

Shortage of Infrastructural Facilities in Nigerian Public Primary Schools: Causes, Effects and Way Forward

Ogunode N. J.

ogunodejacob@gmail.com

David Hadi

hadidavid21@gmail.com

Abstract

Public primary schools in Nigeria are faced with the problems of inadequate infrastructural facilities. This paper discussed the causes of shortage of infrastructural facilities in the Nigerian public primary schools. Published and unpublished documents were used to back up the various points raised in the paper. The documents were sourced from online and physical libraries. The paper identified some of the causes of shortage of infrastructural facilities to include: inadequate funding, corruption, poor maintenance culture, over-population, poor planning and lack of current data. The paper also revealed that the negative effects of inadequate infrastructural facilities on public primary schools are poor implementation school curriculum, over-crowded, poor quality of teaching and poor quality of learning and teacher's migration. Based on this finding, the paper recommended that the government should increase the funding of primary school education in Nigeria.

Keywords: Facilities, Public, Problems, Primary Schools

1. Introduction

Public primary school are educational institutions owned by the government established to provide education for the citizen of the country. Public primary school are institutions established by the law to provide foundation education for the general public within a country, state and local government. National policy on education (2013) views primary school education as the education given to children aged 6-12 years. Primary school education is an organized education designed for children aged from 6-12. Primary school education is the education that prepares the children for post-primary school education. Primary school education that qualifies the learners for junior secondary school education Ogunode 2021. The objective of primary school education in Nigeria according to National policy on education (2013) are to: inculcate permanent literacy, numeracy, and the ability to communicate effectively; lay a sound basis for scientific, critical, and reflective thinking; promote patriotism, fairness, understanding, and national unity; instill social, moral norms and values in the child; develop in the child the ability to adapt to the changing environment; and provide opportunities for the child to develop life manipulative skills that will enable the child to function effectively in the society within the limits of the child's capability (NPE, 2013).

Ogunode (2021) observes that the realization of primary school education hinges on effective planning, administration and the availability of right quantity and quality human and materials resources. The materials resources required for implementation of primary school education include financial resources, infrastructural resources, information communication technology resources etc. Infrastructural facilities which have been described as the backbone of educational institutions without which is impossible to realize the objectives of education at all levels of education.

Nwagwu, Obanya and Adeyemi in Muiyiwa and Quadri (2012) agrees that to realize a strong educational background, the Nigeria educational system needs sufficient facilities such as blocks of classrooms. The National Policy on Education (2009) stated that “physical facilities are very important aspect of curriculum implementation on which the expansion of curriculum depends”. This submission was supported by Musa (undated) and Okpede (2002), who pointed out that “the success of the UBE programme is dependent on two resources namely; human and material resources” Ahmadi (2009) also observed that, provision of physical facilities, model equipment and hand tools are necessary for the vehicle of national development to move”. Musa (undated) observed that despite the pronouncements, it was noted that there has been inadequate provision of facilities for the primary school programme to function well. Ogunode (2020) cited Omolewa (1981), who concludes that Nigerian schools are witnessing rapid educational expansion without adequate provisions for essential resources for teaching and learning in terms of classrooms and furniture to cater for the ever growing pupils population.

Also, Owuamanam (2005) noted that inadequacy of infrastructural facilities were major problems facing Nigeria educational system while Asiyai (2012) stated that scholars, researchers, administrators and educational planners confirmed that school facilities in Nigeria schools are inadequate and fall short of international standard. Emmanuel (2008) did a study and discovered that physical facilities such as workshops, laboratories, equipment and tools in most of the schools were grossly inadequate. Ikoya and Onoyase (2008) concludes that despite huge fund annually budgeted and expended on UBE programme in Nigeria, there are indications that several schools are still plagued with inadequate physical facilities for effective implementation of UBE. Based on this submission, it is imperative to discuss the causes and effects of inadequate infrastructural facilities in the public primary schools in Nigeria.

