

An Assessment of the Spatial Distribution of Government Secondary Schools In Zaria Area, Kaduna State

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Abstract

The development of educational infrastructure is a pre-requisite to National development in all its ramifications. Accordingly, this paper assesses the spatial distribution of Government Owned Secondary Schools (GOSS) in the Zaria Area. It reveals that the spatial distribution of Government Owned Secondary Schools in Zaria area is very uneven. The paper argues that uneven distribution of Government Owned Secondary education facilities as well as their inadequacy and inefficiency encourage the proliferation of Private Owned Secondary Schools (POSS) and has serious consequences on the educational services provided and therefore, the quality of education and its standard. It recommends that future locations should consider areas poorly served with the view of increasing their services, and numbers.

Introduction

Infrastructural facilities are vital resources that facilitates all-round development of man and his environment. One vital infrastructural aspect that needs to be vigorously developed is the educational infrastructure. Urbanization in the Third World Countries brings in its wake many advantages and disadvantages. The disadvantages usually have to do with the difficulties in controlling urban growth and with making available resources or infrastructures to sustain the increasing demands for essential public services like education, health, housing and so on.

One of the most outstanding educational problems in Nigeria, as in other parts of the developing world, is the inadequate number of secondary schools in various parts of the country especially in the northern part. The problem of inadequate secondary schools is aggravated by locational inequalities in the location of the few available schools. The spatial disparity in the distribution of secondary school is most severe between urban and rural areas, although the majority of the population of Nigeria inhabit the rural areas, yet in terms of secondary schools these are the most neglected segment of the population. Even in the urban areas, there is imbalance or disparities in the location of schools due to a number of factors ranging from political to environmental accessibility i.e. within the urban areas, there are variations in the distribution of secondary schools among different zones of the cities.

During the last few years, emphasis on development in Nigeria in shifting from

traditional approach to those with spatial efficiency. Among the growing interest in social problems by social scientist is a concern that economic growth and technological development should not continue to receive disproportion attention at the expense of concerns for spatial equity in the location and allocation of social amenities. Since every citizen of a country has a right to government amenities, the concern people that some people have an easy access to these social facilities while others experience tremendous difficulties in getting at them due to prohibitive distance and time constraints (Ikporokpo, 1987).

However, the need for the expansion of these facilities to meet the ever increasing population gives all levels of government, the concern to establish more public facility centers such as secondary school education which forms the basis of this study. Since schools especially secondary schools are considered quite necessary and essential by all, it follows that any attempts to establish such useful facilities will require the need to locate them in places where they can command maximum use by the people they are supposed to serve. A cardinal argument of government is that schools should be near as possible to place of abode of pupils. It therefore stands to reason to define optimality in terms of the ability of the government to make the distance to schools (secondary) as short as possible. The educational sector had clearly spelt standards for the sitting of schools. For instance, the policy spelt out minimum, average and maximum distance that a pupil should travel on

the journey to school; this issue of optimality in location forms the basis of this research.

Statement of the Problem

The location of education facilities is known to influence their utilization and efficiency, as proximity to them do influence the decision to seek and receive education. This implies that the distribution of educational facilities particularly public ones which are more affordable and accessible may influence accessibility to educational opportunity.

The problem of inadequate Government established Secondary Schools is aggravated by locational inequalities in the location of the few available schools. With this, Okafor (1988) argued that the question of who gets what, where in terms of Public facilities in urban areas has not been fully exploited in the Nigerian context. The major concern of this paper therefore is to address this issue taking Zaria area as a case study.

