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An Evaluation the Contributions of New Model Primary Schools to the Development of Rivers State

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Abstract

Since 2004, the landscape of almost every ward in Rivers State has been transformed by the newly built model primary schools, these schools are a testament to the state government's contribution to primary education. The primary schools were built by the government with the intention of providing free, quality education to children with outstanding infrastructural facilities. Unfortunately, the extent to which these schools add to the development of the state is unknown and available information on this is limited. As such the contributions of these model primary schools to the development of Rivers State has been the rationale for this study. The sample consisted of 1000 respondents of which 200 are head-teachers, 600 are teachers and 200 are supervisors from the ministry of education. An instrument titled "Contribution of New Model Primary Schools to State Development Questionnaire (CNMPSDQ)" was the main instrument used for data collection. The finding of the study was that the model primary schools were built without school mapping strategies as indicated by 85% of respondents. Also public school teachers are better paid as indicated by 67.5% of respondents, this shows an improvement in the welfare of teachers in the state. The researcher recommended that primary schools should be self sustaining and stable electricity should be provided in these schools.

1. Introduction

There is no doubt that education particularly primary or basic education is crucial to economic, social and manpower development of any nation. Without basic education, a person may not be able to read and understand simple instructions on manuals, posters or newspapers, neither can an individual perform simple calculations or write. Also in the absence of basic skills, it is impossible to expand the potential of an individual to contribute to the growth of the society. Any society that neglects the development of basic education is destined for underdevelopment and economic instability.

In many developing countries all over the world including Nigeria, there is a renewed zest to improve on the standard of education through appropriate educational policy reforms and plans based on the educational needs of the country. The introduction of the Universal Basic Education (UBE) program in Nigeria is one of such plans that aims to improve the standard and quality of education in the country. The broad aims of the programme is to provide free education, reduce school drop-out rate, ensure high levels of basic skill acquisition, moral, cultural values and lifelong learning. Through the inculcation of appropriate learning strategies, self-awareness, citizenship and basic skills as stated in the UBE Act 2003. Hence, UBE goes beyond increasing access to education, it also has a key goal of ensuring quality in the Nigerian education system.

However, there are several factors preventing the UBE from succeeding particularly at the primary educational level, such as poor state of infrastructural facilities (schools, classrooms and furniture), lack of instructional materials, non-payment of teacher's salaries, and low attendance rate. These problems prevent teachers from being energized to put in their best and restrict students from learning, thus thwarting the actualization of UBE objectives. The ripple effect of this on education is that the attainment and accomplishment of educational goals are impossible and the country thus suffers at the long run (Olaniyan and Obadara, 2008).

The Federal government of Nigeria in a bid to address some of these problems transferred the responsibility of primary school administration into the hands of local governments in the country. Despite this noble and thoughtful maneuver, Olaniyan and Obadara (2008), stated that primary education in most states of the Federation are still plagued with numerous problems and remains the most neglected level of education. This situation has led to a gradual deterioration of the quality of education in the country, more and more students are sent into secondary and tertiary institutions without adequate skills at the primary level. As a result of this the transition rate form primary to secondary and finally to tertiary institutions has continued to reduce over the last decade (FRN/UNDP 2003).

The Governor of Rivers State Chibuike Rotimi Amaechi, stated that "if primary education failed under the Local Government, then there is something foundationally wrong with that law because you cannot leave the foundation of a house in the hands of a man who does not have money". And in 2008, his administration took over the management and administration of an estimated 2,800 primary schools in the State from the various Local Government Councils, including the payment of salaries estimated at N868 million, so as to solve the problems stated above. Also they embarked upon a thorough rebuilding of most of the primary schools in the state and training/retraining of teachers and head-teachers (CHATHAM HOUSE, London on February 26, 2009).

