



## ASSESSMENT OF STAKEHOLDERS' PROVISION OF INFRASTRUCTURE FACILITIES FOR TEACHING AND LEARNING IN PUBLIC SECONDARY SCHOOLS IN BENUE STATE, NIGERIA

**Nayongo Victor Terseer**

Department of Educational Foundation  
Federal University of Kashere, Gombe State, Nigeria.  
[nayongovictor@gmail.com](mailto:nayongovictor@gmail.com)  
08032422701

And

**Prof. Barakatu Abdullahi**

Faculty of Education  
Federal University of Kashere, Gombe State, Nigeria  
[barakatuay@gmail.com](mailto:barakatuay@gmail.com)  
08034476765

And

**Gambo Adamu Aliyu (Ph. D)**

Department of Educational Foundation  
Federal University of Kashere, Gombe State, Nigeria.  
08034540932

### Abstract

This study assessed stakeholders' provision and maintenance of infrastructural facilities for teaching and learning in public senior secondary schools in Benue North-East Educational Zone, Nigeria. The study was anchored on Stakeholder Theory (Freeman, 1984) and Maslow's Theory of Needs (1943), which emphasize the collective responsibility of stakeholders and the satisfaction of essential needs for optimal performance. The objectives were to: ascertain the adequacy of infrastructural facilities provided by stakeholders; determine whether these facilities align with contemporary educational needs. A descriptive survey design was adopted. Data were collected from principals, teachers, and education officers using structured questionnaires. The data were analyzed using descriptive and inferential statistics. The findings revealed that inadequate provision of infrastructure facilities, the findings also revealed that infrastructural facilities provided are not in line with the needed change for effective teaching and learning. It recommended that government and education authorities establish clear maintenance policies and ensure regular supervision. Effective stakeholder engagement will foster ownership, accountability, and improvement in the quality of teaching and learning environments in public secondary schools across Benue North-East Educational Zone.

**Keywords:** Stakeholders' Infrastructure, Facilities, Teaching, Learning

### Introduction

Education is a vital tool for societal development and growth. Governments and societies around the world strive to improve their education systems and ensure that all children and youths have the

opportunity to go to school and acquire the knowledge and skills they need to live healthy and productive lives. Key inputs to the education system, such as curricula, teachers, and education infrastructure, help to improve the quality of education. The



quality of education infrastructure, specifically its appropriate educational planning and design with a focus on child development, has been widely discussed in recent years. The Sustainable Development Goals, which are defined by the United Nations and scope the development agenda for all countries in the world, require countries to “build and upgrade education facilities that are child, disability and gender sensitive, and provide safe, non-violent, inclusive, and effective learning environments for all.” Many stakeholders around the world are seeking evidence on how various learning settings may positively or negatively affect child development (World Bank, 2018).

The World Bank Development Report 2018 titled “Learning to Realize Education’ Promise” stresses the importance of making schools work for all learners and focuses on the need to ensure the high quality of education. The report emphasizes the need to guarantee the efficient use of public resources in delivering the maximum benefits of education to all children. According to Barrett (2015), the physical characteristics of learning spaces have a significant impact on educational progress. The impact has been estimated to explain on the order of 16 percent of the variation in students’ learning.

Schools are essential institutions for knowledge acquisition, and their infrastructure and facilities play a crucial role in ensuring a conducive learning environment (UNESCO, 2017). In Nigeria, the condition of school infrastructure and facilities has been a longstanding concern. Many schools lack basic infrastructure and facilities, including classrooms, furniture, water and sanitation facilities (Federal Republic of Nigeria, 2014). The Nigerian government has made efforts to improve school

infrastructure through initiatives such as the Universal Basic Education (UBE) program (Federal Republic of Nigeria, 2014). However, more needs to be done to address the challenges faced by schools (National Education Facilities Center, 2019).

The school as a social system is an integral and inseparable part of the community in which it is located and its sustainability depends on the mode of interactions with all education stakeholders within the community. Education stakeholder entails all the people or organizations that contribute to the sustainability of the school administration. These include: students, parents, education agencies, students’ associations, school board, development partners (foreign and local).

