

Comparative Assessment of Implementation and Utilization of Constituency Educational Systems in 3 Senatorial Districts of Oyo State

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Abstract:- One of the major desires of every nation is to drastically reduce illiteracy amidst increasing population and quest for better livelihood. In the modern era, education is seen as a global goal whose achievement is integral to the sustainable development of any nation. This is because education is one of the vital indicators used in the measurement and categorization of nations as developed or developing. Secondary education is one of the constituency Projects regarded as a public project nominated by federal lawmakers to extend the dividends of democratic government to various constituencies to spur development at the grassroots level of the country. Constituency projects are carried out by the National Assembly Members to impact various communities within their Constituencies and Senatorial Districts across the country, in line with the Sustainable Development Goals (SDGs). A survey was conducted across three senatorial districts in Oyo State, with a total of 157 respondents. This study focused on the assessment of the implementation and utilization of educational constituency projects. Various factors were considered such as Structural Status and Resource Availability, time and duration of establishment, accessibility of schools, and utilization of facilities, government interventions, community participation, as well as challenges and opportunities. The study employed a descriptive research design, using questionnaires as the primary data collection instrument. The questionnaire was administered to a sample of 157 respondents, consisting of key stakeholders, selected through a multi-stage sampling technique. The data collected were analyzed using descriptive statistics, and One-way Analysis of Variance using SPSS software 2020. The Result revealed that the distribution of respondents across the senatorial districts was as follows: Oyo Central (60, 38.2%), Oyo North (44, 28.0%), and Oyo South (53, 33.8%). The facilities surveyed varied in age, with some established within the last 5 years and others over 30 years old. The majority of the facilities were state projects (86.6%), while a smaller percentage were federal projects (8.3%) or other types of projects (3.8%). The structural status of the facilities varied, with 77.9% being old and 22.1% being new. In terms of recent renovations, 36.8% of the facilities had undergone some form of renovation, with 49.3% of those renovations being completed, 19.2% ongoing, and 31.5% abandoned.

When examining laboratory availability, 50.0% of the facilities had library laboratories, 68.3% had science laboratories, 9.0% had ART laboratories, and 41.4% had computer laboratories. The average number of female students completing SS3 was: 1-10 (4.0%), 11-20 (9.3%), 21-30 (11.3%), and 30 and above (75.3%) while the male students, the distribution was: 1-10 (2.7%), 11-20 (10.3%), 21-30 (20.5%), and 30 and above (66.4%). Teaching aids were present in 49.0% of the facilities. Interventions from PTAs/PTFs in management or financing were reported in 59.5% of the facilities. The average number of male and female personnel staff assigned to the schools varied across the senatorial districts, with Oyo Central having the highest mean for both male (14.36) and female (18.67) staff. One of the main challenges identified in the survey was the lack of equipment or teaching aids for persons with disabilities (PWDs), with only 6.1% of facilities having such resources. Additionally, many facilities reported insufficient furniture (90.8%) and inadequate laboratory equipment (73.8%). However, there are opportunities for improvement through government interventions, community participation, and effective utilization of available budget by all ministries, agencies, and departments of the state.

Keywords:- Constituency Project, Utilization, Implementation, Secondary Education.

I. INTRODUCTION

Education is a fundamental human right and a critical factor in achieving sustainable development. In Nigeria, the government has made significant efforts to provide access to quality education for all citizens (Ekweume *et al.*, 2016). One of the strategies employed by the government is the implementation of constituency projects, which are aimed at addressing specific educational needs in different regions of the country (Ezeobi, 2021). In Oyo State, located in southwestern Nigeria, the education system is managed by the Oyo State Universal Basic Education Board (OYSUBEB). The state has three senatorial districts, with each district comprising 11 Local Government Areas (LGAs). Despite the efforts of the government to improve the quality of education in the state, there is limited information

on the implementation and utilization of educational systems in different regions of Oyo State.

Several studies have highlighted the challenges facing the education sector in Nigeria, including inadequate funding, poor infrastructure, and insufficient human resources (Ajibola, 2016, & World Bank, 2021). These challenges have resulted in poor utilization of educational services, particularly in rural areas. A study by Omoniyi (2019) found that the implementation of the Continuous Assessment Policy by Upper Basic Social Studies Teachers in Oyo State was inadequate. The study also found that there was a significant difference in the implementation of the policy in urban and rural areas. Another study by Adelani *et al.*, (2022) found that sources of insecurity and educational continuity of senior secondary school students in public schools in Oyo-South Senatorial District of Oyo-State were inadequate.

To address these challenges, the Nigerian government has prioritized the provision of education through constituency projects. Constituency projects are funded by federal and state legislators and are aimed at addressing the specific needs of their constituencies (Adekeye, J., 2023). In Oyo State, constituency projects have been used to renovate and construct educational facilities, provide essential

teaching and learning materials, and recruit and train teachers (Oyo State Universal Basic Education Board, 2021).

Despite these efforts, there is limited information on the implementation and utilization of educational systems in different regions of Oyo State. This study aims to compare the implementation and utilization of educational systems in the three senatorial districts- Oyo North, Oyo South and Oyo Central district of Oyo State, Nigeria. The study also focuses on the evaluation of educational infrastructure, teaching and learning materials, and human resources as well as examine the challenges facing the implementation and utilization of educational systems in these three senatorial districts.

