



SUPERVISORY ROLES ON THE PROVISION AND MANAGEMENT OF RECREATION AND SPORT FACILITIES IN SECONDARY SCHOOLS IN ZARIA EDUCATION ZONE, KADUNA STATE, NIGERIA.

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Abstract

The study was on the supervisory roles on the adequate provision and management of Recreation and Sport facilities in secondary schools in Zaria education zone, Kaduna state, Nigeria. Two specific objectives were stated were formulated to guide the study with corresponding research questions and hypotheses. The descriptive survey research design was used. The population of the study consists of teachers and management of secondary schools in Zaria Education Zone numbering 1055 and 152, respectively. However, 292 respondents were purposively selected using research advisers table of sample selection. The instrument for data collection. The instrument is duly validated. The data analysis tools were percentage and frequency counts, arithmetic means, standard deviation and independent samples t-test. The study among other things discovered that there was poor provision and management of recreation and sport facilities in secondary schools in Zaria Education Zone, which was not adequate provided. The study among others recommend that, there is need for adequate funds to be set aside by Kaduna State Government to assist in the provision and effective management of facilities in secondary schools in the study area; Sports facilities/gadgets can be acquired if schools are encouraged to participate in competitive sports and money realized be channeled towards providing sport equipment in popular sports like Football and Volleyballs supplied by the schools from internally generated revenue instead of waiting for the state government, The management should provide functional welfare facilities and health centres in all schools as health is very crucial to the well-being of any set of persons

Keyword: Management, Recreation and Sport Facilities, Secondary School.

Introduction

Governments at all levels, private individuals, organizations and other stakeholders like Parents Development Partners among others are investing on education as a means of fostering national development. The Government stated that, 'education has witnessed active participation by non-government agencies communities and individuals as well as government intervention' (Federal Republic of Nigeria 2013). Thus, educational institutions have been established at primary, secondary and tertiary levels, with the hope that the nation's human resources would be transformed into competent and productive agents of development in all sectors of the economy.

In order to fulfill their objectives, educational institutions require an environment where teachers, students and other personnel will enjoy

their stay and perform their duties effectively. According to Akubue (1991) in Yusuf (2008), good school environment would foster desirable behavior, creativity, harmonious relationship and problem-solving skills among students. In the educational institutions, facilities constitute essential inputs which could generate favorable learning environment, facilitate interaction and enhance achievement of educational objectives. In fact, school curriculum would be meaningful and functional if required facilities are provided in adequate quantity at appropriate time. School facilities are a key resource in meeting teaching and learning objectives. The effective management of school plants/facilities involves the alignment of asset planning and decision making with educational priorities and strategies. Sound management across the facilities life cycle facilitates better decision-



making about the acquisition, ongoing use or operation and ultimately the disposal of assets at the right time, and in a cost effective manner (Adeboye, 2010).

The public school administrator as stated by Evans (2009) is the executive head of one of the largest businesses in any city or country. His functions are unique and complex, for he is responsible for tremendous investments in real property and for the lives, safety, and well-being of thousands of students. In the day to day exercise of his function, the demands made upon his time, ability, and judgment are many and varied. The most important function of the school head is the administration of the instructional program. To this responsibility he should devote the major portion of his time. Good teaching requires a good learning environment. According to Abdulkarim (2007), the atmosphere of a school depends considerably upon the quality of care given the plant and its equipment. Schools can be truly effective only in a system which provides a well-planned, well-supervised program of services to enhance the educational climate.

The administration of public schools has become a complex array of tasks which require a high order of management skills. Although emphasis may be placed on a specific task at various times, public school management is a total skill, a sum of many tasks, each bearing a relationship to the whole. Good educational management comprehends this responsibility and gives due emphasis to the separate tasks as becomes necessary. The work of school plant management therefore depends upon an understanding of the total philosophy and purposes of the school. It is a complex of its own within the total pattern faced by the school administrator. The administrative responsibility for plant management may be divided into functions or areas (Black, 2003). In an attempt to discuss the management role in school facilities Fasasi (n.d) identified two stages in the management of facilities in secondary schools where the management role can be manifest. They are provision and utilization stages. Fasasi (n.d) further asserts that in the process of utilization, two other functions emerge. They are maintenance and improvement stages. The

provision of Educational Facilities is the combined responsibility of the public and the private sectors. Execution of educational programmes demands that facilities are provided if success is to be achieved. Government, school proprietors, parents and other stakeholders are expected to provide the facilities for their schools.