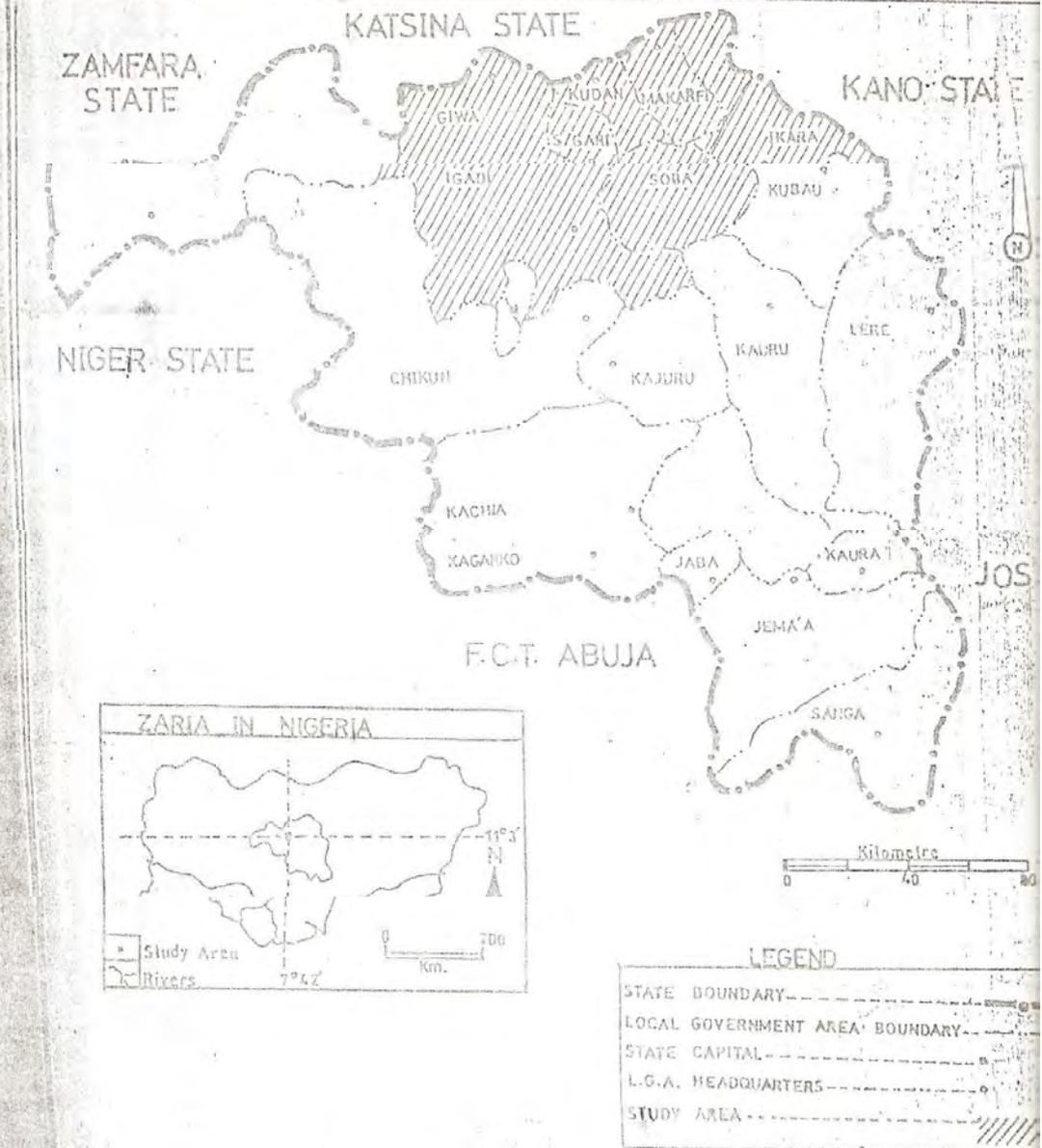
Study Area

The choice of the Zaria area is guided not only by its significance as the largest urban center in Kaduna State, but also because of the population, historical and socio-economic importance. Zaria has a dual character (traditional city existing side by side with modern township). Despite this dual character, Mortimore (1975) explained that the