II. METHODOLOGY

The study employed a descriptive research design, using a questionnaire as the primary data collection instrument. The questionnaire was administered to a sample of 157 respondents, consisting of key stake holders, selected through a multi-stage sampling technique. The data collected were analyzed using descriptive statistics, including frequencies, percentages, and means. The analysis was carried out using SPSS software 2020.

III. RESULTS

Table 1 Senatorial District

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Oyo Central	60	38.2	38.2	38.2
	Oyo North	44	28.0	28.0	66.2
	Oyo South	53	33.8	33.8	100.0
	Total	157	100.0	100.0	

Table 2 How Long the Facility has been Established/Commissioned

		Oyo Central	Oyo North	Oyo South	
When was the facility established/commissioned	1 - 5 years	10.0%	11.4%	5.7%	8.9%
	6 - 10 years	5.0%	2.3%	5.7%	4.5%
	11 - 30 years	36.7%	27.3%	34.0%	33.1%
	31 years and above	48.3%	59.1%	54.7%	53.5%
Total		100.0%	100.0%	100.0%	100.0%

Table 3 Which level of Government Best Describes the Education Project?

		Senatorial District			Total
		Oyo Central	Oyo North	Oyo South	
	Local project	3.3%	-	-	1.3%
	State project	80.0%	90.9%	90.6%	86.6%
	Federal project	10.0%	9.1%	5.7%	8.3%
	Others	6.7%	-	3.8%	3.8%
Total		100.0%	100.0%	100.0%	100.0%

Table 4 The Structural Status of the Facility

		Senatorial District			Total
		Oyo Central	Oyo North	Oyo South	
What is the structural status of the facility	Old	76.3%	72.5%	84.0%	77.9%
	New	23.7%	27.5%	16.0%	22.1%
Total		100.0%	100.0%	100.0%	100.0%

Table 5 Recent Renovation in the Facility

		Senatorial District			Total
		Oyo Central	Oyo North	Oyo South	
Is there any recent renovation in the facility?	Yes	40.7%	27.9%	39.6%	36.8%
	No	59.3%	72.1%	60.4%	63.2%
Total		100.0%	100.0%	100.0%	100.0%

Table 6 State of the Renovation within Senatorial District

		Senatorial District			Total
		Oyo Central	Oyo North	Oyo South	
If Yes what is the state of the renovation	Completed	62.1%	44.4%	38.5%	49.3%
	Ongoing	13.8%	11.1%	30.8%	19.2%
	Abandoned	24.1%	44.4%	30.8%	31.5%
Total		100.0%	100.0%	100.0%	100.0%

Table 7 Percentage of Available Furniture at the Senatorial Districts

		Senatorial District			Total
		Oyo Central	Oyo North	Oyo South	
Is there enough furniture	Yes	15.5%	2.3%	7.7%	9.2%
	No	84.5%	97.7%	92.3%	90.8%
Total		100.0%	100.0%	100.0%	100.0%

Table 8 Percentage Library/Laboratory Available/Unavailable in the School within Senatorial District

		Senatorial District			Total
		Oyo Central	Oyo North	Oyo South	
Is there Library Laboratory available in the School	Yes	49.1%	47.6%	53.1%	50.0%
	No	50.9%	52.4%	46.9%	50.0%
Total		100.0%	100.0%	100.0%	100.0%

Table 9 Percentage Distribution of Science Laboratory in the School within Senatorial District

		Senatorial District			Total
		Oyo Central	Oyo North	Oyo South	
Is there Science Laboratory available in the School	Yes	69.1%	73.8%	62.5%	68.3%
	No	30.9%	26.2%	37.5%	31.7%
Total		100.0%	100.0%	100.0%	100.0%

Table 10 Percentage Distribution of Art Laboratory Available in the School within Senatorial District

		Senatorial District			Total
		Oyo Central	Oyo North	Oyo South	
Is there ART Laboratory available in the School	Yes	16.4%		8.3%	9.0%
	No	83.6%	100.0%	91.7%	91.0%
Total		100.0%	100.0%	100.0%	100.0%

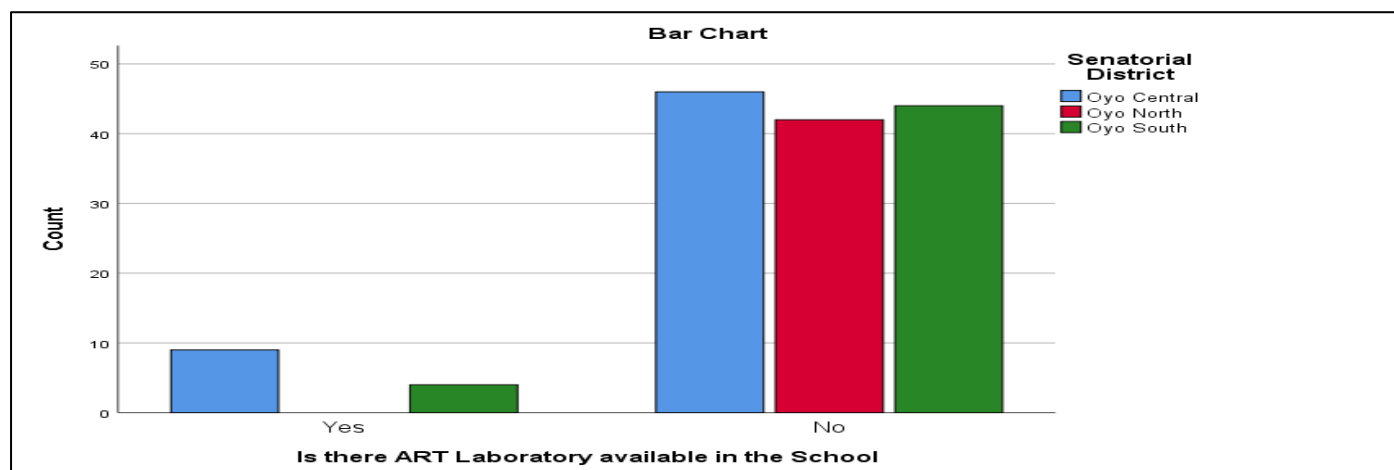


Fig 1 Percentage Distribution of Art Laboratory Available in the School within Senatorial District

