (SPSS Version 20). The study established that in majority of the primary schools, pupils had access to clean and safe drinking water though pupils in some schools used water from nearby rivers and stream. The study also found out that majority of the schools had adequate sanitation amenities. However, the study established that sanitation facilities did not cater for learners with physical disabilities. The study established that social amenities influenced learners' academic performance in primary schools. Further, the study established that financial challenges affected provision and maintenance of social amenities in primary schools in the study region. The study recommended that the Ministry of Education and other education stakeholders should facilitate the provision and maintenance of social amenities in primary schools in Kenya in order to improve pupils' academic performance. These studies are pertinent to current research as it investigates the correlation between school location and academic performance within a secondary and primary school context. Academic achievement, which serves as the culmination of effective curriculum implementation, is a key focus. Therefore, the focus of the study is to examine the relationship between availability of social amenities in school location and effective implementation of 9-year BEC in North-west, Nigeria.

### **Statement of the Problem**

Basic schools in North-west, Nigeria where teachers implement curriculum needs to be conducive. Unfortunately, the researcher observed that, some schools are sometimes located without adequate provision of social amenities such as hospital, clinic or dispensary; mobile network; Point of Sale (POS) services among others. Unfavorable school locations may interfere with effective teaching and learning activities, pose challenges to teachers' implementation, and infringe on teachers' well-being and personal comfort. The unfavorable location of schools may significantly undermine the effective implementation of the basic education curriculum, making it difficult to achieve the objectives of basic education. Researchers have explored the impact of school location on teachers' performance, but there is a lack of specificity regarding the availability of social amenities in location of schools, whether in rural or urban areas. These problems, along with related issues, should be a cause for concern. Additionally, there is a lack of studies on the effective implementation of the entire 9-year basic education curriculum (Primary) concerning availability of basic social amenities in school location in the North-Western states. The focus of the study is to investigate the availability of social amenities in school locations as correlate to effective implementation of the 9-year Basic Education Curriculum BEC (Primary).

### **Objectives of the Study**

The general objective of this study was to examine the relationship between availability of social amenities in school locations and the effective implementation of the 9-year Basic Education Curriculum in North-west, Nigeria. The specific objectives of the study were to find out:

1. The level of availability of social amenities in school locations and the effective implementation of the 9-year Basic Education Curriculum in North-West, Nigeria.
2. The relationship between the availability of social amenities in school locations and the effective implementation of the 9-year Basic Education Curriculum in North-West, Nigeria.



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### Research Questions

In line with the above objectives, the following research questions were outlined to guide the study:

1. What is the level of the availability of social amenities in school locations and the effective implementation of the 9-year Basic Education Curriculum in North-West, Nigeria?
2. What is the relationship between the availability of social amenities in school locations and the effective implementation of the 9-year Basic Education Curriculum in North-West, Nigeria?

### Research Hypothesis

**Ho:** There is no significant relationship between the availability of social amenities in school location and the effective implementation of Basic Education Curriculum in North-West, Nigeria.

### Methodology

The study was conducted using a correlational design. The correlational study envisaged collecting and analyzing data from respondents considered representatives of the entire group in order to measure the degree or extent of relationship between two or more variables for making predictions about the relationship. The population of the study comprised all teachers in public primary schools in the seven North-west states namely: Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto, and Zamfara. There is a total of 16,463 public primary schools and 159,220 teachers, as reported in the 2020/2021 UBEC National Audit. The focus on public primary schools is grounded in the expectation that they adhere to uniform basic education curriculum standards. The target population is narrowed down to include only Kebbi, Sokoto, and Zamfara states. Refer to Table 1 for the distribution of the target population of the study.

**Table 1 Distribution of Teachers and Public Primary Schools of the Target Population**

S/No	State	School	Teachers
1	Kebbi	261	2441
2	Sokoto	319	4955
3	Zamfara	607	3848,
	<b>Total</b>	<b>1187</b>	<b>9728</b>

**Source: State Universal Basic Education Board, Kebbi, Sokoto and Zamfara States, 2023**

Multi- stage sampling techniques was used for this study. Simple random sampling technique was used to select three states out of the seven states in the North-west region, namely, Kebbi, Sokoto, and Zamfara. Three education zones, ten LGEA's, fifty Public Primary School and 370 teachers were chosen using research advisors 2006 to represent each of the three states.