The Government stated that all stakeholders would be involved in every aspect of school management. This undoubtedly includes the provision of school facilities. However, this aspect is one of the most neglected areas in the school system (Olagboye, 2004). As a result there is disparity in provision of facility from one school to another in urban center. While the schools located in rural areas are neglected. However, on the aspect of utilization of school facilities in secondary schools, Adeboyeje (2000) stated that utilization is the degree or extent to which an item has been put into effective use. According to him, various degrees of utilization include non-utilization, under-utilization, maximum utilization, optimum utilization and over-utilization. Non-utilization occurs when a facility is not put into use at all. When a facility is not used in its full capacity, underutilization occurs. There is over-utilization when a facility is used more than its capacity. These degrees of utilization constitute a waste of resources and are counter-productive. On the other hand maximum utilization occurs when facilities are put into effective usage in line with primary objectives. Optimum utilization occurs when facilities are used for many purposes by the school and members of the community resources put into maximum and optimum usage are not wasted. They are likely to enhance achievement of educational objectives.

The management role in the above can be seen in the areas of planning, organizing, coordinating, directing, controlling, staffing, budgeting and reporting. The school management has to plan for the provision, utilization, maintenance and improvement of the school plant. This also applies to other functions of the management. Demand for educational facilities is on increase in Nigerian secondary schools. This is partly due to the Federal Government's efforts, through educational policies such as Universal Basic



Education, to bring all categories of citizens into school and to ensure their retention till graduation. Also, the Government is highly committed to the actualization of objectives of developmental programmes such as —the Millennium Development Goals, Vision 20:2020, and the Agenda 2063 among other developmental programmes. The commitment, as demonstrated in the implementation of educational policies, implies a further increase in number of schools and consequently in facilities required. In this situation, greater demands would be mounted on the available facilities. Similarly, in a study conducted by Aigboje (2007) on Universal Basic Education in Nigeria, he found out that some school facilities were inadequate while others were not available at all. These situations are posing challenges to administrators of schools who are supposed to manage available facilities efficiently and effectively. Sequel to the above, this study attempts to supervisory roles on the adequate provision and management of facilities in secondary schools in Zaria education zone, Kaduna state, Nigeria as a contribution towards the development of knowledge and literary presentation in the study area and Nigeria at large.

Statement of the Problem

The relevant literature reviewed for this study revealed that many of the Nigeria's secondary schools face the combined challenges of deteriorating conditions, out-of-date design and capacity utilization pressures. These combined deficiencies impair the quality of teaching and learning and also create health and safety problems for staff and students. The effects of deteriorating condition and poor maintenance of school infrastructure are threats to school management, curriculum delivery and students' academic performance. The results of Senior School Certificate Examination conducted by the West African Examination Council and the National Examination Council were not commendable in Nigeria between 2007 and 2014. The percentage of students who obtained credit level passes in five subjects and above including English Language and Mathematics was about 25% in Nigeria and 35-45% in Kaduna State during the period under review.

Also in 2011 May/June Senior School Certificate Examination conducted by the West African Examination Council, only 30.99% of the 1,540,250 candidates obtained credit level passes and above in five subjects including English Language and Mathematics in the 36 States of the Federation, and the Federal Capital Territory. The abysmal performance of students in examinations had been largely attributed to inadequate provision and management of school plant which include teaching facilities, learning, recreational and sport and welfare facilities. This consequently leads to ineffective implementation of the school curriculum. Hence, there is a big gap in quality, resulting from large number of students in crowded classrooms, using inadequate and obsolete equipment and with disillusioned teachers. These combined deficiencies perhaps constituted a major gap in the quality of school plant, thus, many challenges bear on teaching and learning that prevent the education system from getting the best out of its efforts to achieve the required level of attainment in teaching and learning activities in secondary schools.