Table 11 Percentage Distribution of Computer Laboratory Available in the School within Senatorial District

		Senatorial District			Total
		Oyo Central	Oyo North	Oyo South	
Is there Computer Laboratory available in the School	Yes	33.3%	57.1%	36.7%	41.4%
	No	66.7%	42.9%	63.3%	58.6%
Total		100.0%	100.0%	100.0%	100.0%

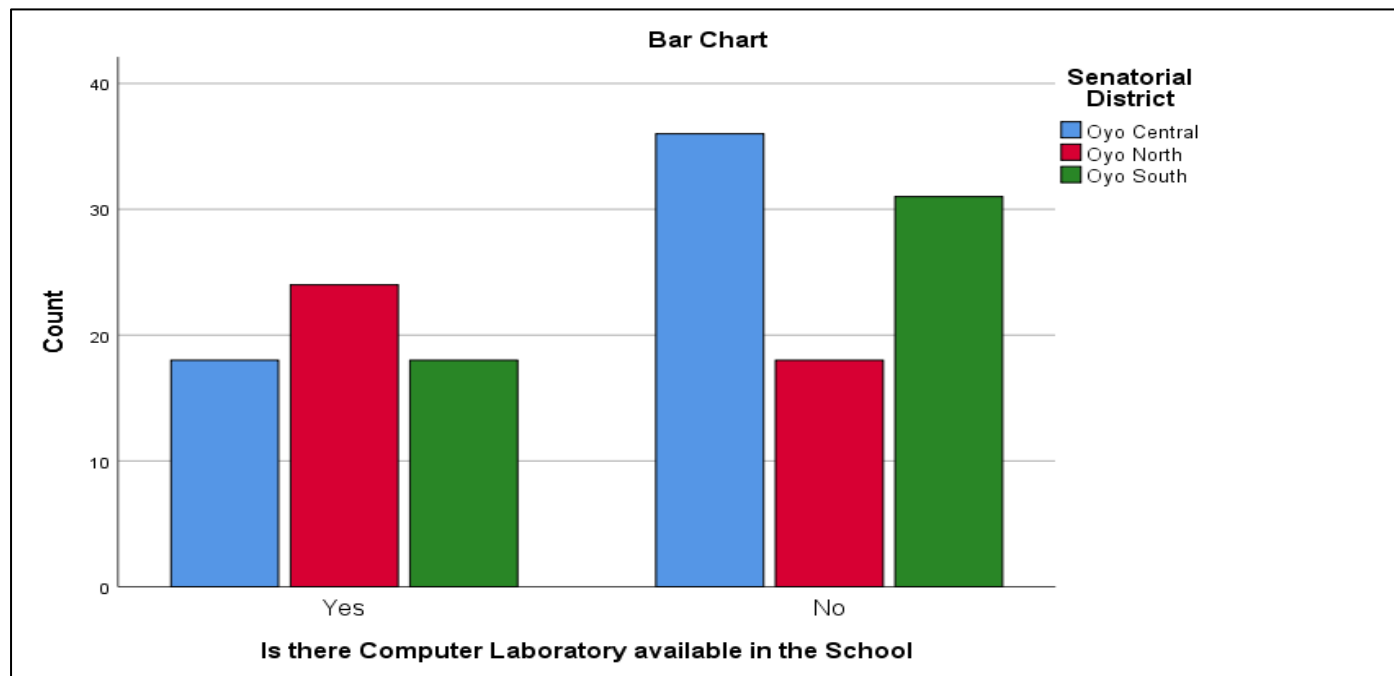


Fig 2 Percentage Distribution of Computer Laboratory Available in the School within Senatorial District

Table 12 Percentage Distribution of Selected well Equipped Laboratories within Senatorial District

		Senatorial District			Total
		Oyo Central	Oyo North	Oyo South	
Are the selected Laboratories well equipped	Yes	27.3%	20.5%	30.0%	26.2%
	No	72.7%	79.5%	70.0%	73.8%
Total		100.0%	100.0%	100.0%	100.0%