1.2 Theoretical Framework

The theories review for this study focused on system theory and behavioural/human relation theory as explained below: System’s Theory

Odey, (2018) cited Ludwig von Bertalanffy (1920) is among the proponents of the theory. The system emphasized the science of wholeness. The assumption of the theory is that “the whole is more than the sum of its parts”. Systems theory is concerned with correlation of input, output and outcomes. This theory believes that what happens in the system is measured by changes observed in the outputs in relations to the outcomes or goals of the system.

Odey, (2018) and Ludwig von Bertalanffy’s conception of system’s theory was one of organization. According to him system’s theory serves as an organizing conceptual framework or meta theory. He saw it as a component part of a larger organism. Thus system’s theory is an organizational theory that looks at interactions between systems. Explaining this approach he stated that system’s approach to management views organization as a social system or entity composed of interrelated parts acting together as a unitary whole which enables inputs to be converted into outputs. Furthermore, Odey, (2018) and Olagboye (2004) stated that when applied to organization, inputs refer to people, materials, information and finance which are organized and activated such that human skills and raw materials are converted into products, services and other related outputs which are discharged into the environment.

This theory provides a framework for describing and analyzing different parts of organization as well as framework within which to plan and anticipate outcomes in educational organization. Thus, application of this theory/approach will ensure effective coordination and interaction between the government, teachers, pupils, facilities, educational planners and others, which will be measured

through the products. It will also provide feedback for improvement so as to achieve the set educational goals in general and UBE goals in particular.

The present study is anchored on the premise that school is a system made up of the inputs-human and material resources. These resources include teachers, funds, pupils, school facilities among others. The duties and functions of these resources are correlated and interact to effect teaching and learning in school which produce outcome in form of graduates of the UBE programme. The graduates are expected to have acquired basic skills, competences and change in behaviour to enable them contribute to the growth and development of the country. The result of the synergy is measured by the product which is the learner (graduates and products of the UBE).

2.0 Conceptual Framework

2.1 Concept of Infrastructural Facilities

Many authors have defined infrastructural facilities in their own understanding. For Peretomede (2001), educational facilities are those materials that gives a good teacher an opportunity to achieve a level of instructional effectiveness while Olagboye (2004) viewed “educational facilities consist of audio and visual aids, graphics, printed materials, display materials and consumable materials, other include physical resources such as land, buildings, furniture, equipment, machineries, vehicle, electricity, and water supply infrastructure while human resources are manpower in the school like teachers, principals and others.” Thus, physical facilities are available and accessible resources, useful for teaching, learning and assessment of pupils/students in school which are vital to the achievement of the goals of UBE programme. Anike and Tari (2011) defined physical facilities as those things that enable the teacher to do his work very well and helping the learners to learn effectively. For example, the chalkboard facilitates imparting information on the learner. Emetarom (2004) defines school facilities as that physical equipment that assists and enable teaching and learning in other to enhance results. She noted that such facilities function as the fulcrum for which teaching and learning are pleasurably built while Odey, (2018) and Abdulkareem (2000) defined educational facilities as non-human and non-financial resources that comprise movable and immovable materials that enhance teaching and learning. Ogunode & Agwor (2021) sees school infrastructural facilities refer to social capital within the school environment. They include school buildings/complexes such as classrooms, tables, exam hall, chairs, auditoria, desks, staff offices, seminar/conference/board rooms, laboratories, workshops, studios, farms, gymnasias, central libraries, specialized/professional libraries, faculty libraries, departmental libraries, etc., Institute/centers’ specialized facilities e.g. ICT infrastructure, special laboratories, conference facilities, etc., and Boards e.g. interactive, magnetic, screen and chalk, etc., ICT that is computer laboratories and services, network connectivity, multi-media system, public address system, slide, and video projectors, and Ergonomics furnishing in laboratories, libraries, and lecture rooms/theaters, moot courts, and studios, etc.