This situation has been a source of concern to the school administrators, government and other stakeholders. It is against this background that this study assessed the supervisory roles on the adequate provision and management of facilities in secondary schools in Zaria education zone, Kaduna state, Nigeria.

Objectives of the Study:

The main objective of this study is supervisory roles on the provision and management of facilities in secondary schools in Zaria education zone, Kaduna state, Nigeria. The study seeks to attain the following specific objectives to:

1. Ascertain the provision and management of recreation and sport facilities in Secondary Schools in Zaria Education Zone, Kaduna State, Nigeria; and
2. Assess the provision and management of welfare/health facilities in Secondary Schools in Zaria Education Zone, Kaduna State, Nigeria.

Research Questions

1. Is there provision and management



- of recreation and sport facilities in secondary schools in Zaria Education Zone, Kaduna State, Nigeria?
2. Are welfare/health facilities provided and managed in Secondary Schools in Zaria Education Zone, Kaduna State, Nigeria?

Research Hypotheses

The following null Hypotheses were formulated for the study:

- H₀₁: There is no significant difference in the opinions of teachers and management on the provision and management of recreational and sport facilities in secondary schools in Zaria Education Zone, Kaduna State, Nigeria;
- H₀₂: There is no significant difference in the opinions of teachers and management on the provision and management of welfare/health facilities in secondary schools in Zaria Education Zone, Kaduna State, Nigeria.

Methodology

The design used in this study is descriptive survey design. This is a research method that describes a given state of affairs at a particular time. According to Olayiwola (2010) this research design permits the gathering of information through the use of questionnaires and interviews, from a population based on appropriate sampling techniques. This corresponds with the main objective of this study which seeks to survey supervisory roles on the adequate provision and management of facilities in secondary schools in Zaria education zone, Kaduna state, Nigeria. The population for the study consisted of secondary schools management which for the purpose of this study referred to: principals, vice-principals and senior masters and teachers in the study area. There are 1,055 teachers spread across 38 public secondary schools in the study area. There is also 152 School Management. This is based on the official data collected from Zaria Education Zone office, September, 2014. Table 1 shows the population of teachers, school management according to schools: The study used purposive sampling technique for the survey. According to Bichi

(2004) in purposive sampling elements judged to be typical or representative are chosen from the population for inclusion in the sample. This procedure is based on the assumption that erroneous judgment will counterbalance one another.

A total number of 292 respondents out of the entire population of 1,207 in the study area are selected. The decision was based on the sample size table by research Advisors (2006). They opined that for population of 1,207, at 95 percent confidence level and margin error of 5 percent, 292 sample sizes could be used. Table 1 shows the population of respondents from each category. Proportionate sampling is used in the determining the sample size of teachers and management.



Table 1: Frequency Distribution of Study Sample

S/no	Variables	Population	Sample
1.	Teachers	1,055	$(1,055/1,207*292)= 255$
2.	School Management	152	$(152/1,207*292)= 37$
	Total	1,207	292

The study used structured questionnaire as an instrument for data gathering. Questionnaire is defined as the statement which the respondent have to react in writing so as to find out their feelings, and opinion on the designed items in the questionnaire. The questionnaire is prepared based on Likert five point scale. The respondents are expected to react to each item on a five point scale ranging from strongly agreed (S.A) 5, Agreed (A) 4, Disagreed (D) 3, Strongly Disagreed (S.D) 2 and (U.D) 1. The questionnaire was divided into six

(6) parts. The first part section contains the respondent's personal information, while section B-F contains statements aimed at answering the questions raised by the study. The instrument was duly validated. In order to determine the stability and consistency of the research instrument, pilot study was conducted the data collected from the pilot study was statistically analyzed for the purpose of determining the reliability coefficient. The Cronbach alpha formula for calculating reliability co-efficient was used. The is reliability co-efficient has between 0.64 and closer to 1, the more the reliable is the instrument.

Research Question One:

What is the level of Provision and Management of Recreation and Sports Facilities in Secondary Schools in Zaria Education Zone?