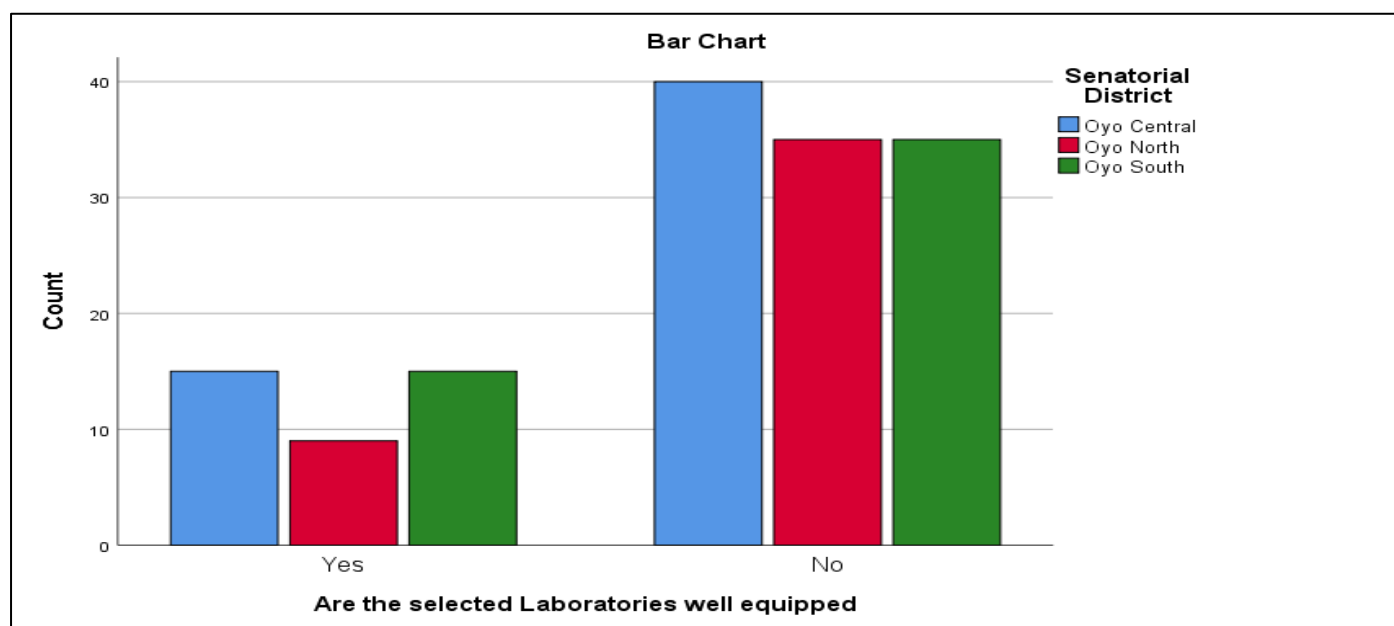


Fig 3 Responses on Equipped Laboratories within Senatorial Districts

Table 13 Percentage Distribution of the Type of Toilet System been Utilised in the Facility within Senatorial District

		Senatorial District			Total
		Oyo Central	Oyo North	Oyo South	
What type of toilet system is been utilised in the facility	Pit	27.6%	20.5%	24.5%	24.5%
	WC	44.8%	36.4%	49.1%	43.9%
	Both A and B	6.9%	11.4%	5.7%	7.7%
	None	20.7%	31.8%	17.0%	22.6%
	Others			3.8%	1.3%
Total		100.0%	100.0%	100.0%	100.0%

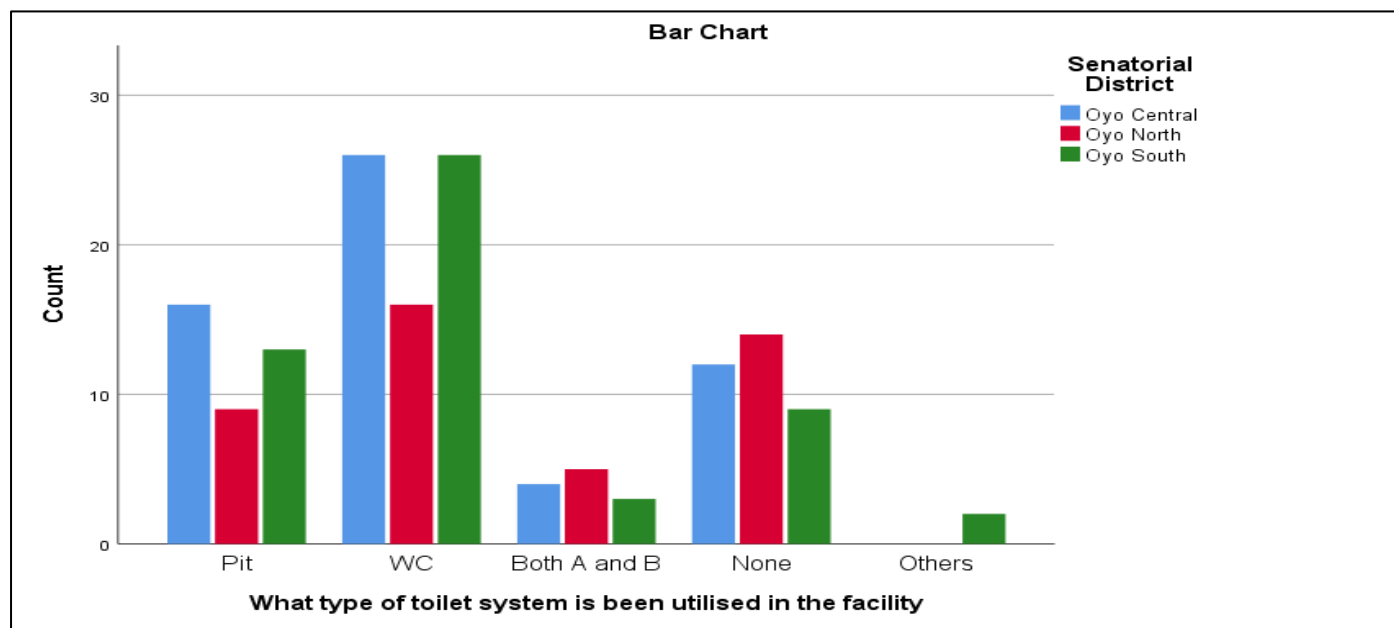


Fig 4 Representation of the Type of Toilet System been Utilised in the Facility within Senatorial District