Students’ hotels or accommodation include Boys and Girls hostels; municipal/physical infrastructure i.e. power supply, water supply, good road networks, sports, health and sanitation, staff schools, security facilities, etc.

Adeyemi and Adu (2010) pointed out that “school facilities are the materials, resources that facilitate effective teaching and learning in the school.” They emphasized that good facilities are very important in education. Odey, (2018) and Aghenta (2000) described UBE facilities as “those teaching materials; some real, some graphic, not solely dependent upon words as a predominant source of meaning for the observer. Anike and Tari (2011) opines that physical facilities as those things that enable the teacher to do his work very well and helping the learners to learn effectively.

For example, the chalkboard facilitates imparting information on the learner. Ajayi and Adeyemi (2011) maintains that for standard education in Nigeria to be attained, the Nigerian education system needs sufficient facilities such as classroom blocks, furniture, laboratory, instructional material, libraries and other equipment. According to them, the above facilities are expected to be provided and equitably distributed among the schools irrespective of location for effective teaching and learning to take place.

Ogunode & Agwor (2021) outlined the importance of infrastructural facilities in educational institutions include:

- i. It aids effective delivery of administrative functions in schools;
- ii. It makes the delivery of services fast and reliable;
- iii. It enables teachers to deliver lessons fast;
- iv. Infrastructural facilities provide a conducive working environment for both teachers and students;
- v. Infrastructural facilities enable learners to learn at ease and learn well;
- vi. Infrastructural facilities enable the teachers to teach well, prepare their lessons, and deliver them online (ICT).

The importance of school infrastructural facilities in the realization of educational goals cannot be underestimated. School facilities aid the delivery of the teaching and learning process in the schools. The school offices provide a conducive working environment for teachers, the classrooms help the learners to learn while the school fence protects students, the teachers, and school administrators from criminals. The school plant protects the entire human resources from the sun, rain, heat cold, and snow (Ogunode & Agwor (2021). Akhihero, (2011) cited Arisi (2002) who stressed that inadequate classroom spaces have resulted in over-crowding in schools. Many primary and secondary schools were built long time ago by both government and church missionaries. Hence, most of the buildings, roof-tops, desks, chairs, tables, floors, etc., have become extremely bad. Many village schools which were built with self-help efforts have been damaged due to long neglect especially blown roof-tops, damaged floors, destroyed windows/doors, and have been occupied by reptiles, while the children take lessons under the trees or shades. Government ought to have put some efforts to renovate them so as to accommodate more pupils but this was not done. Instead, government began to build one block of three classrooms in each primary school with approved colossal sums of money, whereas, it would have been more economical and beneficial to renovate than to build new ones. Hence, only few primary and secondary schools with fewer structures would have needed new ones.

2.2 Factor Responsible For Inadequate Infrastructural Facilities

There are many factors responsible for inadequate infrastructural facilities. Some of the factors considering include: inadequate funding, corruption, poor maintenance culture, over-population, poor planning and lack of current data

1. Inadequate funding

Adequate funding is the key to effective administration of primary school education. Primary school education is one of the forms of education that required huge financial investment. It is unfortunate that primary school funding in Nigeria is not adequate and is responsible for shortage of inadequate infrastructural facilities (Ogunode & Abashi, 2020). This submission is agreed upon by Ogunode, & Agwor (2021) and Ogunode (2020) who pointed out that inadequate funding is a

major problem facing the administration of primary school education in Nigeria and is responsible for shortage of human and materials in the system. Musa (undated) observes that insufficient supply of funds by the government have led to poor provision of infrastructural facilities for implementing the UBE programme. Nggada (2008) observed that, the education sector has been subjected to chronic under-funding and budgeting discrimination leading to a steady deterioration of standards as dwindling resources have spread far and wide in the education system. Popoola (2006), expressed that the state of our public primary schools is growing worse by the existence of large class size. He attributed this problem to inadequate funding which leaves more to desire in the quest for quality education in Nigerian schools. Ogunode & Stephen (2021) opines that the little funds released for the administration of the Basic education is diverted by the officials and political office holders. The corruption practices in the administrative level of Basic Education is among the factors responsible for the shortage of funds for the administration of the Basic education in Nigeria. Shortage of funds for the internal administration of primary schools in the country is caused by the administrative corruption in the administrative offices and ministries in charge of primary school administration.