Table 2: Opinions of Respondents on the Provision and Management of Recreation and Sports Facilities in Secondary Schools in Zaria Education Zone

S/NO	Item statement	SA	A	UD	D	SD	Mean	SD
1	Football pitch is adequately provided.	66	35	40	30	121	2.640	0.2225
2	Football pitch is adequately managed.	60	36	42	70	84	2.719	1.0110
3	Football equipment/gadget is provided.	40	32	41	50	129	2.329	0.9512
4	Football equipment/gadget is managed	13	18	41	107	113	2.007	0.543
5	Sport/game transport facilities are provided.	30	25	50	55	132	2.199	0.841
6	Sport/game transport facilities are managed.	48	35	35	74	100	2.510	0.8843
7	Athletics facilities are provided.	66	35	40	30	121	2.640	0.851
8	Athletics facilities are managed.	60	36	42	70	84	2.719	0.851
9	Out-doors facilities are provided.	48	35	35	74	100	2.510	0.846
10	Out-doors facilities are managed.	30	25	50	55	132	2.199	0.745
11	In-doors facilities are adequately provided.	66	35	40	30	121	2.640	0.658
12	In-doors facilities are adequately managed.	60	36	42	70	84	2.719	0.880
13	Volleyball facilities are provided.	13	18	41	107	113	2.010	0.111
14	Volleyball facilities are managed.	30	25	50	55	132	2.199	0.745
15	Basket ball facilities are provided.	48	35	35	74	100	2.510	0.874
16	Basket ball facilities are managed.	66	35	40	30	121	2.640	0.685
17	Handball facilities are provided.	60	36	42	70	84	2.719	0.754
18	Handball facilities are managed.	40	32	41	50	129	2.329	0.854
19	Table-tennis facilities are provided.	13	18	41	107	113	2.010	1.010
20	Table-tennis facilities are managed.	30	25	50	55	132	2.199	1.011
Cumulative mean							2.432	

Decision mean=3.00

Table 2 is on the Provision and Management Recreation and Sports Facilities in Secondary Schools in Zaria Education Zone. Provision and Management of Recreation and Sports Facilities in Secondary Schools in Zaria



Education Zone need improvement as the cumulative mean of 2.432 is lower than the decision mean of 3.00. Of particular interest is the management of Football equipment/gadget which attracted the least mean of

2.007 and the provision of volleyball facilities which attracted mean of 2.010. In summary Provision and Management Recreation and Sport Facilities in Secondary Schools in Zaria Education Zone. Provision and Management of Recreation and Sport Facilities in Secondary Schools in Zaria Education Zone need improvement especially as it concerns the management of Football equipment/gadget and provision of volleyball gadgets.

Research Question Two:

Are Health/ Welfare Facilities provided and managed in Secondary Schools in Zaria Education Zone?

Table 3: Opinions of Respondents on the Provision and Management of Welfare and Health Facilities in Secondary Schools in Zaria Education Zone

S/No	Items statement	SA	A	UD	D	SD	Mean	SD
1	Staff transport facilities are adequately provided.	48	35	35	74	100	2.510	0.2225
2	Staff transport facilities are adequately managed.	66	35	40	30	121	2.640	1.0110
3	Office health equipment are provided.	60	36	42	70	84	2.719	0.9512
4	Office health equipment are managed.	48	35	41	74	100	2.510	0.543
5	Office generators are provided.	30	25	50	55	132	2.199	0.841
6	Office generators are managed.	66	35	40	30	121	2.640	0.8843
7	Office sitting facilities are provided.	60	36	42	70	84	2.719	0.851
8	Office sitting facilities are managed.	13	18	41	107	113	2.010	0.851
9	School canteen is provided.	30	25	50	55	132	2.199	0.846
10	School canteen is managed.	48	35	35	74	100	2.510	0.745
11	Staff common room is adequately provided.	66	35	40	30	121	2.640	0.658
12	Staff common room is adequately managed.	60	36	42	70	84	2.719	0.880
13	Office fans/air conditions are provided.	40	32	41	50	129	2.329	0.111
14	Office fans/air conditions are managed.	60	34	40	36	122	2.569	0.745
15	Office lighting facilities are adequately provided.	60	36	36	69	91	2.675	0.874
16	Office lighting facilities are adequately managed.	42	34	35	74	107	2.418	0.685
17	School maintenance facilities are well provided.	36	26	50	55	125	2.291	0.754
18	School maintenance facilities are managed.	60	34	40	36	122	2.569	0.854
19	School cafeteria/workshop is provided.	60	36	36	69	91	2.675	1.010
20	School cafeteria/workshop is managed.	13	18	41	105	115	2.003	1.011
Cumulative mean							2.473	