2. Statement of the Problem

Quality primary education is reflected in modern infrastructural primary school facilities, quality teachers, available instructional materials and student's access to these materials are capable of reducing illiteracy, ignorance, draught in skills, advancing the pace of national integration and political consciousness. In Rivers State, the control, administration and management of primary education is in the hand of the state government and the state has embarked upon radical reforms of primary education, including the building of schools. The impact and accomplishments of these strategies at improving primary education on the development of the state is not obvious. The extent to which these model primary schools contribute to the social, economic, political and cultural development and the relevance of such a reform on the development of the state has remained a mystery. This study therefore focused on the impact of new model primary schools on the development of the state.

3. Purpose of the Study

The purpose of the study was to determine the impact of the new model primary schools on the development of Rivers State. The rationales for the study include the following:

- To determine if the location of primary schools in Rivers State followed the educational planning process of school mapping.
- To determine if the necessary infrastructural facilities have been put in place for the proper implementation of primary education in Rivers State.
- To determine if the funding arrangement is adequate for the new model primary schools in Rivers State.
- To determine if there is adequate and qualified manpower (teachers) for the execution of quality primary education in Rivers State.

- To determine if the program has contributed to the development of Rivers State.

4. Primary Education in Nigeria and Rivers State

Primary education is to a country or state what the brain is to the body. Without primary education it is impossible for individuals at other levels of education to function successfully and this will ultimately lead to the failure of the entire country or state. Primary education and training are the main tools available to government and the community to prepare individuals for a world that is rapidly changing, with an increasing demand for ideas, and to improve an individual's employability. This is why scholars of economics of education and educational planning continue to link investments in primary education to national and state development. Since primary education serves as the foundation to the other two levels of education, without it, secondary and tertiary education are virtually impossible to attain.

Primary education is the act and method of physically, mentally or morally developing the mental activities or senses of children (beginning at four years old) to prepare their minds for skills and further learning later on in life. Students at the primary education level in Nigeria spend six years in primary school and are taught subjects such as mathematics, English language, Bible knowledge or Islamic knowledge studies, science and one of the three main native languages in the country. Some primary schools particularly private primary schools offer subjects such as computer studies, French and art (www.wikipedia.com 2011). Students in primary schools in Nigeria are within the preview of the UBE scheme and are required to take Common Entrance Examination that qualifies them for admission into secondary school and graduate with a School-Leaving Certificate.

The UBE was introduced in September 1999 to replace Nigeria's Universal Primary Education scheme (UPE) of 6-3-3-4 system of education. The present UBE scheme has adopted the 9-3-4 system of education which is designed in accordance with the Millennium Development Goals (MDGs) and the policy of Education-For-All (EFA). The provision of the UBE scheme makes it mandatory for every child of school going-age to pass through 6 years of primary education and 3 years of junior secondary school. Also the transition from primary to secondary school is automatic and cumulate to 9 years of uninterrupted schooling but evaluation is done based on continuous assessment. The Universal Basic Education Board (UBEB) was also established at the State and Local Government levels to ensure proper implementation of the scheme in various states and local governments in the country.

According to Obong (2006), in order to ensure the success of the UBE scheme, the Universal Basic Education Commission (UBEC) Act was formulated to ensure universal, free and compulsory education to every Nigerian child. The UBEC law section 15 specifies a 9 year compulsory formal education, adult literacy, and non-formal education, skill acquisition programmes. The Commission established some short and medium term objectives with appropriate performance indicators to evaluate the success of the scheme in various parts of the country. Some of these objectives include; adequate access to primary and junior secondary education, periodic review and effective implementation of the curriculum, improving gender equity, reducing the spread of HIV and mitigating the impact of AIDS as well as mobilizing and developing partnerships with international agencies, private and local communities.

Unfortunately, in most states of the Federation the condition of basic education, particularly at the government owned primary school is shameful. Adu (2004) stated that most primary schools buildings are dilapidated and lack any form of maintenance or renovation, as such teachers and students result to teaching and learning in classrooms without roofs. Some students sit in overcrowded classrooms and sit on the floor and in most urban/rural areas students can be seen with tattered uniforms to and from school. Incidents such as high rates of truancy and school drop-out, the reluctance of teachers to teach, are occurrences that the government and families are forced to contend with. The long term result of this is that both the standard and quality of primary education has

dropped significantly and the number qualified students that transit into other levels of education has dwindled.