Parents-Teachers Association, Alumni Association and the state/federal ministries of education. An effective school administrator must maintain good developmental relationships with all school associations, educational agencies, and the host community so that the teachers can be efficient in teaching-learning delivery that will improve the academic outcome of the students and impressive ranking of the school.

According to Ayoko and Kelechukwu (2024), smooth relationship with education stakeholder is key to the achievement of the global goal on sustainable development on education because a mutual relationship will promote positive school climate, acceptable school culture, gender balance, decreases school dropout, bridges communication gaps, promotes local and international collaborations, and adequate revenue generation internally and externally. Hence, the full values of education can only be realized by cooperation between the school and its stakeholders.



### Statement of the Problem

The most fundamental problem of secondary schools in Benue North East Educational zone is school facilities maintenance; there is lack of policy guidelines for infrastructural development in schools. In some schools, there are inadequate classrooms, staff offices, laboratories, workshops, libraries, and study areas while in some, these facilities are adequately provided. This situation arises because the Federal, State and Local Governments have failed to establish policy directives on minimum standards in relation to school facilities. While some classes hold under trees and students are exposed to harsh weather conditions, others hold in airconditioned classrooms. While some others have well equipped laboratories, workshops, libraries and other facilities for effective teaching and learning, others have none, and where they exist, such facilities are poorly equipped. This situation is crystal clear from the inputs or outcome from the performance of the learners. It therefore becomes imperative to investigate stakeholder's provision and maintenance of infrastructural facilities for teaching and learning in Benue North East Educational zone. (World Bank, 2018).

### Aim and Objectives of the Study

The aim of this study is to assess stakeholders' provision and maintenance of infrastructural facilities for teaching in Benue North East Educational zone. With the following objectives

- 1 Ascertain the level of adequacy of the provision of the infrastructural facilities by the stakeholders for teaching in public senior secondary schools in Benue North East Educational zone
- 2 Ascertain if the infrastructures are in line with the need for change in public senior secondary schools in Benue North East educational zone

### Research Questions

This work is guided by the following research questions:

- 1 What is the level of adequacy of the provision of the infrastructural facilities by the stakeholders for teaching in public senior secondary schools in Benue North East Educational zone?
- 2 To what level is the infrastructures in line with the need for changes in public senior secondary schools in Benue North East Educational Zone?

### Methodology

This study employs descriptive survey design which according to Kothari (1995) in Mgimba and Mwila (2022), is the process of describing, recording, analysing and reporting circumstances that are available. The design will be considered most suitable for this study because it permits the collection of original data from the respondents themselves, describes the present conditions as they exist in their natural settings and allows only a representative of the population to be sampled. It helps to harmonize the population and affords all respondents equal opportunity of being selected. The researcher chooses this design because it is in line with the purpose of the study which is to investigate stakeholders' provision and maintenance of infrastructure facilities for teaching and learning in public secondary schools in Benue North East Educational zone, Nigeria. The design is also appropriate for the study because it is possible to collect information from a large population as well as the use of representative samples which permits inferences and generalizations to be made on the entire population.

The population of this study comprise leaders 2676 in the 116 Public secondary schools in Benue north East Educational



zone, Benue state (Benue State Teaching Service Borad 2023/2024 Academic Session). This population is considered relevant because the teachers are the ones who are facilitators of teaching and learning for optimum achievement of goals and objectives of secondary schools. Also, their level of education can provide the needed information for the completion of this study.

The sample size of this study is 337 respondents representing 20% that will be drawn from the population of 2676. This sample size agrees with Nworgu (2015) who asserts that 10%-20% representative sample of a population of 1,000 and more is ideal. The sample size for the study is generated using Get sample size calculator, 2023.