**Table 2 Distribution of Teachers and Public Primary Schools of the Target Population**

States	Education Zones	LGEA	School	Teachers
Kebbi State	Birnin Kebbi Zone	Birnin Kebbi	113	1096
		Gwandu	87	621
		Kalgo	61	724
		<b>Total</b>	<b>261</b>	<b>2441</b>
Sokoto State	Wamakko Zone	Dange Shuni	89	764
		Sokoto South	138	1389
		Wamakko	92	1286
		<b>Total</b>	<b>319</b>	<b>3439</b>
Zamfara State	Gusau Zone	Bungudu	165	1068
		Gusau	159	1368
		Maru	137	644
		Tsafe	148	766
		<b>Total</b>	<b>607</b>	<b>3848</b>



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<b>Total</b>	<b>10</b>	<b>1187</b>	<b>9728</b>
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**Source: State Universal Basic Education Boards of Kebbi, Sokoto and Zamfara States, 2023**

**Table 3 Samples and Sample Size**

S/No.	LGEA	No. Schools	Sample Schools	No. Teachers	Sample of Teachers
1	Birnin Kebbi	113	5	1096	41
2	Gwandu	87	5	621	24
3	Kalgo	61	5	724	28
4	Dange Shuni	89	5	764	29
5	Sokoto/South	138	5	1389	53
6	Wamakko	92	5	1286	49
7	Bungudu	165	5	1068	41
8	Gusau	159	5	1368	52
9	Maru	137	5	644	24
10	Tsafe	146	5	766	29
<b>Total</b>	<b>10</b>	<b>1362</b>	<b>50</b>	<b>9728</b>	<b>370</b>

**Source: State Universal Basic Education Board, Kebbi, Sokoto and Zamfara States, 2023**

Table 3 illustrates the distribution of the respondents proportionate to the number of teachers for the ten local government areas in the three states under study. Two sets of researcher-made instruments were utilized to obtain valid and reliable information on the relationship between school location, and effective implementation of the Basic Education Curriculum. Availability of Social Amenities in School Location Rating Scale (ASASLRS) and Basic Education Curriculum Implementation Questionnaire (BECIQ). The instrument constructed by the researcher employed a 5-point rating scale as follows: 5 points for Very Highly Satisfactory (VHS), 4 points for Highly Satisfactory (HS), 3 points for Moderately Satisfactory (MS), 2 points for Unsatisfactory (U), and 1 point for Very Unsatisfactory (VU). It consists of 6 items, to collect data on the availability of social amenities in school locations while the second instrument utilized for data collection is the Basic Education Curriculum Implementation Questionnaire (BECIQ). This researcher-designed tool aims to gather data on the degree of adherence to the Basic Education Curriculum. It employs a four-point Likert scale, with responses ranging from strongly agree (4 points) to strongly disagree (1 point). The questionnaire comprises 14 items: Items 1-10 assess the extent of implementing the Basic Education Curriculum and Items 11-14 gather information on availability of basic social amenities in school location and its influence on the implementation of the Basic Education Curriculum.

The questionnaires underwent face and content validation by experts in the field of Curriculum Studies, Research Methods, and Statistics within the Faculty of Education and Extension Services at Usmanu Danfodiyo University, Sokoto. The validation comments provided by the experts were then utilized to restructure the items of the instruments. The internal consistency of the two instruments School Location Rating Scale (ASASLRS) and Basic Education Curriculum Implementation Questionnaire (BECIQ) was assessed using split-half, which was further subjected to the Cronbach Alpha reliability coefficient. The reliability coefficient of Availability of Social Amenities in School Location Rating Scale (ASASLRS) was found to be 0.93 and 0.80 for Basic Education Curriculum Implementation Questionnaire (BECIQ). These values are significantly high, justifying the use of the two research instruments.



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The researcher administered the instruments with the assistance of Basic Education Zonal officers, Local Government Education Secretaries of the Local Governments under study, and all the headmasters of the schools under study who served as research assistants. An introduction letter was presented to the relevant authorities responsible for Basic Education to secure permission and formally introduce the researcher and the purpose of the study. Copies of the questionnaire were administered and collected through direct delivery and recovery methods to enhance a high return rate. Data generated for the study were analyzed using the Statistical Package for Social Sciences (SPSS) version 20. Mean and standard deviation was used to respond to the research question and inferential statistics, specifically the Pearson Product Moment Correlation coefficient (PPMC or Pearson r), were utilized in analyzing the null hypothesis.

**Presentation of Result**

**Research Question:** what is the level of availability of social amenities in school location and effective implementation of 9-year Basic Education Curriculum in North-West, Nigeria?

