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Assessment of School Physical Facilities on Pre-Primary Education Curriculum Implementation in Public Primary Schools in Southwest, Nigeria

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Abstract

The condition of school physical facilities in public primary schools today appears to be of great concern to stakeholders in education. There seems to be inadequate provision of school physical facilities. Some of the existing ones seem to be in a dilapidated state while some seems lack good maintenance or may not be functioning effectively. Moreover, there seems to be an increase in population of preschool children due to high enrolment rate. A close observation of pupils' performance seems to indicate lack of adequate physical facilities which may affect the implementation of pre-primary education curriculum. This study investigated assessment of school physical facilities on pre-primary education curriculum implementation in public primary schools in Southwest, Nigeria. Descriptive survey research design guided the study. The population of this study consisted of all preschool teachers. Questionnaire was used as instruments for data collection. Multistage sampling procedure was used to obtain (1406) preschool teachers sample size. Simple frequency counts, mean and standard deviation were used for data analysis. Findings revealed showed that the condition of school physical facilities in public primary schools is remarked is bad (Weighted Mean Value = 1.409). This study therefore recommends that State Governments, stakeholders in education and the general public should ensure adequate provisions of school physical facilities such as conducive school compound, conducive classrooms, Mini library, ICT facilities playground, toilets for staff and pupils, playground equipment, drinking water and etc in preschools for effective curriculum implementation.

Keywords: School Physical Facilities and Pre-Primary Education.

Introduction

Early Childhood is the most critical period in human development, thus comprehensive and quality pre-primary education can make a significant contribution to the physical, psychomotor, cognitive, social and emotional development of the child; including the acquisition of languages and early literacy. Children are active learners from birth, and the early years are vital to their success in school and later in life. Pre-primary education might be considered to be education which takes place before compulsory education. The term refers to education in its broadest sense, including childcare and development. This includes early childhood services provided in kindergartens, nurseries, pre-school classes, child-care centers and other similar institutions. It goes beyond what some refer to as preschool education, as it is education in its own right, having not only the purpose of

preparing children for school, but for life in the same way as all other parts of education systems contribute to this process (Okusun & Onyeizu, 2019).

Pre-primary education is very important for the development of young children before they enter formal school (FGN, 2014). It helps in cognitive development of children at the early stage of primary education and it has strong bearing on attendance and participation of children once they enter primary school. It is considered to be very important for the child as it is the first step towards entering the world of knowledge as well as a healthy and purposeful life. This education system helps children become more independent and confident as well as promoting the all-round development of children (FGN, 2014). Research reports have confirmed that children from conception to six years of age undergo radical mental and physical development. In addition, those children, if given good care during early childhood, are more likely to benefit from later education and other social services, and become more productive, healthy, and law abiding citizens (FGN, 2014). Hence, there is need for provision and utilization of adequate school facilities to promote all round development of children in preschools.

Literature Review

School physical facilities are the physical and spatial enablers of teaching and learning which will increase the production of results. School facilities serve as pillars of support for effective teaching and learning. School facilities include permanent and semi-permanent structures such as machinery, laboratory equipment, the blackboard, teacher's tools and other equipment as well as consumables. Substandard school buildings frequently have unsafe drinking water, moldy environments, inadequate fire services and fire safety, inadequate ventilation, insufficient lighting, noisy classrooms, no wiring for technology, peeling paint, and crumbling plaster. The age of a school building is a strong predictor of building condition (Kiptum, 2018). Older buildings are less likely to have features such as controlled temperatures, acceptable lighting, good acoustics, and wiring for technology that are necessary for quality learning environment. Numerous studies have concluded that pupils in substandard school buildings perform at lower levels than pupils in newer, functional buildings. Studies have revealed that pupils in deteriorating school buildings score between five (5) to eleven (11) percentile points lower on standardized achievement tests than pupils in modern buildings, after controlling for income level. In addition, some experts believe that the negative impact of substandard school buildings may be cumulative and continue to increase the longer the pupil attends an older, deteriorating school (Kiptum, 2018).