A structured questionnaire constructed by the researcher titled “Stakeholders Provision and Maintenance of Infrastructure Facilities for Teaching and learning (SPMIFTL)” will be used for data collection. The SPMIFTL is consisted of 20 items that are structured in line with the study variables. The questionnaire has two sections A and B. Section A indicates the name of the Public Secondary School and gender of the respondent, while section B elicit information on the variables of the study, to this end, the section B will be further sub-divided into clusters, cluster “A” will deals with items on the stakeholders provision of infrastructure facilities for teaching and learning, Cluster “B” will dwells on items on the stakeholders maintenance of infrastructure facilities for teaching and learning, “C” impact of infrastructure facilities on teaching and learning, and “D” will be on stakeholders engagement for teaching and learning, in public secondary schools, each cluster is made up of five items, scale with a response mode of Strongly Agree (SA) =

4, Agree (A) = 3, Disagree (D) = 2, and strongly Disagree (SD) = 1.

The researcher collected letter of introduction from the head of department of educational foundations faculty of education Federal University of Kashere to whom it may concern for acceptance to carry out the research. A total of 337 copies of the questionnaire were taken to the field and administered to teachers with the permission of the principal of the selected public secondary schools. The administration of the questionnaire was done with the aid of two briefed teachers as research assistants. This is because, since the schools are not in one location, there was need to select research assistants from each school visited, and will be briefed on how to assist in the administration of the questionnaire. Thus, the researcher gave the copies of the questionnaire to teachers to fill and wait to collect them one after another with the help of the two selected research assistants. The administration and collection of the questionnaire took only one day of visit to each sampled public senior secondary school.

The data generated for the study was analysed using descriptive statistics of mean and standard deviations to answer the research questions. 4 is considered as strongly agree, 3 is considered as agree, 2 is considered as disagree and 1 as strongly disagree, which is

$$\frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$$

It follows thus, any mean value from 1.00-2.49 is disagreeing and any more than 2.5 (2.50-4.00) is agreeing.

## Results

The result about the level of adequacy of the provision of the infrastructural facilities by the stakeholders for teaching in public senior secondary schools is shown in the table below.

**Table 1: adequacy of the provision of the infrastructural facilities**

Items	N	Mean	Std. Deviation
The current state of infrastructural facilities for teaching and learning in Benue Northeast Educational Zone is excellent.	337	1.5994	.86072
The secondary school has sufficient facilities to support teaching and learning.	337	1.7537	.87382
The facilities in public secondary school in Benue Northeast Educational zone are well-maintained.	337	2.1733	1.02754
The facilities in public secondary school in Benue Northeast Educational zone are in good condition.	337	1.9733	1.07841
The public secondary schools have plan for upgrading facilities	337	2.7715	.94712
The public secondary school has plans for expanding facilities	337	2.9614	2.06974
The facilities are adequate for the current student population	337	1.8507	1.10867

Source: Field Survey, 2025

*Mean value between 1.00-2.49 = Rejection Region, Mean value between 2.50-4.00 = Acceptance Region*

Table 1: presents survey responses evaluating various aspects of infrastructural facilities in public secondary schools in the Benue Northeast Educational Zone. The survey response about the current state of infrastructural facilities for teaching and learning in Benue Northeast Educational Zone is excellent has the mean value of 1.5994 (Rejection Region). This low mean suggests strong overall disagreement, indicating that respondents perceive the current infrastructural facilities as far from excellent, likely inadequate or poor. The standard deviation (SD) of 0.86072 is low, showing some variability but a general consensus toward disagreement. This implies widespread dissatisfaction with the overall quality of facilities, with most responses clustering around "Strongly Disagree" or "Disagree."

The study found a low mean of 1.7537 (Rejection Region) for the response of secondary school having sufficient facilities to support teaching and learning. Respondents largely reject this statement, pointing to a perceived insufficiency of facilities for effective teaching and learning. The SD of 0.87382 is not high, indicating moderate spread in opinions but still a predominant negative view. This could reflect issues like shortages in classrooms, labs, or equipment, with variability possibly arising from differences between urban and rural schools.

The mean value of 2.1733 (Rejection Region) shows mild disagreement overall, that facilities are not seen as wellmaintained. The SD of 1.02754 is higher than the first two items, indicating greater dispersion in responses; some respondents agree modestly, while others



strongly disagree. This variability could stem from inconsistent maintenance practices across schools, leading to polarized views. Result also reveals the mean of 1.9733 (Rejection Region) which reflects disagreement, implying that facilities are generally viewed as being in poor or deteriorating condition in public senior secondary schools in Benue North East Educational zone. The SD of 1.07841 is relatively high, showing significant variability perhaps due to some facilities being newer or better cared for in certain schools, while others are neglected.