Table 14 Percentage Distribution of Power Supply been Utilised in the Schools across Senatorial District

		Senatorial District			Total
		Oyo Central	Oyo North	Oyo South	
What type of Power supply is been utilised in the School	National Grid	36.7%	56.8%	35.8%	42.0%
	Solar/Inverter	6.7%	13.6%	1.9%	7.0%
	Both A and B	13.3%	11.4%	15.1%	13.4%
	None	36.7%	13.6%	30.2%	28.0%
	Others	6.7%	4.5%	17.0%	9.6%
Total		100.0%	100.0%	100.0%	100.0%

Table 15 Percentage Distribution of Water Supply been Utilised in Schools across Senatorial District

		Senatorial District			Total
		Oyo Central	Oyo North	Oyo South	
What type of Water supply is been utilised in the School	Borehole	38.3%	40.9%	39.6%	39.5%
	Well	30.0%	27.3%	18.9%	25.5%
	Both A and B	8.3%	9.1%	13.2%	10.2%
	None	23.3%	22.7%	28.3%	24.8%
Total		100.0%	100.0%	100.0%	100.0%

Table 16 Percentage Distribution of Equipment/Teaching Aids for PWDs to easily access the Facility Structure and Knowledge within Senatorial District

		Senatorial District			Total
		Oyo Central	Oyo North	Oyo South	
Is there equipment orr teaching aid 4 PWDs to easily access the facility structure and knowledge	Yes	7.7%	7.0%	3.8%	6.1%
	No	92.3%	93.0%	96.2%	93.9%
Total		100.0%	100.0%	100.0%	100.0%

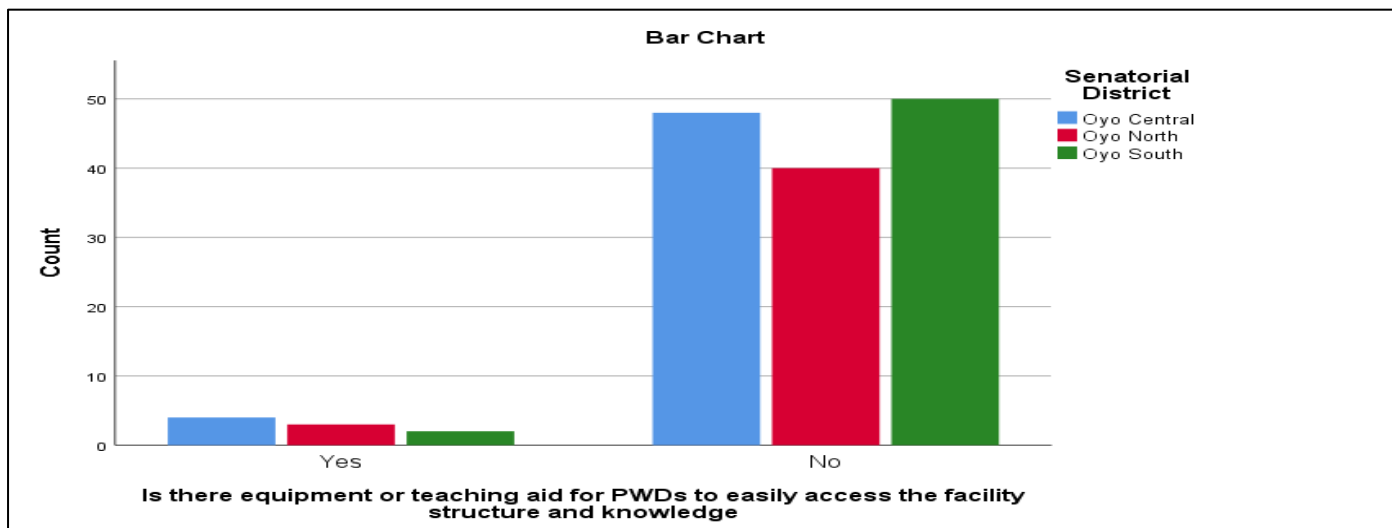


Fig 5 Distribution of Equipment/Teaching Aids for PWDs to easily access the Facility Structure and Knowledge within Senatorial District

Table 17 Percentage Distribution of the Average Number per session of Female Student who are Registered in the School within Senatorial District

		Senatorial District			Total
		Oyo Central	Oyo North	Oyo South	
What is the average number per session of Female student who are registered in the school	1 - 20	3.6%	11.4%	7.5%	7.2%
	21-40	8.9%	22.7%	15.1%	15.0%
	41-60	10.7%	18.2%	22.6%	17.0%
	61 and above	76.8%	47.7%	54.7%	60.8%
Total		100.0%	100.0%	100.0%	100.0%

Table 18 Percentage Distribution of the Average Number per session of Male Student who are Registered in the School within Senatorial District

		Senatorial District			Total
		Oyo Central	Oyo North	Oyo South	
What is the average number per session of Male student who are registered in the school	1 - 20	5.4%	14.0%	5.9%	8.0%
	21-40	8.9%	32.6%	23.5%	20.7%
	41-60	10.7%	7.0%	21.6%	13.3%
	61 and above	75.0%	46.5%	49.0%	58.0%
Total		100.0%	100.0%	100.0%	100.0%