Clean and attractive surroundings tend to make workers happy when doing their work. The converse is true that poor working conditions such as inadequate space, noise and uncomfortable surrounding would make the workers dissatisfied with their work. Good quality and standard of school depend largely on the provision, adequacy, unitization and management of educational facilities. Educational curriculum cannot be sound and well

operated with poor and badly managed school facilities. From all indication, school facilities are physical resources that facilitate effective teaching and learning. They include blocks of classrooms, laboratories, workshops, libraries, equipment, consumables, electricity, water, visual and audio-visual aids, tables, desks, chairs, playground, storage space and toilets. In Nigeria, public school enrolment has continued to increase without a corresponding increase in facilities for effective teaching and learning (Onojah, 2020). As a result of underfunding of education in Nigeria, the government has been encouraging proper maintenance of available school facilities. School facility maintenance entails ensuring that the facilities are kept near their original state as possible. This involves keeping the school sports and football field clean, periodic renovation of the buildings, servicing the school bus and generator sets, repairs etc. for the purpose of restoring the facilities to optimum working condition (Kiptum, 2018).

Pre-primary education refers to the education that gives physical health, nutritional well-being, and intellectual ability to pre-school children in a semi-formal education setting outside the home; it also helps the child's aesthetic, emotional, and social development (Alsubaie, 2016). It is the cornerstone of a child's education because it is the first and most crucial step toward accomplishing educational objectives. Pre-primary education encompasses a variety of programs targeted at enhancing children's physical, cognitive, and social development before they start primary school[7]. Preprimary education aims to physically and cognitively prepare children. This type of teaching, when received in a group setting, will pique the children's interest in education and school. Pre- Primary education is the initial stage of educational life. The education system plays a significant role in children as it forms the foundation of all subsequent stages. Through the reception of proper kind of preprimary education, we can choose the right path in our life and advance towards a bright future (Omotuyole & Okudo, 2014).

Pre-primary education is a crucial area in the development and survival of children. Pre-primary education places a strong emphasis on the holistic development of the child i.e. emotional, cognitive and physical needs of the child, in order to establish a solid foundation for life-long learning and well-being (Viatonu, Usman-Abdulqadri & Dagunduro, 2011). Early years are crucial for the development of an individual and any support given at this stage helps to promote all round development of the child (Viatonu et al, 2011). Pre-primary education is the education and care given to children between the ages of 3 to 5 years child (Viatonu et al, 2011). Pre-primary education has received special attention from researchers, scholars and administrators because it plays a vital role in fostering basic intellectual abilities in children, which are crucial to life success (Viatonu et al, 2011). Several studies clearly demonstrate that high-quality; developmentally appropriate pre-primary education produce short and long-term positive effects on children's cognitive and social development child (Viatonu et al, 2011).School Physical Facilities (SPF) refers to the movable and immovable objects in schools that bring comfort to the learner. They include classrooms, libraries, offices, toilets and desks. In developed countries like the United

States of America, the government has put up measures to ensure all public primary schools have all the required physical facilities, instructional materials among other variables that may lead to effective teaching-learning process (Etale., Agnes & Felicity, 2020). Physical facilities refer to the school buildings, classrooms, library, laboratories, toilet facilities, offices and other materials and infrastructures that would likely motivate pupils towards learning. Physical facilities are germane to effective learning and academic performance of pupils (Akomolafe & Adesua, 2016). Physical facilities compose a strategic factor in the operation and functioning of an organization because they determine the excellent performance of any social organization or system including education[40]. Well sited school buildings with aesthetic conditions, laboratory and playground often contribute to improved performance in the school system.

School physical facilities play a fundamental role in improving academic achievement in the school system. Furthermore, their availability, relevance and sufficiency affect academic achievement positively (Kiptum, 2018). On the other hand, poor school buildings and overcrowded classrooms affect academic achievement negatively (Kiptum, 2018). Poor and inadequate facilities affect the overall performance of the institutions. Sufficient facilities promote academic achievement and strengthen the overall institutional performance. While unattractive and old school buildings; cracked classroom walls and floors; lack of toilet facilities; desks and benches; transport facility; proper security system; drinking water; stable power supply; playgrounds; teaching staff; sufficient classrooms; overcrowded classrooms; educational technology; first aids facility etc, negatively affect academic achievement of institutions[40].