In a bid to address most of these difficulties, the Rivers State government embarked upon the building of 750 model schools across the State, with playgrounds, auditoriums, equipped library, and computer laboratory with magnetic screen computers, demonstration farm, and administrative office, dining hall, a sick bay with a resident nurse, staff quarters and a dormitory. Presently, 400 of these primary schools have been completed each of these schools cost approximately 120 million naira and a total cost of 84 billion naira or 560 million U.S dollars. The State government invested so much in the building and maintenance of these primary schools in order to address the poor decay and dilapidated infrastructural facilities in various primary schools in the State (Asodike & Jaja, 2011).

5. Primary Education and Regional Development

The impact of primary education on capital formation is very evident, and scholars generally agree that in the absence of this level of education it will be virtually impossible to build on the gains of other levels of education. The view that primary education actually contributes to economic growth depends firstly on the extent to which other educational levels improve over time and secondly, on the impact of primary education on economic productivity. Since primary education improves general human capabilities, it has to be viewed as having a universal impact irrespective of country, region or state.

According to Conrad (2002) at the macro level, the effect of primary education can be seen in the changing composition of the economy. It is commonly indicated that the service and manufacturing sectors have more functional uses for educated labor than the agricultural sector and hence, the shift from agriculture to industry will lead to greater use of educated labor and in turn requires more educated labor forces. However, there is no unanimous theoretical or empirical basis that agriculture makes use of less educated labor than other sectors of the economy. In fact, literacy rates have been high among farmers and there are more functional uses for education in agriculture in keeping accounts and keeping up with technological developments in farming practices. As such in the Nigerian economy where there is a vigorous push for agricultural and industrial development, education and particularly primary education is crucial to the development of these sectors.

Theoretically, Dahlin (2002) presented an argument on the impact and effect of human capital accumulation on economic growth through education, in his simple regression model. It comprised of two linear equations, the first equation was the gross domestic product (GDP) determination taking into account the initial period. Interestingly, the principal variable of interest in determining GDP per capita was the level of labor supply. The second equation was that of human capital determination, determined by government expenditure on education for 15 countries around the world for the period 1960 – 1990 (considering observations in five year periods). This study found that workers with primary education always had a positive impact on the growth rate and workers with secondary education had the same impact as the workers with primary education. However, the study found that workers with higher levels of schooling had a negative impact on economic growth.

The positive relationship between investment in education and national development was discovered by Fabunmi (2004) and in order for the UBE to contribute meaningfully to educational development in Nigeria, teachers have to be creative, innovative and inspiring, teaching materials should also be adequate and well utilized; facilities such as school buildings, desks, tables, chairs, water, electricity, library and access roads need to be made available. Therefore primary education's impact on economic growth of Nigeria and states in the country can only be achieved through the provision and availability of necessary material and human resources. These resources if available and properly utilized will determine the quality of labour force that is provided to both the industrial and agricultural sectors of the economy to manipulate modern technologies and move the nation on a path to development. The impact of primary education on the development process of the state is vital in determine the returns in investment of both the government and private organizations.

6. Research Questions

The following research questions were answered by the study:

1. Is there any indication that school mapping techniques are adopted in the location of new model primary schools in Rivers State?
2. What is the nature of infrastructural facilities put in place for teaching and learning in the new model primary schools in Rivers State?
3. What is the financial arrangement put in place for the new model primary schools in Rivers State?
4. What types of manpower are available for the execution of the new model primary schools in Rivers State?
5. What is the impact of the model primary schools on socio-economic and political development of Rivers State?

7. Methodology

The population of the study included 750 new model primary schools, as well as head-teachers, teachers, and supervisors from the ministry of education in River state. The composition of the sample took into consideration the relative number of head-teachers, teachers and supervisors at the ministry in each of the government owned model primary schools in Rivers state. A combination of quota sampling and accidental sampling was used because the researcher took into consideration the lack of information on the exact location of all the schools, restricted time and budget of the study.