On the other hand, a high mean value of 2.7715 (Acceptance Region) is revealed for the opinion that public secondary schools have a plan for upgrading facilities, indicating moderate agreement that plans for upgrades exist. Respondents seem somewhat optimistic about future improvements. The SD of 0.94712 is moderate, suggesting a fair level of consensus, though not unanimous, some skepticism persist among those who have not seen evidence of such plans.

The study result further shows that expansion plans are in place, reflecting perceptions of proactive efforts to accommodate growth as justified by high mean value of 2.9614 (Acceptance Region). However, the notably high SD of 2.06974 indicates extreme variability; responses are spread widely, possibly including a mix of

strong agreement (from those aware of initiatives) and strong disagreement (from those doubting implementation). This high dispersion suggests inconsistency in awareness or execution of expansion plans across the zone.

The mean value of 1.8507 (Rejection Region) indicates that the facilities are not adequate for the current student population in public senior secondary schools in Benue North East Educational zone. The respondents viewing facilities as inadequate relative to student numbers potentially highlight overcrowding or resource strain. The SD of 0.10867 is high, pointing to diverse opinions; variability might arise from schools with varying enrolment sizes, where smaller schools feel more adequate while larger ones do not.

Overall result shows that majority of items fall in the Rejection Region, signalling broad dissatisfaction with the current state, sufficiency, maintenance, condition, and adequacy of facilities. Very few items on future plans (upgrading and expanding) are accepted, suggesting hope for improvement but not current satisfaction. Infrastructures are in line with the need for change in public senior secondary schools in Benue North East Educational Zone.

The result based on the respondent's views is provided in Table 4.3

**Table 2: Result of Infrastructures in line with the need for change**

Item	N	Mean	Std. Deviation
The existing classroom facilities in my school are adequate to meet the current and emerging needs of teaching and learning	337	2.5994	.86072
Facilities like Laboratory and workshop are well-equipped to meet the need.	337	1.7537	.87382



The school library is functional, up-to-date, and provides sufficient learning resources that align with present educational need	337	2.1733	1.02754
ICT facilities (computers, internet access, multimedia tools) are available and effectively integrated into teaching and learning processes	337	1.9733	1.07841
The school has adequate water supply, electricity, and sanitation facilities that support a conducive learning environment	337	2.7715	.94712
The infrastructural layout (classroom size, furniture, ventilation, and lighting) in my school promotes effective teaching and learning.	337	2.9614	2.06974
The current infrastructural facilities in my school are consistent with the need for educational reform and global best practices	337	1.8507	1.10867

Source: Field Survey, 2025

Mean value between 1.00-2.49 = Rejection Region, Mean value between 2.50-4.00 = Acceptance Region

The result in Table 4.3 shows that the existing classroom facilities are adequate to meet the current and emerging needs of teaching and learning in public secondary schools in the study area as justified by high mean value of 2.5994 (Acceptance Region). Respondents accepted the view that classroom facilities are adequate. The low Standard deviation indicates little variability but a general consensus toward agreement. However, whether facilities like laboratory and workshop are well-equipped to meet the need has the mean of 1.7537 (Rejection Region) and SD of 0.87382. There is overall disagreement that labs and workshops are not well-equipped, pointing to perceived deficiencies in these practical learning spaces. The SD is moderate, showing a fair amount of agreement among respondents on this negative view, though not unanimous.

The study found the mean value of 2.6733 (Acceptance Region), and the SD of 1.02754, signifying that respondent lean toward agreement, viewing the library as adequate in functionality, currency, and

resource alignment. The higher SD reflects greater diversity in opinions, with some possibly seeing it as marginally rejecting the opinion while others do not. This suggests that school libraries in public schools in the study area are functional, up-to-date, and provides sufficient learning resources that align with present educational need. However, the ICT facilities (computers, internet access, multimedia tools) are unavailable and ineffectively integrated into teaching and learning processes due to low mean of 1.9733 (Rejection Region) and SD of 1.07841. There is clear rejection on the availability and integration of ICT facilities, highlighting a gap in digital infrastructure even though not in all public secondary schools in the study area.