One of the factors that promote adequate implementation of pre-primary education curriculum is the school physical facilities which constitute a whole range of factors that influence the teaching-learning process within the school. They include classrooms, library, technical workshops, quality teaching methods and peers, among other variables that can affect the teaching–learning process (Ajayi, 2001). Physical facilities are one of the stimulating factors that play a fundamental role in improving academic achievement in the school system. These include; school buildings, accommodation, classrooms, libraries, furniture, laboratories, recreational equipment's, apparatus and other instructional materials. Furthermore, their availability, relevancy and sufficiency affect academic achievement positively. On the other hand, poor school buildings and overcrowded classrooms affect academic achievement negatively (Kiptum, 2018). A good learning environment positively affects the academic achievement and behaviour of a student, something that is likely to contribute to the implementation of pre-primary education. Studies have reported that dilapidated school buildings are not mentally stimulating and that facilities that are characterized with low or no sitting arrangement, will also affect pupils' learning negatively (negatively (Kiptum, 2018). In New York, the government has put up measures to ensure every public primary school has all the required facilities that would promote a conducive physical environment that would be rewarding to both the

leaner and the teacher and contribute to teachers" satisfaction (Ajayi, 2001). This kind of measure is also required to effect quality pre-primary education curriculum implementation in public primary schools in Nigeria.

Learning environment that is free from barriers or distraction such as noise, gas/smoke pollution and so on, will promote pupils' concentration or perceptual focus to learning. Similarly, the entire unattractive physical structure of the school building could demotivate learners to achieve academically. This mismatch promotes poor academic performance (Kiptum, 2018). School physical environmental factors such as poor conditions of school buildings, inadequate library facility, and working environment were found to be some of the negative factors that affected the performance of female teachers in Pakistan (Kiptum, 2018). Teachers in urban areas attained better mean score as compared of those teachers in rural areas. Overcrowded classroom conditions make it difficult for students to concentrate on their lessons and unavoidably limit the amount of time for learning thus affecting teacher's performance. Generally, teaching is really challenging in such schools where a large percentage of the pupils are under performing and the teachers are held responsible for standard, which in return increases job stress. Burnout and stress are some of the emotional factors which may arise from facing the everyday challenges and has foremost influence on teachers' satisfaction (Onojah, 2020).

Sufficient facilities promote academic achievement and strengthen the overall institutional performance. Academic achievement is negatively affected by the school physical environmental factors such as unattractive and old school buildings; cracked classroom walls and floors; lack of toilets; lack of desks and benches; lack of transport facility; lack of drinking water; lack of power supply; lack of playgrounds; lack of sufficient classrooms; lack of educational technology and lack of first aid etc[40]. This study sought to determine how these factors such as school physical facilities will influence implementation of pre-primary education curriculum (Onojah, 2020).

Bruner Instructional Theory

This study was guided by Bruner Instructional Theory. This theory was propounded in 1966. Bruner describes the key instructional components of curriculum: its sequence of activities in which learners become self-sufficient problem-solvers (Revina & Leung, 2018). In this theory, Bruner especially designed a teaching strategy to help learners understand and construct or expand upon their knowledge for example; in order for learning to take place the instruction must incorporate relevant materials that draw the learner in many ways of interest. This theory suggested that teachers play an important role in classroom instruction. The teachers' role is to build an environment that allows learners to make choice which is done through learning interaction. Therefore, the teacher is required to be equipped with the content prepared well for the pupils in the learning atmosphere (Bruner, 1966).

This theory has direct implications on the of pre-primary education curriculum implementation in the sense that instruction (teaching and learning materials) must be appropriate to the level of learners. The role of the teacher should not be to teach information by rote learning, but to facilitate the learning process. This theory emphasizes the need for adequate school physical facilities to promote quality teaching and learning in preschools. Many scholars have been seeking to establish the most influential variables on pre-primary education curriculum implementation. However, this theory is therefore appropriate for this study for the researcher to examine assessment of school physical facilities on pre-primary education curriculum implementation in public primary schools in Southwest, Nigeria.