Table 19 Percentage Distribution of the Average Number of Female Students who Complete SS3 in the School within Senatorial Districts

		Senatorial District			Total
		Oyo Central	Oyo North	Oyo South	
	1-10	7.3%	N/A	3.8%	4.0%
	11-20	9.1%	7.0%	11.5%	9.3%
	21-30	10.9%	9.3%	13.5%	11.3%
	30 and above	72.7%	83.7%	71.2%	75.3%
Total		100.0%	100.0%	100.0%	100.0%

Table 20 Percentage Distribution of the Average Number of Male Students who Complete SS3 in the School within Senatorial Districts

		Senatorial District			Total
		Oyo Central	Oyo North	Oyo South	
	1-10	3.6%	2.3%	2.1%	2.7%
	11-20	9.1%	9.3%	12.5%	10.3%
	21-30	23.6%	18.6%	18.8%	20.5%
	30 and above	63.6%	69.8%	66.7%	66.4%
Total		100.0%	100.0%	100.0%	100.0%

Table 21 Percentage Distribution of the Teacher Student ratio within Senatorial District

		Senatorial District			Total
		Oyo Central	Oyo North	Oyo South	
	1 : 20	17.9%	15.9%	15.1%	16.3%
	1 : 30	28.6%	36.4%	30.2%	31.4%
	1 : 40	28.6%	22.7%	18.9%	23.5%
	1 : 50	17.9%	25.0%	22.6%	21.6%
	others	7.1%	-	13.2%	7.2%
Total		100.0%	100.0%	100.0%	100.0%

Table 22 Percentage Distribution of Teaching Aid in the School within Senatorial District

		Senatorial District			Total
		Oyo Central	Oyo North	Oyo South	
Are there teaching Aid in the school	Yes	41.1%	45.2%	60.4%	49.0%
	No	58.9%	54.8%	39.6%	51.0%
Total		100.0%	100.0%	100.0%	100.0%

Table 23 Status of Intervention from PTA/PTF in the area of Management or Financing within Senatorial District

		Senatorial District			Total
		Oyo Central	Oyo North	Oyo South	
Is there any intervention from PTA/PTF in the area of management or financing. If No move to Q26	Yes	49.1%	65.9%	65.4%	59.5%
	No	50.9%	34.1%	34.6%	40.5%
Total		100.0%	100.0%	100.0%	100.0%