Decision mean=3.00

Table 3 is on the Provision and Management of Health/Welfare Facilities in Secondary Schools in Zaria Education Zone. The response rate on this is negative since the cumulative mean of 2.473 is lower than the decision mean of 3.00. However, the items stating that Office health equipment are well provided. Had the highest mean of 2.719 with further details revealing that 60 of the respondents strongly agreed with the view, 36 of them agreed, 42 of them were undecided, 70 of them disagreed, and the rest 84 of them strongly disagreed. Adding to that, the item



scoring the second highest mean of 2.675 states that School cafeteria/workshop is well provided. Further details revealed that 60 of the respondents strongly agreed with the view, 36 of them agreed, 36 of them were undecided, 69 of them disagreed with the view, and the remaining 91 of them strongly disagreed with the views. In summary, the Provision and Management of Health/ Welfare Facilities in Secondary Schools in Zaria Education Zone need to be looked into properly, especially School maintenance facilities provision.

Hypothesis One:

There is no significant difference between teachers and management on the provision and management of Sports and Recreation facilities in Secondary Schools in Zaria Education Zone, Kaduna state-Nigeria;

Table 4: Independent t-test summary on the Provision and Management of Sports and Recreation Facilities in Secondary Schools in Zaria Education Zone, Kaduna state-Nigeria.

Variable	Status	N	Mean	Std.dev	Df	Cal-t	Crit-t	P
Provision and Management of Recreation and Sports Facilities	Teacher	255	49.0471	11.8480	290	2.341	1.96	0.020
	Management	37	44.3514	7.5322				

Calculated $p < 0.05$ calculated $t > 1.96$

Results of the Independent t test statistics in Table 4 shows that significant difference exist between teachers and management on the provision and management of Recreation and sports facilities in Secondary Schools in Zaria Education Zone, Kaduna state-Nigeria. Reason being that the calculated p value of 0.020 is found to be less than the 0.05 alpha level of significance, while the calculated t value of 2.341 is found to be higher than the 1.96 t critical at Df 290. Their computed mean opinions on provision and management of Recreation and sports facilities in Secondary Schools in Zaria Education Zone are 49.0471 and 44.3514 for teachers and management respectively, indicating that the teachers had higher opinions than the management regarding provision and management of Recreation and sports facilities in Secondary Schools in Zaria Education Zone, Kaduna state-Nigeria. Therefore the null hypothesis which states that there is no significant difference between teachers and management on the provision and management of Recreation and sports facilities in Secondary Schools in Zaria Education Zone, Kaduna state-Nigeria, is hereby rejected.

There is no significant difference between teachers and school management on the provision and management of Welfare/health facilities in Secondary Schools in Zaria Education Zone, Kaduna state-Nigeria;

Table 5: Independent t-test summary on the Provision and Management of Health/Welfare Facilities in Secondary Schools in Zaria Education Zone, Kaduna state-Nigeria.