Empirical Studies

A study examined and compared the effect of school physical environment on academic achievement of senior high school students in Ghana. The study sought to investigate the contribution of a number of school physical environment on the performance of students in schools. Participants for the study were selected using the multi-stage sampling technique using simple random sampling. A regression model was used to determine the relationship between the dependent and independent variables. Findings of the study confirmed that students in senior high schools with a pleasant physical environment perform better than those where the learning environment is not conducive. Researchers, on the basis of the empirical evidence, established that adequate school facilities provide a positive educational climate suitable for student learning (Baafi, 2020).. The current study examined school physical facilities as determinant of pre-primary education curriculum implementation in public primary schools in Southwest, Nigeria.

A study sought to investigate The Influence of School Physical Facilities on Students' Discipline in Public Secondary Schools in Makueni County, Kenya. The objectives of the study were: to determine the influence of adequacy of classrooms on students' discipline, to establish the influence of school library facilities on students' discipline, to establish the influence of science facilities on students' discipline and to determine the influence of adequacy of sports grounds on students' discipline. Descriptive survey design was employed. The target population was 324 principals, 3,865 teachers and 97,200 students in public secondary schools in Makueni County. Sample size of the study was obtained by stratified and simple random sampling procedures. The total sample matrix was 68 principals, 350 teachers and 380 students. Questionnaires, interview guide and observation schedule research instruments were utilized for the study. The reliability of the instruments was confirmed using the test-retest method of reliability. The questionnaire for students had a reliability coefficient of 0.765, while the questionnaire for teachers had a reliability coefficient of 0.814. The information was evaluated and displayed in frequency tables using descriptive and inferential statistics. Pearson To test the hypothesis, the Product Moment Correlation Coefficient was used. From the data analysis, it was found out that adequacy of

physical facilities had significant positive relationship at r=+0.78, P=0.002 with levels of students' discipline in public secondary schools in Makueni County. The study recommended that educational stakeholders should expand school physical facilities in order to enhance students' discipline (Maingi, Mulwa, Maithya & Migosi2017). The current study investigated school physical facilities as determinant of pre-primary education curriculum implementation in public primary schools in Southwest, Nigeria.

A similar study examined Physical Resources Availability and the Academic Performance of Students in the Universal Basic Education Scheme, Rivers State. Three research objectives and research questions were raised and the researcher used descriptive survey design for the study. The population of this study is 1590 UBE teachers, from 34 junior secondary schools in Port Harcourt and Obio/Akpor LGA, Rivers State. The sample size for this study was made up of 470 UBE teachers while stratified random sampling technique was used for the study. The instrument used was Physical Resources Availability and the Academic Performance of Students in the Universal Basic Education Scheme, Rivers State Questionnaire (PRAAPSUBESQ). A 4-Point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was used and the respondents were requested to select one of the four (4) options. 470 copies of questionnaire were distributed and 353 were retrieved for analysis. Test-re-test method was used for the reliability test which yielded reliability co-efficient 0.97. The Mean and standard deviation was used in analyzing the research questions, while the t-test was used in testing the hypotheses at a 0.05 level of significance. Findings revealed that both students and teachers need facilities such as libraries, laboratories, good buildings, classrooms, good water supply, toilet facilities, security, etc, for teaching and learning to take place. It was therefore recommended that Educational administrators in public junior secondary schools should organize seminars for principals, teachers and students on the strategies of resource maintenance at different levels for the provision of educational services. Educational administrators should allocate funds for resource maintenance and for the provision of physical resources used in educational services which enhances teaching and learning (Eric & Ezeugo, 2019). The current study investigated school physical facilities as determinant of implementation of pre-primary education curriculum in public primary schools in Southwest, Nigeria.