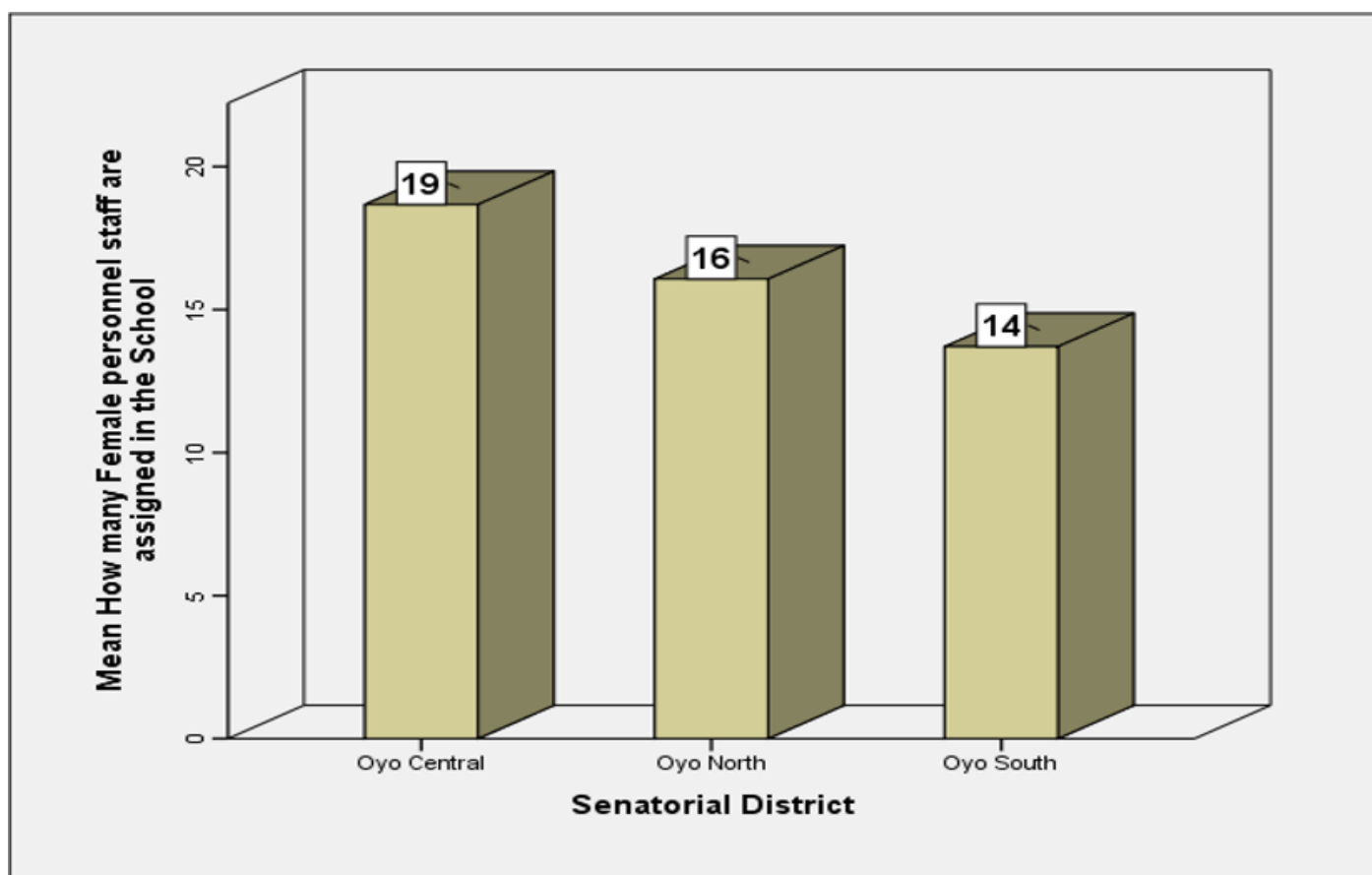


Fig 6 Percentage of Female Personnel Staff Attached to each Senatorial District

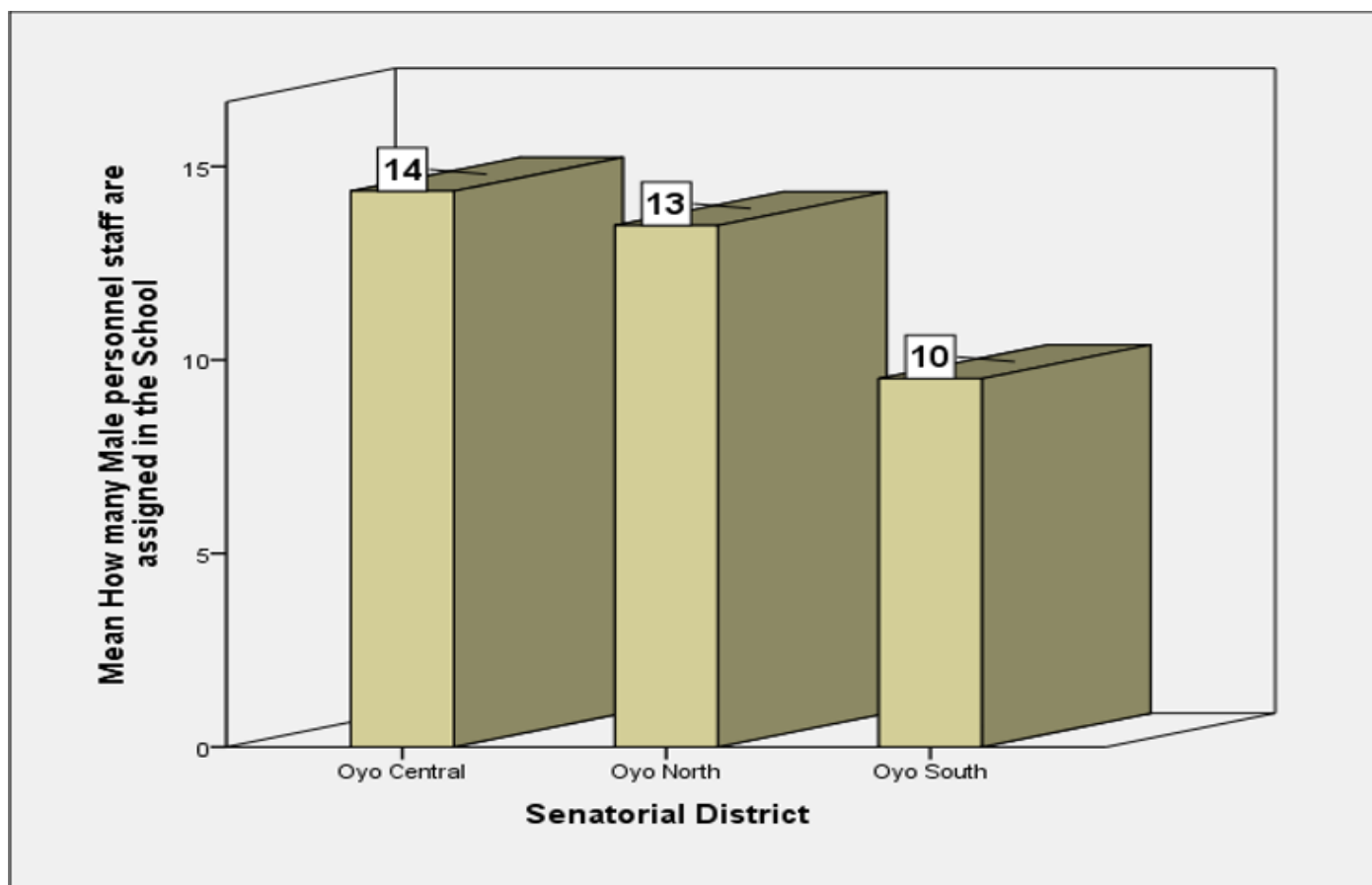


Fig 7 Percentage of Male Personnel Staff attached to each Senatorial District

IV. DISCUSSION

➤ *Overview:*

The survey was conducted across three senatorial districts in Oyo State, with a total of 157 respondents. The distribution of respondents across the senatorial districts was as follows: Oyo Central (60, 38.2%), Oyo North (44, 28.0%), and Oyo South (53, 33.8%) (Table 1). The facilities surveyed varied in age, with some established within the last 5 years and others over 30 years old. The majority of the facilities were state projects (86.6%), while a smaller percentage were federal projects (8.3%) or other types of projects (3.8%) (Table 3).