Variable	Status	N	Mean	Std.dev	Df	Calc-t	Crit-t	P
provision and management of welfare/ health facilities	Teacher	255	49.9294	11.8857	290	1.502	1.96	0.134
	Management	37	46.8919	8.2151				

Calculated $p > 0.05$ calculated $t < 1.96$



Results of the Independent t test statistics in Table 5. Shows that there is no significant difference between teachers and management on the provision and management of welfare/health facilities in Secondary Schools in Zaria Education Zone, Kaduna state-Nigeria. Reason being that the calculated p value of 0.134 was found to be higher than the 0.05 alpha level of significance, while the calculated t value of 1.502 was found to be lower than the 1.96 t-critical at Df 290. Their computed mean opinions on provision and management of welfare/health facilities in Secondary Schools in Zaria Education Zone are 49.9294 and 46.8919 for teachers and management staff respectively. Therefore the null hypothesis which states that there is no significant difference between teachers and management on the provision and management of health facilities in Secondary Schools in Zaria Education Zone, Kaduna state-Nigeria, is hereby retained.

Summary of Major Findings

The study revealed that:

1. There was poor provision and management of recreational and sport facilities in secondary schools in Zaria Education Zone; and
2. There was no adequate provision and management of health/welfare facilities in secondary schools in Zaria Education Zone.

Discussions of the Findings

Presented below are summary of major findings made by the study citing similar or contrary finding to further discuss them. The study discovered that there is no significant difference between teachers and management on the provision and management of teaching facilities in Secondary Schools in Zaria Education Zone, Kaduna state-Nigeria. It was confirmed from their responses that majority of the respondents are of the opinion that significant differences exist between teachers and management on the provision and management of Recreation and sports facilities in Secondary Schools in Zaria Education Zone, Kaduna state-Nigeria. The respondent's responses on the items under this shows that Provision and Management of Recreation and Sport Facilities in Secondary Schools in Zaria Education Zone need improvement as the cumulative mean of 2.432 is lower than the decision mean of 3.000. Of particular interest is the management of Football equipment/gadget which attracted the least mean of 2.007 and the provision of volleyball facilities which attracted mean of 2.010. In summary Provision and Management Recreation and Sport Facilities in Secondary Schools in Zaria Education Zone. Provision and Management of Recreation and Sport Facilities in Secondary Schools in Zaria Education Zone need improvement especially as it concerns the management of Football equipment/gadget and provision of Volleyball gadgets. There is no significant difference between teachers and

management on the provision and management of welfare/health facilities in Secondary Schools in Zaria Education Zone, Kaduna state-Nigeria. The responses also showed that response rate on this are negative since the cumulative mean of 2.473 is lower than the decision mean of 3.000. In summary the Provision and Management of Health / Welfare Facilities in Secondary Schools in Zaria Education Zone need to be looked into properly, especially School maintenance facilities provision. Apart from depreciation Galadanchi (2006) opine that facilities tend be outdated as a result of changing needs of the society which necessitate a change in school curriculum. In this regard, facilities will need to be improved different periods. Improvement of facilities implies alteration or modification of Facilities to suit a new demand, new situation or new programme. Whenever there are changes in any part of the education system, the existing facilities will require modification or replacement. The management role in the above can be seen in the areas of planning, organizing, coordinating, directing, controlling, staffing, budgeting and reporting. The school management has to plan for the provision, utilization, maintenance and improvement of the school plant. This also applied to other functions of the management.

Nwadiani (2001) observed that the facilities are not only over utilized, they are also poorly maintained. Similarly, in a study conducted by Aigboje (2007) on Universal Basic Education in Nigeria, he found out that some school facilities



were inadequate while others were not available at all. These situations are posing challenges to administrators of schools who are supposed to manage available facilities efficiently and effectively. Udoh & Akpan (1987) in Yusuf (2008) also pointed; the right type of atmosphere required for effective learning is that consisting of better teaching facilities. Adesina (1980) in Yusuf (2008) also lends credence to this as he claims that the quality of education that our children get has direct relevance to the availability or the lack of physical facilities and overall atmosphere where the learning takes place. Since the basic aim of the school is to create relatively paramount changes in the behavior of children, the need for adequate and well maintained facilities becomes eminent.