Statement of Problem

The condition of school physical facilities in public primary schools today appears to be of great concern to stakeholders in education. There seems to be inadequate provision of this facilities, some of the existing ones seems to be in a dilapidated state, while some seems lack good maintenance or may not function effectively. Moreover, there seems to be an increase in population of preschool children due to high enrolment rate. A close observation of pupils' performance seems to indicate lack of adequate physical facilities which may affect the implementation of pre-primary education curriculum. It seems therefore that where these school physical facilities are lacking, preschool children may not learn

effectively as required. It is against this background necessitated investigating into the condition of school physical facilities on the implementation of pre-primary education curriculum implementation in public primary schools in Southwest, Nigeria.

Aim and Objectives of the Study

The aim of this study was to investigate school physical facilities in public primary schools in Southwest, Nigeria. The specific objectives are to:

i. Ascertain the condition of school physical facilities in public primary schools in Southwest, Nigeria.

Research Questions

The following questions were addressed by this research:

i. What is the condition of school physical facilities in public primary schools in Southwest, Nigeria?

Methodology

Descriptive survey research design was adopted for this study. A descriptive survey design provides information such as behaviour, attitude, values and characteristics[1]. The population of the study comprised of all preschool teachers in public primary schools in Ogun, Osun, Lagos, Ondo, Oyo and Ekiti States. These are the States that constitute Southwest, Nigeria. Multistage sampling procedure was used to select the sample size for this study. Stratified random sampling technique was used to select three states out of the six states in the Southwest, Nigeria due to proximity or closeness. For instance, Lagos State and Ogun State are both commercial centres and located closed to each other. Oyo State and Osun State were together formally under Oyo State before Osun State was created. This was also applicable to Ekiti and Ondo State because they also have the same features. The researcher decided to group the states into strata such as Lagos and Ogun State, Oyo and Osun States, and Ekiti and Ondo States. Then random sampling technique was used to select three States: that was Lagos, Oyo and Ekiti States with the total population of 14,064 preschool teachers (Field Data, 2019). Proportionate to size sampling technique was used to select 10% of preschool teachers in the sampled three states (Lagos, Oyo and Ekiti) making 1406 teachers.

Instrument for data collection was adapted and modified from (Oenyi, Ugwuanyi & Ugwu, 2018). The instrument was a structured questionnaire with sixteen (16) items to gather information for the study. The instrument is titled Condition of School Physical Facilities in Preschools (CSPFP). The instrument was designed to gather information from the relevant subjects. The questionnaire comprises two sections, A and B. While section A comprises data on demography of the respondents, section B was divided into Part A-E. Part A Deals with Condition of School Physical Facilities in Preschools with sixteen (16) items on four (4) point Likert scale of keys 4= Very Good (VG), 3=Good (G), 2=Bad (B) and 1= Very Bad (VB). To ensure that the instruments provided the required responses, the instruments were

given to the researcher's supervisor and experts in the field of Measurement and Evaluation, Educational Management and Early Childhood Education from Lead City University, Ibadan for face, content and construct validity. After the approval by the researcher's supervisor, a pilot test of the instruments was conducted so as to ascertain the reliability and validity of the instruments and to also familiarize him with the administration of the instruments. A reliability index value of 0.80 was obtained using Cronbach Alpha. The researcher with the helped of twenty-seven (27) researcher assistance administered the data to the respondents. The responses collected were analyzed using frequency counts, mean and standard deviation.

Results

Instrument Administration Rate and Return

In this study with one thousand, four hundred and six (1406) copies administered to preschool teachers in public primary school across the three selected states for the study (Lagos, Oyo and Ekiti). 1,386 of (TFLEQ) were returned within a period of one month. The 1,386 returned (TFLEQ) were carefully selected and only 1,325 were found valid. This resulted to a response rate of about 94%.

Research Question Five: What is the condition of school physical facilities in public primary schools in Southwest, Nigeria?