➤ *Structural Status and Resource Availability:*

The structural status of the facilities varied, with 77.9% being old and 22.1% being new (Table 4). In terms of recent renovations, 36.8% of the facilities had undergone some form of renovation, with 49.3% of those renovations being completed, 19.2% ongoing, and 31.5% abandoned (Table 6). A significant majority of the facilities (90.8%) reported having insufficient furniture (Table 7).

When examining laboratory availability, 50.0% of the facilities had library laboratories, 68.3% had science laboratories, 9.0% had ART laboratories, and 41.4% had computer laboratories (Tables 8, 9, 10, and 11). However, only 26.2% of the selected laboratories were well equipped (Table 12). In terms of power supply, 42.0% of the facilities were connected to the national grid, 7.0% used solar/inverter

systems, 13.4% used both, and 28.0% had no power supply (Table 14). For water supply, 39.5% of the facilities used boreholes, 25.5% used wells, 10.2% used both, and 24.8% had no water supply (Table 15).

➤ *Accessibility and Utilization:*

The average number of female students registered per session was as follows: 1-20 (7.2%), 21-40 (15.0%), 41-60 (17.0%), and 61 and above (60.8%) (Table 17). For male students, the distribution was: 1-20 (8.0%), 21-40 (20.7%), 41-60 (13.3%), and 61 and above (58.0%) (Table 18). The average number of female students completing SS3 was: 1-10 (4.0%), 11-20 (9.3%), 21-30 (11.3%), and 30 and above (75.3%) (Table 19). For male students, the distribution was: 1-10 (2.7%), 11-20 (10.3%), 21-30 (20.5%), and 30 and above (66.4%) (Table 20).

➤ *Government Interventions and Community Participation:*

In terms of teacher-student ratios, the most common ratio was 1:30 (31.4%) (Table 21). Teaching aids were present in 49.0% of the facilities (Table 22). Interventions from PTAs/PTFs in management or financing were reported in 59.5% of the facilities (Table 23). The average number of male and female personnel staff assigned to the schools varied across the senatorial districts, with Oyo Central having the highest mean for both male (14.36) and female (18.67) staff (Table 24).

➤ *Challenges and Opportunities:*

One of the main challenges identified in the survey was the lack of equipment or teaching aids for persons with disabilities (PWDs), with only 6.1% of facilities having such resources (Table 14). Additionally, many facilities reported insufficient furniture (90.8%) and inadequate laboratory equipment (73.8%) (Tables 7 and 10). However, there are opportunities for improvement through government interventions, community participation, and the utilization of solar/inverter power systems and boreholes for water supply (Tables 12 and 13).

The survey revealed various challenges and opportunities related to the structural status, resource availability, accessibility, and utilization of educational facilities across the three senatorial districts in Oyo State. The findings highlight the need for improved government interventions, community participation, and resource allocation to ensure equitable access to quality education. By addressing these challenges and capitalizing on the available opportunities, it is possible to enhance the overall quality of education in Oyo State.

V. CONCLUSION

The comparative assessment of the implementation and utilization of constituency educational systems in the three senatorial districts of Oyo State has provided valuable insights into the current state of secondary education in the region. The analysis of the collected data reveals both challenges and opportunities in terms of structural status, resource availability, accessibility, and utilization of educational facilities.

The study found that a significant number of facilities were old and lacked sufficient furniture, well-equipped laboratories, and resources for persons with disabilities (PWDs) (Tables 4, 7, 10, and 14). This highlights the need for improved government interventions, resource allocation, and infrastructure development to ensure equitable access to quality education.

Furthermore, the survey revealed variations in the availability of laboratories, power supply, and water supply across the senatorial districts (Tables 8, 9, 12, and 13). These disparities emphasize the importance of targeted interventions to address the specific needs of each district and promote equal educational opportunities.

The results also indicated that community participation, through PTAs/PTFs, played a crucial role in the management and financing of educational facilities (Table 21). Encouraging and strengthening such collaborations can contribute to the improvement of educational systems in Oyo State.

In terms of teacher-student ratios, the most common ratio was 1:30, which is relatively high (Table 19). This suggests a need for increased investment in human resources to ensure effective teaching and learning in the schools.

Based on the findings of this study, several recommendations can be made to enhance the quality of education in Oyo State. These include:

- Improving government interventions and resource allocation to address the challenges faced by educational facilities, particularly in terms of infrastructure development and laboratory equipment.
- Encouraging community participation and collaboration with PTAs/PTFs to support the management and financing of educational facilities.
- Implementing targeted interventions to address the specific needs of each senatorial district, focusing on power supply, water supply, and laboratory availability.
- Investing in human resources to reduce teacher-student ratios and ensure effective teaching and learning.
- Promoting the development and utilization of resources for persons with disabilities (PWDs) to ensure inclusive education.

In conclusion, this study has provided a comprehensive analysis of the implementation and utilization of constituency educational systems in the three senatorial districts of Oyo State. The findings highlight the need for improved government interventions, community participation, and resource allocation to ensure equitable access to quality education. By addressing these challenges and capitalizing on the available opportunities, it is possible to enhance the overall quality of education in Oyo State.

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