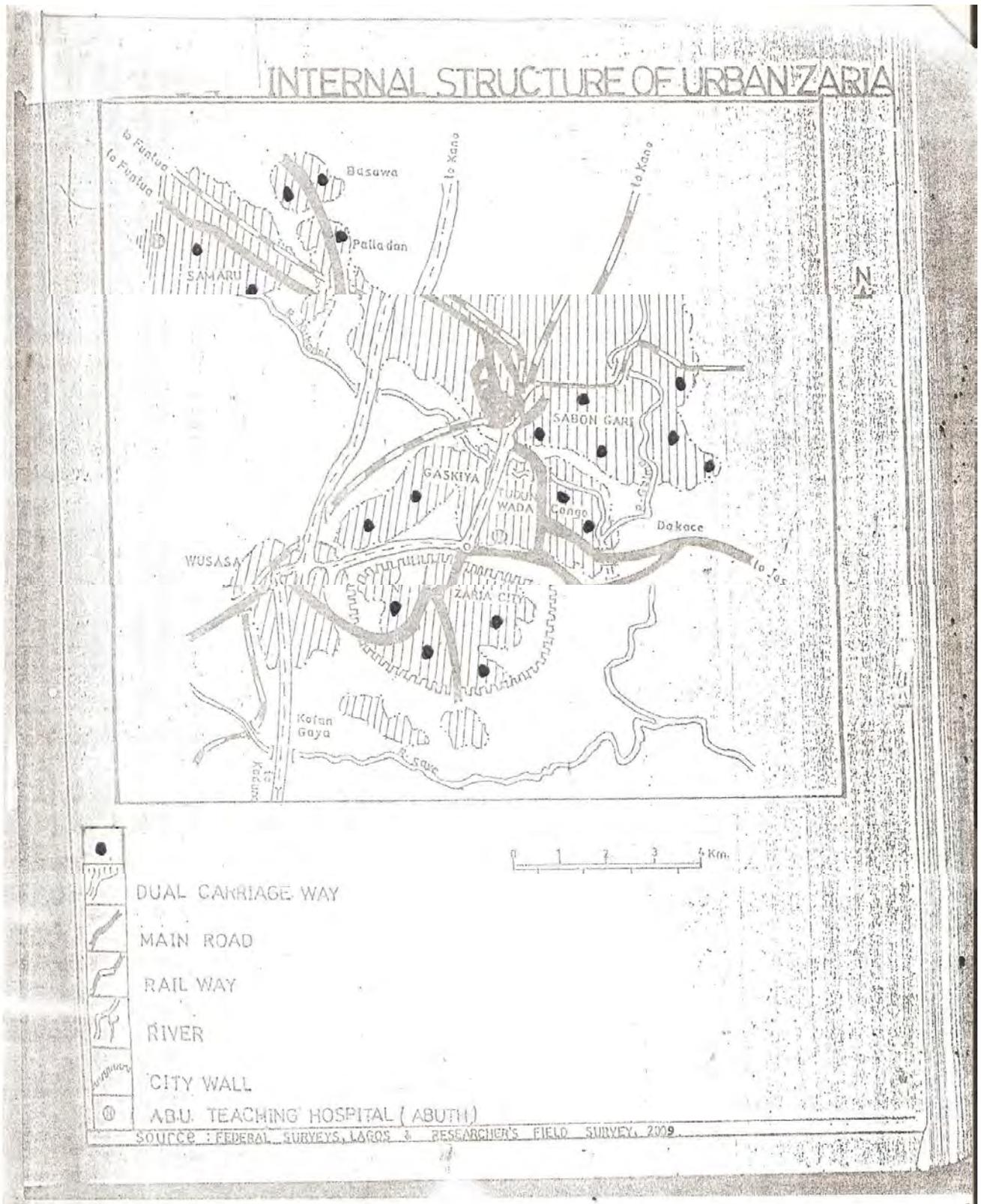
dominance of ethnic variable in Zaria metropolitan ecological pattern has declined at the end of the colonial era, and the emergence of social classes started. Yet the Zaria area which today comprises of two local government areas; namely, Zaria Local Government Area and Sabon-Gari Local Government Area have some residential areas that are to a large extent homogenous, residential area like Zaria City is predominantly Hausa-Muslims while Sabon-Gari is predominantly southern migrants who are mainly Christians.