**Table 4 Availability of Social Amenities in the School Location in North-west Nigeria**

S/N	Availability of Social Amenities in School location	N	Mean	SD	Decision
1	School location has a Hospital, clinic or dispensary	370	2.96	1.57	Not Available
2	School location has a provisions store	370	3.02	1.43	Available
3	School location has POS Services	370	3.37	1.40	Available
4	School location has mobile network/services	370	3.61	1.47	Available
5	School location has a motor park	370	2,52	1.27	Not Available
6	School location has business centers	370	3.36	1.38	Not Available
	<b>Average</b>	370	3.14	1.42	Available

**Source:** field work, 2024

Table 4 provides a summary of mean and standard deviation calculations used to assess the extent of the availability of social amenities in school locations for the implementation of the Basic Education Curriculum (BEC) in North-West Nigeria. The analysis revealed an overall average mean of 3.14 with a standard deviation of 1.42, which surpasses the criterion mean of 3.00. This indicates that primary school teachers in the study perceive that social amenities are available in the school locations where the BEC is being implemented among primary schools in North-West Nigeria.

**Hypothesis Testing**

The hypothesis was tested at the 0.05 level of significance and are presented as follows:

**Null Hypothesis (H0):** There is no significant relationship between the availability of social amenities in the school location and the effective implementation of the 9-year Basic Education Curriculum in North-West, Nigeria.

**Table 5 Pearson Correlation Coefficient between Social Amenities in School Location and Effective Implementation of BEC among Primary School Teachers in North-West, Nigeria.**

Variables	N	Mean	SD	Df	r-Cal	P	Decision
<b>Availability of Social Amenities</b>	370	20.3	6.75	368	0,157**	0.002	<b>H0<sub>2</sub> Rejected</b>
<b>Effective Implementation</b>	370	126.0	35.4				

\*\* Correlation is significant at 0.01 levels (2-tailed)

Table 5 is a summary of Pearson's Product Moment Correlation Coefficient, conducted to determine the significance of the degree of linear relationship between the availability of social amenities in school location and the effective implementation of the Basic Education Curriculum (BEC) among primary schools in North-West Nigeria. The analysis revealed that there was a statistically significant



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positive correlation between the availability of social amenities in school location and the effective implementation of BEC among primary schools in North-West Nigeria. It was concluded that the higher the level of availability of social amenities in the school location, the higher and more effective the implementation of the Basic Education Curriculum (BEC) among primary schools in North-west Nigeria.

### **Summary of Finding**

The study found a statistically significant positive correlation between the level of social amenities in the school location and the effective implementation of the Basic Education Curriculum (BEC) in North-west Nigeria. This suggests that teachers in schools located with available social amenities were effective in implementing the Basic Education Curriculum in North-west Nigeria.

### **Discussion of Finding**

The study found a statistically significant positive correlation between the level of social amenities in school location and the effective implementation of Basic Education Curriculum (BEC) in North-west Nigeria. This indicates that teachers in schools located where social amenities are available were more effective in implementing the Basic Education Curriculum than those in schools with fewer available social amenities in North-west Nigeria. Contributing to the significance of social amenities in school location to the effective implementation of basic education, Njiru; 2014, Eugene; and Ezeh; 2016, Akinsanya; 2016, Ntibi and Edoho; 2017, Arop and Owan; 2018, also Akinkuade; 2022, all emphasizing the importance of social amenities such as electricity, pipe-borne water, and health facilities for effective implementation, particularly favoring urban areas over rural areas. They highlight that the dispersion of educational facilities, opportunities, and tutors can impact the educational landscape in Nigeria. The availability of social amenities in a school's location is crucial, and the chosen site should ideally include facilities such as health care services, commercial services, police stations, banking services, markets, firefighting services, and postal and telecommunication services. Health care services, including hospitals, dispensaries, clinics, or pharmacies, are essential for providing health care to pupils and staff, especially during emergencies. Contributing to the need of available social amenities in primary Githaka, Gachahi and Mwaruvie 2019; Social amenities in primary schools play an important role in the provision of quality education and established that social amenities influenced learners' academic performance in primary schools.

### **Conclusion**

Based on the findings of this study, it is concluded that the discrepancy between the objectives of Basic Education and the implementation disposition of teachers could be attributed to lack of availability of basic social amenities. It is not surprising, therefore, to observe that many teachers struggle to implement the approved curriculum package in compliance with the limited access to basic social amenities. The implementation efforts as a result, the goals of achieving diverse basic knowledge and skills for entrepreneurship, problem-solving skills, value reorientation, and simple safety skills that would enable children to function effectively in society and realize their full potentials may not be tenable or achievable. Consequently, the challenges in providing quality basic education that Nigeria faces will persist for a long time to come.

### **Recommendation**

Based on the finding of this study, it was recommended that; Governments, schools, and community members should collaborate to provide social amenities, facilitating the discharge of duties by teachers and achievement of the objectives of primary education by pupils.



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