Table 1.3 Condition of School Physical Facilities in Preschools

S/N	Statement	VG	G	B	VB	$\bar{x}$	Std.D	Rmk
1	School compound	89 (5.8%)	172 (13.0%)	406 (31.4%)	658 (48.5%)	1.516	0.81	Bad
2	School buildings	61 (4.6%)	164 (12.4%)	428 (32.3%)	672 (50.7%)	1.903	0.76	Bad
3	Sick bays	26 (2.0%)	93 (7.0%)	371 (28.0%)	835 (63.0%)	1.261	0.93	Bad
4	Toilet for pupils	58 (4.4%)	86 (8.5%)	435 (32.8%)	746 (56.3%)	1.040	0.75	Bad
5	Drinking water	44 (3.3%)	140 (10.6%)	399 (30.1%)	742 (56.0%)	1.310	0.84	Bad
6	Mini library	69 (5.2%)	152 (11.5%)	410 (30.9%)	694 (52.4%)	1.017	0.69	Bad
7	ICT facilities	51 (3.8%)	190 (14.3%)	426 (32.2%)	658 (49.7%)	1.207	0.71	Bad
8	Child-sized chair and desk	99 (7.5%)	241 (18.2%)	463 (34.9%)	522 (30.4%)	1.046	0.86	Bad
9	Teachers Tables and chairs	125 (9.4%)	143 (10.8%)	426 (32.2%)	631 (47.6%)	1.205	0.95	Bad

10	Sanitary facilities	88 (6.6%)	95 (7.2%)	431 (32.5%)	711 (53.7%)	1.486	0.63	Bad
11	Wash hand basin	86 (6.5%)	91 (6.9%)	410 (30.9%)	738 (55.7%)	1.731	0.72	Bad
12	Refuse disposal	109 (8.2%)	130 (9.8%)	385 (29.1%)	701 (52.9%)	1.105	0.84	Bad
13	play ground	73 (5.5%)	80 (6.0%)	420 (31.7%)	752 (56.8%)	1.119	0.97	Bad
14	Measuring equipment (such as weighing scales, heighteners, roller meter/infant meter and shake arm strap and tape measure)	54 4.1(%)	136 (10.3%)	411 (31.0%)	724 (54.6%)	1.835	0.76	Bad
15	Playground equipment (Swing Climbing frames and Rocking boats)	36 2.7(%)	82 (6.2%)	510 38.5(%)	697 (52.6%)	1.262	0.81	Bad
16	Cupboards and cabinets	20 (1.5%)	45 (3.4%)	393 (29.7%)	867 (65.4%)	1.310	0.78	Bad

Weighted Mean Value = 1.409; Overall Remark = Bad

Source: Field Data, 2022

Keys: 4= Very Good (VG), 3= Good (G), 2=Bad (B) and 1=Very Bad (VB)

Threshold: 0.500 – 1.490 = Very Bad, 1.500 – 2.490 = Bad, 2.500 – 3.490 = Good and 3.500 - 4.500 = Very Good.

Decision = Bad Condition.

Table 4.12 presents the answer to the research question five on 'the condition of school physical facilities in public primary schools in Southwest, Nigeria'. The table reports that the condition of school physical facilities in public primary schools is remarked as bad (Weighted Mean Value = 1.409). All the items used to determine the condition of school physical facilities in public primary schools were remarked 'bad'. The items with very bad

conditions are: school compound ($\bar{x}$=1.516), school buildings ($\bar{x}$=1.903), sick bays ($\bar{x}$=1.216), toilet for pupils ($\bar{x}$=1.040), drinking water($\bar{x}$=1.310), mini library ($\bar{x}$=1.017), ICT facilities($\bar{x}$=1.207), child-sized chair and desk ($\bar{x}$=1.046), sanitary facilities ($\bar{x}$=1.486), teachers table and chairs ($\bar{x}$=1.205), wash hand basin ($\bar{x}$=1.731), refuse disposal ($\bar{x}$=1.105), playground($\bar{x}$=1.119), measuring equipment (such as weighing scales, heighteners, roller meter/infant meter and shake arm strap and tape measure) ($\bar{x}$=1.835), playground equipment (swing climbing frames and rocking boats) ($\bar{x}$=1.262) and cupboards and cabinets ($\bar{x}$=1.310). This is a strong indication that school physical facilities are in a bad condition in most public primary schools and this may perhaps reduce the quality of effective teaching and learning in preschools.