Zaria is in the Northern part of Kaduna State, and situated on the large extended undulating plains of Northern Nigeria, extending almost unbroken from Sokoto to Lake Chad and beyond. Zaria is at a height of about 2,800 feet above sea level more than 400 millions miles from the coast. Zaria is in the centre of Northern Nigeria with a latitudinal position of 11⁰ North and 7⁰ 42' East. It is bounded to the North by Makarfi, to the south by Igabi, to the east by Soba and to the west by Giwa Local Government Area of Kaduna State (Mortimore, 1970). Kaduna State has a total population of 6,066,562 out of which the two local government areas constituting the study area, Zaria Local Government Area and Sabon-Gari Local Government has 408,198 and 286,871 population respectively. Thus, bringing the total population of the study area to 695,069 people (NPC, 2006).

KADUNA: Showing The Study Area



SOURCE : BUREAU FOR LAND & SURVEY, KADUNA; RESEARCHER'S FIELD SURVEY, 2009.



KEY GOVT. OWNED SECONDARY SCHOOL

Research Methodology

The data used for this research was gathered from a field survey undertaken by the two researchers between May and June, 2009.

The Zaria area was divided into 10 district zones, and each zone was fully surveyed by the researchers. 23 Government Owned Secondary Schools were identified. Additional data on private Owned Secondary Schools was collected from Zonal Ministry of Education, Zaria, complemented by the researchers' field survey.

Results and Discussion

Table 1 indicates that a total number of 61 Secondary Schools both Government Owned Secondary Schools (GOSS) and Private Owned Secondary Schools (POSS) are established in the study area. Sabon Gari has the highest concentration (39.3%), followed by Zaria City (16.4%), Wusasa/Gaskiya axis (11.5%), Samaru

(9.8%), Palladan/Hanwa axis (8.2%), while Jushi Waje and Kongo each has 3.3% respectively. Dakaci and Dogarawa areas were not provided with Secondary School whether in the form of GOSS or POSS.

This is an indication of gross inadequacy and inequality in the allocation of Secondary Schools among the various localities in the study area. In addition, for an area of this magnitude to have less than a 100 Secondary schools (both GOSS and POSS put together) goes to show inadequate provision of Secondary schools services by government and other private agencies.

We can now attempt to see who gets what government owned secondary education facilities and where. This would allow us to see how the GOSS are distributed in the Zaria area. Table 2 shows the distribution of GOSS by localities in the Zaria area.

Table 1 Total Numbers of Both Government Owned Secondary Schools (GOSS) And Private Owned Secondary Schools (POSS) In Zaria

S/NO	LOCATIONS	NUMBER	PERCENTAGE(%)
1	SAMARU	06	9.8
2	PALLANDAN/BASSAWA AXIS	05	8.2
3	GRA/HANWA AXIS	05	8.2
4	SABON/GARI	24	39.3
5	JUSHI WAJE	02	3.3
6.	ZARIA CITY	10	15.4
7	WUSASA/GASKIYA	07	11.5
8	KONGO	02	3.3
9	DAKACI	-	-
10	DOGARAWA	-	-
	TOTAL	61	100%

Source: Researchers' Fieldwork, 2009

The distribution of Government Owned Secondary School in the Zaria area is very uneven. Some areas are very well served while some are poorly served.

The table shows that Zaria City has the highest number of GOSS in the study area with up to 30.43% of all the GOSS. It is followed by Sabon Gari 26.1% and Palladan/Bassawa areas 17.4%. Samaru, Wusasa/Gaskiya areas and Kongo each with 8.7% respectively. The rest Dakaci, Dogarawa and Tudun wada are not provided with Government owned Secondary Schools.