2. Corruption

Corruption in the administration of primary school education in Nigeria is another factor responsible for inadequate infrastructural facilities (Ogunode, Ohibime, Nasir, Gregory, 2021). Musa (undated) identified corruption as one of the cancerous disease of the UBE programme thereby resulting into crisis here and there in all aspects of the programme. Musa (undated) and Ogboro (2000) submitted that, corruption has been a factor be deviling the country over the years. He went on to say that, “Nigerian leaders have taken corruption as a way of life as a result majority of Nigerians have imbibed corruption as a culture. Many of the UBE projects were over-inflated while others were abandoned completely. These episodes have dragged the UBE programme into monumental crisis. Ogunode & Stephen (2021) observed that shortage of infrastructural facilities in the Nigerian Basic Education is also as a result of corruption in the administration of Basic Education in the country. Infrastructural facilities include; administrative block, classrooms, libraries, laboratories, ICT centre, tables, desks, black board, white board, water, electricity, internet services and road network. Many Basic education schools in Nigeria do not have adequate infrastructural facilities to deploy for teaching and learning. Funds allocated for the provision of capital projects, replacement of facilities, repairs and maintenance in many primary schools in the Nigeria ended up been diverted into private account leaving the primary schools to suffer shortage of facilities. The inadequate infrastructural facilities is affecting the administration of the Basic education. In order to ensure infrastructural facility development in the Basic education school across the country. Ogunode & Stephen (2021) identified; shortage of funds, inadequate teachers, shortage of infrastructural facilities, poor quality of education, large out of school children, poor capacity development, poor implementation of Basic education policies and increase in the cost of Basic education administration as the effects of corruption on Basic education administration in Nigeria.

3. Poor Maintenance Culture

Poor maintenance culture of school administrators, teachers and students towards school plant especially the facilities within the school environment is another factor responsible for inadequacies of infrastructural facilities. Ogunode & Agwor (2021) did a study and found out that damages of facilities by students of secondary school, inadequate funding of secondary schools, poor infrastructural facilities planning, poor qualities of infrastructural facilities, institutional corruption, ineffective monitoring and evaluation of infrastructural facilities, increased in student population

are causes of inadequate infrastructural facilities in Public Secondary Schools in Gwagwalada area council of FCT.

4. Over-population

The high population of students' enrolment of students in public primary schools in Nigeria is another factor responsible for shortage of infrastructural facilities in the Nigerian public primary schools across the country. Eboatu, & Uchechi, (2018) pointed out that several factors such as inadequate school building, population explosion, inadequate number of subject teachers, give rise to larger class sizes. In a normal classroom, the teacher is expected to cater for/ deal with diverse personalities with divergent backgrounds, ideas, interests, attitudes and abilities. In large classes and overpopulated classes, the result is student disengagement (Eboatu, & Uchechi, 2018; Fleming, Toutant, & Raptis, 2002). The teacher in such a situation may not be able to give individual students the attention they need and this may lead to poor academic achievement. FRN (2013) therefore prescribes a student-teacher ratio of 1:25 for pre-primary classes; 1:35 for primary and 1:40 for secondary schools. Class size is one of the school variables that determine how effectively students learn. Studies such as Molnar, Chase and Walden (2000) ; Eboatu, & Uchechi, (2018) and Gentry (2002) report that school population and class overcrowding (large class sizes) and teaching methods are among the school factors that impact on students' academic achievement.