Mgbodile (1986) in Yusuf (2008) stressing the need for school plant, observed that the physical appearance and general condition of school physical facilities are the striking basis upon which many parents and friends of any educational institutions may make their initial judgments about the quality of what goes on in the school. In short, the physical facilities play a major role in determining the type of relationship between the school and the community. This is because parents and pupils make their judgments and take their decisions on whether to associate themselves with a particular school after a careful evaluation and consideration of the facilities in the school. Ani (1997) in Yusuf (2008). While supporting the above statement opined that if the quality and quantity of physical facilities attracts the admiration of a parent, the conviction of the parent will be that since the quality and quantity of facilities is of such level, the quality of the staff and school programme will be of high standard. Thus Obi (2001) said that the general landscaping of the school speaks succinctly of the tone of the school and the disposition of the management. Therefore to attract the admiration and acceptance from the community, there is need for a well-planned school physical facilities and equipment.

Recommendations

Based on the outcome of the study, the followings recommendations are made:

1. Sports facilities/gadgets can be

acquired if schools are encouraged to participate in competitive sports and money realized be channeled towards providing sport equipment in popular sports like Football and Volleyballs meanwhile, it should be supplied by the schools from internally generated revenue instead of waiting for the state government

2. there is need for adequate funds to be set aside by Kaduna State Government to assist in the provision and effective management of facilities in secondary schools in the study area; and the management also should provide functional welfare facilities and health centres in all schools as health is very crucial to the well-being of any set of persons.

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ESSENTIALS OF MOTHER TONGUE AS A MEDIUM OF INSTRUCTION TO READING SKILL ON STUDENTS' COMPREHENSIVE PASSAGE IN PRIMARYSCHOOLS IN BAUCHI STATE

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Introduction

This research examines the essentials of mother tongue as a medium of instruction to reading skill on students' comprehensive passage in schools. However, the research work is to bring the awareness of teachers, at primary school level, education administrators, critical stakeholders, curriculum experts, book publishers and host of others to be able to understand the use of mother tongue as a medium of instruction, and the benefits it gives to educational development of children and the society at large. As enshrined in the national policy of education (1969). So that teaching and learning will become more effective. The basic postulates of the reader-response theory and reader-response approach in class emphasize the crucial role of the reader on the literary and aesthetic experience when reading a literary text. The students' way of understanding and perceptions of a written text, as well as the experience of the student, influence the interaction between the student and a text. This interaction contributes to the development of interpretation of the text and reconstruction of the ideas expressed in the text. The article examines the possible ways of implementing the reader response theory in a literature class, including written assignments, personal responses to a literary text and in-class discussions. There is need of incorporating students into reading skill approaches for the enhancement of students' outcomes in both narrative and descriptive written passage. The study intends to adopt qualitative research approach, through purposive sampling technique. In addition, interviews were conducted and questionnaires were administered on the targeted primary schools in order to ascertain their responses. Participants of this study were drawn from the 20 primary schools across the (20) Local Government Areas of Bauchi State. In the same manner, (200) primary schools used for the study, ten (10) pupils.

The importance of education is unarguable. The Nigeria national policy on education (2004) stipulated that the medium of instruction in lower primary should be the mother tongue or the language of the immediate environment and at a later stage English. It has rightly been noted that for proper meaningful and purposeful education at the primary level the mother tongue or the prevailing language of the locality should be used as the language of instruction. The use of mother tongue or the language of the immediate environment in the lower primary school classes is to foster efficient learning and functional literacy in the primary schools. The level of the development of children's mother tongue is a strong predictor of their second language development. Children who come to school with solid foundation in their mother develop strong literacy abilities in the school language.

When parents and other care givers (grandparents are able to spend time with them in a way that develops their mother tongue vocabulary and concept. Children come to succeed educationally. Children knowledge and skills transfer across language from the mother tongue, they have learned in the home to school language. Transfer across can be two way-when the mother tongue is promoted in the, (e.g in a bilingual education programme) the concept language and literacy skills that children are learning in the majority language can transfer to the home language. In short, both language nurture in order the other than the educational environment permits children access to both languages.

Education in mother tongue (MT) has two interpretations. The first readily comes to mind and which generated enough heat is using the mother tongue (MT) in a classroom where target language (TL), for example, English is used as the medium of instruction either for translating a word, explaining a structure, even checking comprehension children, I 70s and 80s even in the 90s who dare use their (MT) in school environment, either are