To ensure an equitable representation, the 750 model primary schools in Rivers state were divided into 23 Local Government Areas of the state where they are located. And the researcher selected and visited 10 model primary schools from each of these Local Government Areas through random sampling. Thus, a sample of 230 model primary schools with a sample of 1000 respondents 200 head-teachers, 600 teachers and 200 supervisors from the ministry of education made up the sample.

The questionnaire titled "An Evaluation of the Contributions of New Model Primary Schools to the Development of Rivers State Questionnaire" was the main instrument used for data collection it contained 29 items which sought information on variables such as strategies for location, status of infrastructure, funding arrangement, manpower distribution, socio-economic and political contribution. The qualitative part of the survey was obtained through interviews with stakeholders. The method of data analysis is a four point modified Likert rating scale for the responses and the scale will be as follows; Strongly Disagree (SD) is 1, Disagree (D) is 2, Agree (A) is 3, Strongly Agree (SA) is 4. The instrument was validated for both content and face validated by an expert in the field of educational management. Its reliability was obtained through a test-retest method, and a reliability coefficient of 0.87 was obtained.

8. Research Results

8.1. Research Question 1

Is there any indication that school mapping techniques are adopted in the location of new model primary schools in Rivers State?

Table 1: School Mapping Techniques Adopted

S/N	Statement	SA	A	D	SD	TOTAL	Mean(x)	Remark
1.	Model schools are built simply where previous schools are located.	672 (67.2%)	248 (24.8%)	72 (7.2%)	8 (0.8%)	1000 (100%)	2.84	Agree

Table 1: School Mapping Techniques Adopted - continued

2.	School mapping strategies are adopted in the placement and location of model schools.	17 (1.7%)	133 (13.3%)	367 (36.7%)	483 (48.3%)	1000 (100%)	1.68	Disagree
3.	Educational Planners were invited to investigate where model primary schools should be located.	47 (4.7%)	333 (33.3%)	453 (45.3%)	167 (16.7%)	1000 (100%)	2.26	Disagree
4.	Radius Per child was a factor in the location of model schools.	87 (8.7%)	33 (3.3%)	563 (56.3%)	317 (31.7%)	1000 (100%)	1.89	Disagree
5.	Available primary school maps and school network.	110 (11%)	227 (22.7%)	283 (28.3%)	380 (38%)	1000 (100%)	2.07	Disagree

Table 1 shows that school mapping strategies were not adopted in the sighting of model primary schools in Rivers state. This can be seen in the responses of most respondents, as they disagreed that school mapping techniques are implemented before building of model schools in the state (x = 1.68), distance covered per child to school is also a factor in the building of model primary schools (x = 1.89).

8.2. Research Question 2

What is the nature of infrastructural facilities put in place for teaching and learning in the new model primary schools in Rivers State?

Table 2: Availability of Infrastructure

S/N	Statement	SA	A	D	SD	TOTAL	Mean(x)	Remark
6.	Model primary schools are all of equal sizes and dimensions.	427 (42.7%)	407 (40.7%)	136 (13.6%)	30 (3.0%)	1000 (100%)	3.23	Agree
7.	Model schools have adequate instructional materials for teaching and learning.	557 (55.7%)	280 (28.0%)	150 (15.0%)	13 (1.3%)	1000 (100%)	3.81	Agree
8.	Model primary schools are equipped with laboratories and libraries	765 (76.5%)	209 (20.9%)	20 (2.0%)	6 (0.6%)	1000 (100%)	3.73	Agree
9.	Students are provided with school uniforms and shoes.	674 (67.4%)	342 (34.2%)	11 (1.1%)	5 (0.5%)	1000 (100%)	3.75	Agree
10.	Model primary schools have steady electricity	102 (30.2%)	120 (12.0%)	471 (47.1%)	307 (30.7%)	1000 (100%)	2.02	Disagree

Table 2 shows that adequate infrastructural facilities are provided for teaching and learning in the new model primary schools, but stable electricity supply remains unavailable in most of these schools. This is indicated in the responses of respondents on infrastructural issues such as 76.5% (x = 3.73) of respondents who agreed that science and computer laboratories, libraries, classrooms and furniture are available in the model primary schools. While 471 (x = 2.02) of respondents disagreed to model primary schools have stable electricity supply. These results generally show that infrastructural facilities are generally available in the new model primary schools in River state.