5. Poor Planning

Another causes of shortage of infrastructural facilities in the public primary schools across the country is poor planning of public primary school education. The planning of the school were done without putting many factors into consideration. Secondly, planning is always done in Nigeria quickly with following the due process. Proper planning is very important in any proposed innovation. Mshelia, (Undated) cited Aiyepoku (2009), "the need for thorough and adequate planning is very important to minimize unforeseen problems". In Nigeria, usually political decisions are taken before planners are requested to come and weigh the cons and prons of a reform. Even when planning is properly done, the government does not sustain such programme to reap its fruits before abandoning it. For instance the 6-3-3-4 system of education was introduced and shortly after, it was abandoned. Mshelia, (Undated) and Ogbonna (2003) submits that the worrisome distortion in basic education data UBE (2002) requires for proper planning which drew attention to some of the factors fueling data inaccuracy and reliability. He asserted that, one of the major problems militating against proper planning of the UBE programme was explained in a situation where schools, local governments and states deliberately inflate data released to Federal authorities apparently to attract more resources from the federal government. He went further to say that, this UBE notes makes planning and programme implementation difficult as projections would be wrong because the data on which they were based were wrong. The resultant effects of data distortion in planning are not far fetch. In the first place, it will results into inefficient allocation of resources. Allocation of such critical resources as infrastructures, teachers, textbooks and other instructional materials will be based on spurious figures which often results in colossal wastes. While some schools, local governments and states will be over-supplied, others will fall short of the supply. As a result, such materials are locked up or allowed to rot away and even others sold in the open market. These schools, local government and states which were under-supplied remain to run their schools without them. Not only this, issues like teacher-pupil ratios, repetition, wastage and retention rates become difficult to arrive at because of such distortions of data for planning. Moreover, the distortion of data makes it more difficult to state or say what exactly is the average enrolment in each state of the federation or nationally bearing in mind that planning is properly carried out with regard to a total population figure of a given community, local government areas

and state. These aforementioned problems have constituted setbacks to proper UBE programme implementation for sustainable development in Nigeria.

6. Lack of Current Data

Lack of creditable data on public primary school education in Nigeria is another factor responsible for inadequate infrastructural facilities. Data on students' enrolment, transition, retention and repeat are not timely generated. Data on teacher allocation and distribution across school to determine facilities requirement are also not timely generated. The inability of planners to access these data affected planning of education in past and in present. Mshelia, (Undated) observes that it is therefore necessary to ensure accurate data availability for proper planning of the UBE programme in the following ways:

- (a) data available are to be made is to ensure that all operators of the education system right from the school level to where/what the need for accurate data availability in decision making, planning and programme implementation.
- (b) Ensure that head teachers and their teachers should provide the basic school records which should be kept and maintained at all times.
- (c) Budgetary provision should be made for data collection, analysis and dissemination.
- (d) Teachers who are the operators of UBE programme need to be sensitized no the need to keep accurate data for effective planning and implementation of the UBE programme for sustainable development in Nigeria. Ogunode (2018); Ogunode, Gregory & Abubakar, (2020) also identified the problem of inadequate data for planning of education in Nigeria as one of the major challenges hindering effective decision and planning in education.

2.3 Effects of Inadequate Infrastructural Facilities

The negative effects of inadequate infrastructural facilities on public primary schools include; poor implementation school curriculum, over-crowded, poor quality of teaching and poor quality of learning and teacher's migration.

1. Poor implementation school curriculum

Curriculum implementation requires right quantities and quality facilities like classrooms, tables, chairs, electricity, water, internet services, conducive teaching and learning environment. The unavailability of these facilities is affecting the implementation of school curriculum. The poor implementation of school curriculum in Nigeria is linked to shortage of infrastructural facilities in the public schools. Molagun, (2007) study revealed that many primary school teacher are having more than the stipulated number of pupils in their classes. It is indeed very scaring to find out that 75 (54.3%) out of the 138 teachers have close to 60 pupils in their classes. Many of these pupils according to the teachers are equally not well seated as a result of lack of benches and desks. Reasons given by the teachers for not operating within the stipulated ratio were because of lack of enough classrooms. Two classes were often merged together. In addition to this, some old and very dilapidated buildings or those destroyed by winds were never repaired by the government.