Discussions of Findings

The finding from research question one showed that the condition of school physical facilities in public primary schools is remarked is bad (Weighted Mean Value = 1.409). This result strongly agrees with the findings of some scholars who work on "Physical facilities and strategies used by teachers to improve pupils' performance in social studies in Makueni County, Kenya" which reported that that lower primary school classroom environment was not conducive for pupils to learn Social studies effectively while the availability and use of physical facilities in social studies was below average and pupils scrambled to use the little available resources[36]. Findings of this study strongly agrees with the findings of a scholar who worked on "Assessment of Adherence to the Standard Specifications for Early Childhood Education in Anambra State" which reported that there are no suitable chairs and tables for pupils in early childhood education schools, the classrooms are not well illuminated/ventilated, the schools do not have well grassed spacious playground, the classrooms do not have in-built shelves, the schools do not have conducive spaces with mat or mattresses and the schools are not free from noise/pollution/hazards (Osazuwa, 2019). Findings of this study strongly agrees with the findings of a scholar who worked on "Availability of physical facilities for implementation of universal basic education in junior secondary school of Ebonyi State, Nigeria "which reported that available physical facilities in JSS in Ebonyi State are generally inadequate except staffrooms. The study also observed that the inadequacy of available physical facilities in junior secondary schools in Ebonyi State hinders the implementation and attainment of the UBE goals (Odey, 2018). The results of this study partially agrees with the findings of a scholar who worked on "Education For All (EFA): A focus on public primary schools' facilities, curriculum and teachers' professional development in Lagos and Ogun States, Nigeria" which reported that basic school physical facilities are either fairly or adequately available in public primary schools in both states, facilities for inclusive education are either inadequate or completely unavailable (Ige, Omotuyol & Sebili, 2020). The finding of this study partially agrees with the findings of a scholar who worked on "Influence of learning facilities on provision of quality education in early childhood development centres in Kenya" which reported

inadequate classes, desks, water, kitchen stores among others. The findings further revealed the lack of adequate learning facilities negatively influenced provision of quality early childhood education[39]. (Chepkonga, 2017).

The results of this study strongly agrees with the findings of some scholars who work on "Perception of teachers on availability of instructional materials and physical facilities in secondary schools of Arusha District in Tanzania" which reported that schools have inadequate physical facilities such as classrooms, desks, chairs and the available classrooms are poorly constructed with inadequate spacing (Sephania, Too & Kipng'etich, 2017). The findings of this study strongly agrees with the findings of some scholars who worked on "Facilities and funding as indices for effective teaching of physical education in public secondary schools in Obio-Akpor LGA, Rivers State" which reported that inadequate facilities are a significant problem affecting teaching of physical education in public secondary schools in Obio-Akpor local government area of Rivers State (Nwaogu, & A. O. Oyedele, 2019). Findings of this study strongly agrees with the findings of some scholars who work on "Education infrastructure in Nigeria: an analysis of provision of school building facility in secondary schools in Delta State, Nigeria" which reported that most of the schools did not have adequate school buildings to support the educational programme (Ojeje & Adodo, 2018).

Conclusion

On the basis of the findings of this study, it can be concluded that the condition of school physical facilities public primary is not encouraging even though one cannot denied the fact that both the Federal and the State Government are actually doing their best to improve the state of infrastructural facilities in public primary schools in Southwest, Nigeria. However, in order to avoid poor on the pre-primary education curriculum implementation in public primary schools in Southwest, Nigeria, there is need for Government at all levels and stakeholders in education to make put more efforts in improving the condition of school physical facilities in our schools for all round learning and development.

Recommendation

This paper therefore makes the following recommendations:

i. Only qualified pre-primary education teachers should be employed to teach preschool children.
ii. There should be adequate funding for pre-primary education in across the states.
iii. There adequate provisions of ongoing professional development for all preschool teachers such as workshops, seminars, further studies and etc.
iv. State Governments, stakeholders in education and the general public should ensure adequate provisions of school physical facilities such as conducive school compound, conducive classrooms, Mini library, ICT facilities playground, toilets for staff and pupils, playground equipment, drinking water and etc in preschools for effective curriculum implementation.

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