8.3. Research Question 3

What is the financial arrangement put in place for the new model primary schools in Rivers State?

Table 3: Financial Arrangement

S/N	Statement	SA	A	D	SD	TOTAL	Mean(x)	Remark
11.	Model schools are allocated adequate financial resources by the government.	453 (45.3%)	248 (24.8%)	102 (10.2%)	197 (19.7%)	1000 (100%)	2.96	Agree
12.	Model schools have private sources of financial assistance.	318 (31.8%)	135 (13.5%)	423 (42.3%)	124 (12.4%)	1000 (100%)	2.65	Disagree
13.	Funds meant for the model primary schools are released as at when due.	603 (60.3%)	114 (11.4%)	67 (6.7%)	216 (21.6%)	1000 (100%)	3.81	Agree
14.	Teachers are properly paid and receive entitlements.	378 (37.8%)	287 (28.7%)	203 (20.3%)	132 (13.2%)	1000 (100%)	2.91	Agree
15.	Teachers in model primary schools are better paid than teachers in private schools.	654 (65.4%)	209 (20.9%)	83 (8.3%)	54 (5.4%)	1000 (100%)	3.46	Agree

Table 3 shows that the government has put in place the necessary funding arrangement to ensure the running of the new model primary schools in Rivers State. This was attested to by 65.4% (x = 3.46) of respondents who indicated that teachers in public owned model primary schools receive better salaries than their private school counterpart. Also funds that are meant for the model schools are released on time as indicated by 60.3% (x = 3.81) of respondents. The results also show that respondents disagreed on that model schools have other sources of funds generation than from the government, this is indicated by 42.3% of respondents who disagreed.

8.4. Research Question 4

What types of manpower are available for the execution of the new model primary schools in Rivers State?

Table 4: Availability of Manpower

S/N	Statement	SA	A	D	SD	TOTAL	Mean(x)	Remark
16.	Government employs sufficient teachers.	562 (56.2%)	132 (13.2%)	101 (10.1%)	205 (20.5%)	1000 (100%)	3.05	Agree
17.	Recruited teachers are qualified.	415 (41.5%)	352 (35.2%)	192 (19.2%)	41 (4.1%)	1000 (100%)	3.14	Agree
18.	Teacher-pupil ratio is moderate.	493 (49.3%)	128 (12.8%)	190 (19.0%)	189 (18.9%)	1000 (100%)	2.74	Agree
19.	Experts are used in the science and computer laboratories.	498 (49.8%)	309 (30.9%)	153 (15.3%)	40 (4.0%)	1000 (100%)	3.27	Agree
20.	Ministry of education has a data bank of all the manpower available in the model schools.	341 (34.1%)	109 (10.9%)	72 (7.2%)	422 (42.2%)	1000 (100%)	2.26	Disagree

Table 4 reveals the availability of adequate manpower for the new model primary schools in Rivers State. This can be seen in the responses of 56% (x = 3.05) of respondents who indicated that a sufficient number of teachers are employed for the new model primary schools in Rivers State. Also

respondents with a mean of 3.14 agreed that qualified teachers are being employed to teach in the new model primary schools.

8.5. Research Question 5

What has the model primary schools contributed to the social, economic and political development of Rivers State so far?