This implies that in terms of the allocation of GOSS areas with relatively dense population are served with more GOSS (E.g Zaria City and Sabon Gari) than areas of low population density (e.g Dakace, Dogarawa and Jushi). There is uneven allocation as some areas with denser population are not allocated with more GOSS (e.g Tudun/wada.)

Close examination reveals that some areas are allocated with just one GOSS, which is not sufficient compared to their population density. It can therefore be correctly argued that the distribution of GOSS in Zaria and its environs is inadequate. This kind of uneven distribution of GOSS in the Zaria area has led to the emergence of Private Owned Secondary Schools (POSS) in

the study area. However, one characteristic of POSS is that they are profit-oriented and therefore usually located where they can make maximum profit. Table 3 shows the distribution of POSS in the Zaria area.

The data suggest that there are 23 GOSS (and 38 POSS) in the Zaria Area. The number of GOSS in Zaria shows that there is no concerted effort on the part of the Government to establish public Secondary Schools. This can be seen as an evidence of Government non-response to address the increasing demand for secondary education facilities by the increasing population of the area. This shortage in the number of GOSS encourages the proliferation of POSS. This may be associated with not only increasing demand for secondary education services because of increase in urban population but also due to the inability of the few GOSS to provide sufficient and efficient secondary education services.

However, most of the GOSS in the Zaria area are ii-equipped in terms of manpower and facilities which is causing additional problems to users. It is pathetic to note that the government does little or nothing to check the proliferation of mushroom Private Owned Secondary Schools and this has severely impacted negatively on the standard of secondary school education in the study area and Nigeria in general.

Table 2: Distribution Of Government Owned Secondary Schools In Zaria

S/NO	LOCATION	NO. OF GOSS	%
1.	SAMARU	02	8.7
2.	PALLADAN/BASSAWA AXIS	04	17.4
3.	GRA/HANWA AXIS	Nil	-
4.	SABON GARI	06	26.1
5.	JUSHI WAJE	Nil	-
6.	ZARIA CITY	07	30.4
7.	WUSASA/GASKIYA AXIS	02	8.7
8.	KONGO	02	8.7
9.	DAKACI	-	-
10.	DOGARAWA	-	-
11.	TUDUN WADA	-	-
	TOTAL	023	100%

Source: Researchers' Fieldwork, 2009

Table 3 provides interesting information on the distribution of POSS in Zaria and its environs. Sabon Gari has the highest (47.4%). This could be attributed to the high concentration of non-indigenes in this area of Zaria and its being the commercial nerve of the area, thus accommodating high population who are highly demanding for educational services. This is followed by Wusasa/Gaskia axis and GRA/Hanwa axis each with 13.2% respectively. Samaru 10.5%, Zaria City 7.8%, Jushi Waje 5.3%, Palladan/Bassawa axis 2.6%. The rest Kongo, Dakaci, Dogarawa and Tudun wada do not have POSS.

Areas that are poorly served with GOSS are, ideally supposed to be well served with POSS, but this is not the case due to the fact that owners of POSS consider profit maximization as their Primary objective of establishment, therefore prefer locating in areas with high population in order to attract high patronage. Consequently, areas like Sabon Gari, GRA/Hanwa axis, Wusasa/Gaskiya axis and Samaru are served with POSS due to their high population. Zaria city though with high population does not have large number of POSS. This may be because it has the highest number of GOSS as shown in table 2 above. Places like Jushi Waje, Palladan/Bassawa axis are still poorly served while some areas are not served at all.