2. Over-crowded

Overcrowded of students in classrooms in the Nigerian public primary schools is also linked to the shortage of infrastructural facilities. Many public primary schools in the country do not have adequate classrooms, laboratories, libraries and halls. This shortage of these facilities is responsible for students' over-crowd in the public schools across the federation. Musa (undated) and Mbuk (2009), pointed out that most of the primary and junior secondary schools are dangerously

overcrowded and class size have grown too large for effective teaching to take place. Molagun, (2007) cited Adesina (1989), who submitted that overcrowded classroom makes pupils feel uncomfortable. As a result of this they become restless and their interest and attention span is limited considerably. Molagun, (2007); Adesina (1989), Oloyede (1998), and Abdulrasaq (2002), established the fact that large class size that is over crowdedness in Classes affects pupils academic performance. Molagun, (2007) concludes in his study that between seventy and ninety percent (70% - 90%) of the teachers agreed that they are facing a lot of problem as a result of over population in their classes. Problems like noise making, restrictions to movement, inability to pay attention to pupils individually, not truly securing pupils' attention and that quite often late comers sneaked into the classroom unnoticed. They also expressed the fact that pupils' performances are adversely-affected while it has not been easy to mark pupils' work promptly. Participation is often difficult for pupils sitting of the back also. Molagun, (2007); Abdulrasaq (2002) and Aremu (2006) all agreed that in their individual studies discovered that Nigerian schools are facing the problem of over population and that the problem is affecting the general classroom effectiveness and output and also hindering the realization of Nigerian educational objectives. Ossai and Nwalado (2012) stated that inadequate provision of infrastructure (class rooms) chairs/desks for the benefit of the people has caused over-crowding in the schools and as a result, sickness and ill-health are transmitted easily making the students not to benefit from the programme.

3. Poor Quality of Teaching

Quality education is assured under conducive environment and environment with adequate human and materials resources and proper supervision. Adequate facilities in right quantities and qualities are the key to quality assurance in educational institutions. Musa (undated) opines that Curriculum and teaching requires the provision of instructional materials that are necessary and relevant to each of the subjects offered in the schools content. This enhances teaching and learning by the teacher and the learner respectively. It is unfortunate that many teachers teaches without adequate infrastructural facilities and many students are learning under unconducive learning environment. The result effects of shortage of facilities is the poor teaching quality of the teachers in the various public schools in the country. Studies carried out by Aremu (2006), on the effects of school size on student performance in Ifelodun Local Government Area of Kwara State confirmed this adverse effect. 24 (80%) of the 30 respondents agreed that large class size affects educational output negatively. All the 30 (100%) teachers agreed that teacher's efficiency is drastically reduced when facing a large class. While 24 (80%) of the respondents agreed that large class size reduces pupils' learning rate. The Universal free Basic Education (UBE) which was introduced by the federal government wouldn't have posed any problem if not for lack of adequate classroom and furniture. All these are taking their tolls on the educational system of education in Nigeria. Nigerian Schools and of course the classes are becoming overcrowded. Consequently, this has hindered effective teaching and learning in Nigerian schools (Molagun, (2007).