Table 5: Model Primary Schools and Social, Economic and Political Development

S/N	Statement	SA	A	D	SD	TOTAL	Mean(x)	Remark
21.	Model primary schools have ensured the benefits of politics to all.	662 (66.2%)	237 (23.7%)	92 (9.2%)	9 (0.9%)	1000 (100%)	3.55	Agree
22.	Social unity and equality has been created by model primary schools.	435 (43.5%)	259 (25.9%)	121 (12.1%)	185 (18.5%)	1000 (100%)	2.94	Agree
23.	Model primary school promotes religious unity and tolerance.	339 (33.9%)	91 (9.1%)	391 (39.1%)	189 (18.9%)	1000 (100%)	2.60	Disagree
24.	Model primary schools have improved employment opportunities.	603 (50.3%)	308 (20.8%)	85 (8.5%)	40 (4.0%)	1000 (100%)	3.55	Agree
25.	Model primary school has improved the literacy level in the state.	891 (89.1%)	110 (11.0%)	31 (3.1%)	32 (3.2%)	1000 (100%)	3.99	Agree

Table 5 shows social, economical, political contribution new model primary schools in Rivers State has been positive. Majority of respondents indicated that the new model primary schools have contributed to improved literacy 89.1% (x = 3.99), benefits of democracy 66.2% (x = 3.55). On the other hand respondents 39.1% (x = 2.60) indicated that it has not contributed to religious unity and tolerance in the state.

9. Discussion of Findings

The study discovered that school mapping strategies are not being adopted during the process of planning the location of model primary schools. This is because expert educational planners were not employed during the policy making process of building new model schools in the state. Also there is an absence of available statistical data on population figure, relevant geographical materials, lack of school mapping principle and inadequate school mapping facilities within the state. The inability of adopting a school mapping strategy is a major cause of over-population and under-population being witnessed in most model schools in the state and this does not have a positive impact on the development of the Rivers State.

According to the state Commissioner for Education in Rivers State, Dame Alice Lawrence Nemi in an interview with the Sunday Trust Newspaper (November 14, 2009), the model primary schools are being distributed across every ward in the state with each ward receiving at least a school. Although the intention of the government is to ensure equity, but it is impossible to achieve equitability in the use of these school resources without properly planning and adopting school mapping techniques. For instance, the present location of these model primary schools without any form of school mapping technique leads to some students being disadvantaged by covering great distances to school, over-used educational resources in these schools and in some cases not enough students. This is because most wards have more children of school going-age than other wards in the state and without

determining the demand of these schools in each of the wards, while building the exact same capacity of school in each of the wards amounts to waste.

On the second research question, the study found that the infrastructural facilities provided are both adequate and suitable for this level of education. They are designed with excellent facilities such as computer and science laboratories, fully furnished classrooms, playgrounds, security, and telecommunication equipments that makes it possible for the staff to communicate freely. The study determined that the Rivers State Ministry of Education proposed design of the school structures are carried out. It was planned in the design that, additional schools are to be built and then, additional facilities such as classrooms, more teachers and other materials are to be provided by the government. It has been revealed that there is inadequate supply of electricity in these schools and this is an essential energy for the model schools to operate their computer and science laboratories with. This also could also be as a result of the poor electricity supply generally in the country as a whole.

The impact of this on the development of the state is that it during the construction of these schools and in the process of running these schools, jobs are created and people are employed making it possible for citizens of the state to earn a living. Unfortunately, less than 50% of the schools have been completed and are in use around Rivers State as discovered by the researcher.

On the third research question it was discovered that the financial array being implemented by the government for the model primary schools is both efficient and effective. This is as a result of the level of commitment of the government towards primary education in the state, leading to tremendous investment into this level of education. It is estimated that 84 billion naira is allocated to just the building of these schools in the state and the running cost of these schools is estimated at 2 billion naira annually (Preece, 2006). Critics of the government are of the view that these huge sums being devoted to just one level of education limits the funds available to other levels of education. Also only a fraction of the funds allocated to this level of education actually are used for the purpose they are intended the other portion of the cake are looted and stolen by corrupt politicians. The implication of this on the development of the state is that it prevents the primary schools from being contributors to the success of the state, because they are restricted by much needed financial resources. Also essential financial resources that can be used to implement other infrastructural developmental projects in the state are used in the running of these schools and this could be detriment to progress in the state.