Table 3: Distribution of Private Owned Secondary Schools (POSS) In Zaria

S/NO	No. of POSS	No. of POSS	Percentage (%)
1.	SAMARU	04	10.5
2.	PALLADAN/BASSAWA AXIS	01	2.6
3.	GRA/HANWA AXIS	05	13.2
4.	SABON GARI	18	47.4
5.	JUSHI WAJE	02	5.3
6.	ZARIA CITY	03	7.8
7.	WUSASA/GASKIYA AXIS	05	13.2
8.	KONGO	-	-
9.	DAKACI	-1	-
10.	DOGARAWA	-	-
	TOTAL	38	100%

Source: Researchers' Fieldwork, 2009

Table 4: Categories of Government Secondary School In Zaria

S/NO	CATEGORY	NUMBER	%
1.	Female Day School	03	13
2.	Male Day School	02	8.7
3.	Female Unity School	01	4.3
4.	Male Unity School	-	-
5.	Co-education Sec. School	11	48
6.	Special Sec. School	02	8.7
7.	Male Boarding Sec. School	-	-
8.	Female Boarding Sec School	-	-
9.	Female Day & Boarding Secondary sch.	01	4.3
10.	Male Day & Boarding Secondary sch.	03	13
11.	Co-education Day & Boarding	-	-
	Total	23	100%

Source: Researchers' Fieldwork, 2009

Table 5 Categories Of Private Secondary Schools in Zaria

S/NO	CATEGORY	NUMBER	%
1.	Female Day School	-	-
2.	Male Day School	-	-
3.	Co-education Sec. School	35	92.11
4.	Special Sec. School	-	Nil
5.	Male Boarding Sec. School	-	Nil
6.	Female Boarding Sec School	-	Nil
7.	Female Day & Boarding	-	Nil
8.	Male Day & Boarding	-	Nil
9.	Co-education Day & Boarding	03	7.89
10.	Total	038	100%

Source: Researchers' Fieldwork, 2009

From the data gathered there are twenty three (23) GOSS in the Zaria area. Of the (23) GOSS, one is a Female Unity School (this is the Federal Government Girls College Bassawa), 1 is a Female Day and Boarding School, 2 Male Day School, 2 Special Secondary School, 3 Female Day School, 3 Male Day and Boarding Secondary School and 11 Co-education Secondary School. There were no male boarding secondary schools and Female Boarding Secondary School and Co-education Day and Boarding Secondary School.

The category and nature of Secondary School services is very important in the provision of Secondary School Services. The few day schools available are over populated while the few boarding facilities available are ill-equipped and do not support the expected requirements of Secondary School Boarding Education facilities. The data in table 5, reveals that Private owned Secondary Schools Services category are predominantly in the form of co-education as 35 out of 38 POSS render Secondary Education Service in the form of co-education service while only 3 exist in the form of Co-education Day & Boarding schools simultaneously. This is probably due to the fact that most POSS are not targeting towards rendering quality education services rather towards profit maximization and as such give little or no thought towards introducing effective and efficient Boarding Services. The three POSS in the area that provide the combined category of Day and Boarding Services charge exorbitant school fees for such services which only the wealthy individuals can afford.

Conclusion

The paper examines the distribution of Secondary Schools in the Zaria area. The study reveals that although there are a number of GOSS their spatial distribution is very uneven. Some areas are well served with Secondary Schools. Other areas are poorly served despite their educational needs. The paper argues that this kind of distribution to a large extent encourages the proliferation of Private Owned Secondary Schools in the Zaria area.

In conclusion, one can deduce from this research that the spatial pattern of GOSS in the Zaria area is not adequate as the areas neglected are also part of the population and are in dare need of secondary education. And this kind of distribution, coupled with the deteriorating quality of services rendered in the GOSS may be a major cause leading to the increasing proliferation of Private Owned Secondary Schools in the Zaria area, most of which are becoming problems instead of solutions to the uneven distribution.

Recommendations

1. Federal and State Government through the Ministry of Education ought to give due consideration to those areas poorly served in their future plans.
2. There is also a need to improve the condition of some GOSS and also ensure that standard POSS are encouraged to locate in the poorly served areas. This is easier and more urgent than the construction of new GOSS in the current economic melt down. This would go a long way in improving the

Secondary Education condition of the

inhabitants of the Zaria area.

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