Result shows how public secondary schools have adequate water supply, electricity, and sanitation facilities that support a conducive learning environment based on the Mean: 2.7715 (Acceptance Region) but with large SD: 3.94712. It implies that respondents generally accept that basic utilities like



water, electricity, and sanitation are adequate, supporting a positive learning environment. The large SD implies lack of consensus some schools still suffer from these basic amenities.

The mean of 2.9614 (Acceptance Region) Mean: 2.9614 (Acceptance Region) SD 2.06974 and SD of 2.06974 were found for infrastructural layout (classroom size, furniture, ventilation, and lighting) promoting effective teaching and learning. There is agreement that the overall layout (including size, furniture, ventilation, and lighting) promotes effective education. However, the very high SD indicates substantial disagreement among respondents, suggesting highly varied perceptions, some have not found it excellent, while others see major flaws. The study reveals that the current infrastructural facilities in schools are not consistent with the need for educational reform and global best practices given the mean of 1.8507 (Rejection Region) and SD 1.10867. This proves that majority of the respondents rejected the view of facilities aligning with educational reforms or global standards, indicating a perceived lag in modernization. The higher SD shows diverse opinions, with responses more spread out, reflecting differing awareness or expectations of best practices. Overall result indicates that most items fall in the Rejection Region, signalling broad dissatisfaction with school infrastructure, particularly in specialized areas like labs, libraries, and IC.

### Conclusion

The study concludes that infrastructural facilities in public senior secondary schools in Benue North East Educational Zone are largely inadequate, poorly maintained, and inconsistent with global best practices. While classrooms and libraries provide some level of adequacy, critical learning resources such as laboratories, workshops, and ICT facilities remain grossly

insufficient, thereby limiting practical exposure and digital literacy. Thus, infrastructural facilities significantly affect teaching and learning in public senior secondary schools in Benue North East Educational Zone. Stakeholder involvement in decision-making and maintenance planning reflects inclusive management yet widespread dissatisfaction with the present state of facilities persists. This dissatisfaction, if unaddressed, could erode public trust in the school system and drive greater reliance on private alternatives.

### Recommendations

Based on the findings, this study provides the following recommendations:

- i. Increase Public Investment in School Infrastructure. Government should allocate greater budgetary resources specifically for upgrading and expanding infrastructural facilities, with priority given to laboratories, workshops, and ICT centers to strengthen enhance learning.
- ii. Government should adopt a comprehensive maintenance policy by establishing a structured, well-funded maintenance framework that ensures regular inspection, timely repairs, and routine upkeep of facilities, thereby preventing deterioration and ensuring sustainability in learning.

### References

- Ayoko, V. O., & Kelechukwu, V. E. (2024). Schools relationship with the education stakeholders: Catalyst for sustainable administration of schools in Nigeria. *Reading Time Journal*, 2(10).
- Barrett, P., Zhang, Y., Moffat, J., & Kobbacy, K. (2015). A holistic, multi-level analysis identifying the



- impact of classroom design on pupils' learning. *Building and Environment*, 89, 118–133.
- Federal Republic of Nigeria. (2014). *National Policy on Education*. Lagos: NERDC Press.
- Gichohi, G. W. (2015). Stakeholder involvement in schools in the 21st century for academic excellence. *International Journal of Education and Research*, 3(2), 13–22.
- Mgimba, A. E., & Mwila, P. M. (2022). Infrastructural challenges influencing academic performance in rural public secondary schools in Iringa District, Tanzania. *Journal of Research Innovation and Implications in Education*, 6(2), 17–24.
- National Education Facilities Center. (2019). *Report on education facilities in Nigeria*. Abuja: NEFC.
- Oluyemi, O. (2021). Infrastructural provision and effective management among school governing boards of public secondary schools in Oyo State, Nigeria.
- UNESCO. (2017). *Education for sustainable development goals: Learning objectives*. Paris: UNESCO.
- World Bank. (2018). *World Development Report 2018: Learning to realize education's promise*. Washington, DC: World Bank.