On the fourth research question, the study determined the availability of qualified manpower for the implementation of the new model primary schools in Rivers State. The government had recruited teachers as proposed in the implementation design of the Rivers State Ministry of Education (RSME, 2001). About 3,500 teachers were recruited so as to have approximately 1:30 teacher – pupil ratio. It was noticed as of recent that large number of teachers were employed for the Rivers State government in almost all the local governments in the state. This is why the respondents agreed that qualified teachers were employed by the government in sufficient amounts. They also confirmed that computer and science laboratories are in the control of specialists, and so also students are taught by experts. The role of this on the development of the state is that it ensures that children who are the future leaders of tomorrow are provided the best knowledge and skill that is needed for their growth. Also it ensures that teachers who are often the least catered for group of workers are given their pride of place in the state and properly motivated to work harder.

On the fifth research question, the study discovered that the new model primary schools have contributed to social, economic and political development of the state. It has also improved the earning capacities of individuals who took part in the construction of these schools either directly or indirectly. One of the aims of the Federal Ministry of Education (FME, 1999) is to equip the students with the knowledge, skills and attitudes that will enable them to live meaningful and fulfilling lives, derive maximum social, economic and cultural benefits from the society and so on (Rolnick & Grunewald, 2003). Fortunately, the findings of this study show that the new model primary schools in Rivers State contribute to the success and achievement of the objectives of the FME stated. Although respondents disagree that the schools contribute to religious unity and tolerance in the state, because there is no

direct relationship with religious activities and the recipients of the model schools are minors who have no religious inclinations other than that of their parents.

10. Conclusion

Evidence shows that quality primary education has a positive influence on the educational development of children in later life and thus the development of the society in the long-run. Some scholars on primary education have asserted that investing in it can yield high returns for the society, because graduates of this level of education acquire essential skills necessary for their survival in the world (Barnett, 2006). Similarly, an important role of the government is the provision of basic infrastructural facilities, one of such facilities is the school and in recognition of this responsibility the Rivers State government is ripping the benefits of associated. The contributions of the new model primary schools to the development of Rivers State can attest to by all. Besides the aesthetical transformation of some towns, cities and communities in the state, these building serve as training centers for young minds that will grow up to shape the fabric of society. Other contributions of the new primary schools to the state are in terms of socio-economic and political transformation of the state. These achievements would not have been possible without the huge financial and infrastructural involvement of the state government and the returns of such huge investments are attested to by all.

Despite these noble ventures there are shortcomings that are worth pointing out. School mapping strategies were not adopted during the process of drawing up a blueprint for the construction of these schools in Rivers State. This is because the government failed to involve educational planners in the process of developing educational policies for the state and this creates a problem of under or over utilization of educational resources thereby creating waste and over utilized facilities. Also the issue of misappropriation of educational resources is another problem that needs to be addressed in order for the state to adequately utilize its limited resources in achieving governmental objectives.

11. Recommendation

Based on the findings of the study stated, the following suggestions are therefore made namely;

- During the process of drawing up the blueprint for the construction of schools it is vital that educational planners are consulted and brought into the planning team. This will ensure that school mapping techniques are adopted and this singular act will go a long way at improving on the quality of educational delivery by ensuring that schools are properly located to provide equal participation and utilization of educational resources.
- Financial resources being allocated in to the education sector should be monitored for efficient and effective utilization in order to avoid misappropriation of these resources for other uses.
- Rivers State government should begin the process of gathering necessary statistical data on population of children of school going-age, communities, and location of industries and prone areas of population explosion this will help during the setting up of schools.
- New model primary schools should be given the opportunity to source income; this form of autonomy in financial matters will reduce the burden on the government given the present global economic crisis. It can be done by providing schools with income generating activities such as farms, television programmes, and research centers and so on.
- Stable electricity supply is essential for proper teaching and learning giving the current changes in technologies around the world. Computer classes require electricity to operate equipment and facilities, so it is important that the government solves the electricity problem in the state or provide an alternative source of power for the new model primary schools in the state.

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