4. Poor Quality of Learning

Effective learning takes place under conducive learning environment. Learners needs adequate facilities to be able to learn well and understand the teachers. Adequate tables, chairs, classrooms, well-furnished halls, stable light and internet facilities. Many public primary schools in Nigeria lacks these facilities and is resulting to poor learning outcome or poor academic performance of students. Musa (undated) observes that enough infrastructure and facilities for effective teaching and learning should be provided. Empirical studies have shown that many of the primary and secondary schools are dangerously over-crowded and class sizes have grown too large for effective teaching and learning to place. Vocational schools are grossly inadequate to absorb the vocational students. In such condition, it becomes difficult to carry out practical lessons in most of the

practical oriented courses. Molagun, (2007) cited Farrant (1975), who identified lack of meaningful activities as one of the results of over population in classes. According to him instructional materials available for teaching which should be practically handled by pupils may not go round. To involve learners meaningfully in the lesson may also be difficult. He stressed that the more learners are actively involved in lessons, the more they learn. Nothing is learnt except one is actively involved in it.

5. Teacher' Migration

Teacher migration is another negative effects of inadequate infrastructural facilities. Many teachers are leaving the public educational institutions because the working environment is not conducive and attractive. Musa (2010) Moreover, the teachers are poorly paid and housed. The average Nigerian teacher performs his teaching duty in a poor working environment with gross inadequate facilities. He has no sufficient incentives to keep a happy in his teaching duty. Thus, teaching and learning has become a cheating. Therefore training, equipping and motivating those who move the educational system (teachers) should be regarded as the primary vision of Nigeria national development plan. In conclusion, teachers should be also be sufficient in number to cope with the increasing enrolments. Above all, they should have incentives sufficient to keep a happy. Teachers are to carry out the teaching by example and precept and raise a generation of people who appreciate education as life-long occupation. This unattractive working environment is making teachers to migrate for the educational institutions in Nigeria

6. Poor Academic performance

Another effects on shortage of infrastructural facilities on students in public primary schools is that it causes poor academic performance among students. Oloyede (1998), in his studies titled "Factors relating to poor performance in geography in Irepodun L.G.A of Kwara State discovered that 87 (96.7%) of his 90 respondents agreed that lack of conducive sitting arrangement leads to poor performance. While 75 (83.3%) also agreed that students will perform better when they are not more than 40 in the class. Adesina (1989), stressed that large class size being experienced in Nigerian primary schools is drastically affecting the standard of education in the country especially the level of quality of education. According to him, teachers in the past were able to manage and control fewer pupils they handled. He stressed that more classrooms and other facilities have not been provided to cater for the growing population.

2.4 Way Forward

The following are recommended by the researchers:

- i. The government should increase the funding of public primary school education across the country.
- ii. The government should develop infrastructural facilities strategic plan for primary school education in Nigeria. This will help to systematically address the challenge of inadequate infrastructural facilities in public primary schools.
- iii. The government should monitor all funds allocated for infrastructural facilities development in the country are used prudently and non-of the funds are looted. This will help to ensure adequate funds for infrastructural facilities development in public primary schools.
- iv. School administrators and teachers should warn the students from damaging school properties especially infrastructural facilities like tables, desks, chairs, and ICT facilities. This will help to preserve the facilities for delivering teaching and learning.

- v. The government should ensure data are generated timely to aid planning of primary school education in the country.
- vi. The government should focus more on planning and implementation of primary school document and programme.
- vii. Government should encourage private sector to contribute to the infrastructural facilities development of public primary schools in Nigeria

Conclusion

Public primary schools in Nigeria were established to provide foundation education for the general public. Primary school education is one of the forms of education that is very critical to the social, economic and technological advancement of the country. Primary school education are meant to be provided with adequate human and materials to able its' achieve its objectives. In Nigeria, public primary schools are faced with problems, one of these problems include shortage of infrastructural facilities. This paper discussed the causes of shortage of infrastructural facilities in the Nigerian public primary schools. The paper identified some of the causes to include: inadequate funding, corruption, poor maintenance culture, over-population, poor planning and lack of current data. The paper also revealed that the negative effects of inadequate infrastructural facilities on public primary schools are poor implementation school curriculum, over-crowded, poor quality of teaching and poor quality of learning and teacher's migration.

Based on this finding, the paper recommended that the government should increase the funding of primary school education in Nigeria.

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