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INFLUENCE OF FUNDING PUBLIC PRIMARY SCHOOLS EDUCATION ON PUPILS' ACADEMIC ACHIEVEMENT IN TORO L.G.A, BAUCHI STATE, NIGERIA

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Abstract

This study investigated the influence of public funding of primary school education on pupils academic achievement in Toro Local Government Area of Bauchi State, Nigeria. The study adopted descriptive survey design. The targeted population for the study was 494 with the samples of 169 for head teachers, 278 for teachers drawn from the target population using the research advisors table, 50 pupils were selected for focus group discussion. Questionnaires were used as instruments for data collection. Data collected was analyzed by descriptive and inferential statistics such as means, standard deviation, frequencies and percentages, t-test, were used to analyzed the data using SPSS. The data was then presented in the form of tables. The finding of this study revealed that there was poor learning environment which was essential in ensuring proper learning and that unless schools are well suited, buildings adequately constructed and equipment adequately utilized and maintained much teaching and learning may not take place and there was in adequate provision of [redacted] teachers which affects the teaching and learning of pupils in the area. The study concluded that temporal learning facilities created uncomfortable and uninviting workplace for teachers, the same also led to poor pupil's concentration and hyperactivity, lethargy, which created a stressful set of working conditions for teachers and poor physical state of school learning environment had a negative influence on

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pupils' academic achievement, teachers also lacked sufficient learning materials and they were face with too much work caused by the influx of pupils in the schools due to the introduction of free primary education which resulted to stress and demotivation in their work. The study recommended that more capacity building programmes such as seminars, workshops, ICT equipments which will involved all teachers and head teachers in primary schools should be organized and sponsored by the federal, state, local government education authority, NGOs as well as adequate and permanent classrooms should be enforced to accommodate the high number of children in the schools.

Introduction

Public educational funding comes from different sources, the major one for all levels of government was public revenue from taxation and proceeds from crude oil. Education funds are reported to be distributed among primary, secondary and tertiary educational levels in the proportion of 30 percent and 40 percent respectively (Balani, 2003). Public funding includes direct government expenditure (for teachers' salaries and instructional materials) as well as indirect expenditure in form of subsidies to households such as tax deductions, scholarship, loans and grants. It also includes payment for Education Tax Fund (ETF) mainly for capital expenditure. The main sources of fund that the Nigerian government has are federal taxes and duties on petroleum, profit from imports and export which form the revenue of the federal account and the centrally collected value added tax (VAT) introduced in 1996.

According to National Policy on Education (2014) the Nigerian government was able to finance education sector considerably, as a result of huge wealth generated from the sales of oil, whose discovery brought fundamental change to the economy of Nigeria. The government of Nigeria allocated large amount of the huge wealth made from the sale of oil into expenditures in various sectors including education. Government's ultimate objective which was to finance the education sector the situation thereafter engendered indiscriminate establishment of institution and increased pupil's enrolment.

The Nigerian National Policy on Education (2014) recognized education as an expensive social service that requires adequate financial provision from all tiers of government for its successful implementation. The role education play in economic development cannot be overemphasized, hence the need for all hands

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to be on deck for proper development of the educational system. Finance has been identified as one of the major challenge to educational achievement and development for both individuals and the society at large.

Education in Nigeria is no more a private enterprise but a huge governmental venture that has witnessed a progressive evolution of Government complete and dynamic intervention and active participation (FGN, 2013). From the above introductory statement, the government of Nigeria, in principle, assumed sole proprietorship of education. Although it has not been easy to have a reliable and comprehensive statistic of amount of funds coming from government to primary education (Hencliffe, 2002 cited in Okeke, 2005).

The federal government provides, by law, not less than 2 percent of its Consolidated Revenue Fund (CRF) as intervention to state for the implementation of the Universal Basic Education Programme (UBE) with the criteria for fund utilization of Universal Basic Education (UBE) intervention fund to state and federal capital territory as pre- primary education 5 percent, primary education 6 percent and junior secondary level 35 percent (Anibueze & Okwo, 2013, UBEC, 2014). In this basis the paper examine the influence of funding public primary schools in terms of provision of adequate infrastructural development, provision of instructional materials, ICT equipment and seminar, conferences, workshops that will give skills to the teachers to motivate learners in order to achieve the desire goals.

Statement of the Problem

The Nigerian educational system has witnessed a great deal of transformation in recent times. As the aim and objectives for setting up educational institutions has continued to widen, new subjects have been enlarged to reflect the critical needs of Nigerian society. In other words, high premium was placed on the funding of education, because the success of any project depends to a large extent on the availability of funds for the project. A lot of researches have been conducted on factors affecting academic achievement in primary and colleges but there is scarce information about funding public primary school to improve its academic achievement of it pupils in Toro local government area. Education in Nigeria is in critical condition, there is less money to spend on primary, secondary, and tertiary education.

Education sector complains of under- funding while they accuses the sector of inefficient utilization of available resources. The donors argue that public spending

on education should be reduced. At the same time there are growing changes at education level. Moreover, there are increasing complaints about poor standard of education at a period when globalization demands much from the educational system in terms of preparation of skillful labour force, the problem of inadequate and insufficient instructional materials, similarly the issue of physical facilities. It was in view of this primary education must be adequately funded and prudently manage.

From the foregoing, it was clear that most of the problems confronting primary education in Bauchi State and Toro Local Government was poor funding and it was on this basis enumerated problems that the researcher carried out the study on the influence of public funding of primary school education on pupils academic achievement in Toro LGA of Bauchi State.

Aim and Objectives of the Study

The aim of this study was to examine the influence of public funding of primary school education on pupils academic achievement in Toro L.G.A of Bauchi State. The objectives are:

1. To assess how public funding of primary education affects the learning environment of pupils in primary schools of Toro L.G.A.
2. To examine how public funding of primary school education affects the availability of teachers in public primary schools.
3. To establish how public funding of primary school education affects the numbers of classrooms in public primary schools.

Research Questions

The study sought to answer the following questions:

1. How does the state of learning environment influence pupils' academic achievement?
2. How availability of teachers does affect pupils' academic achievement in public primary schools?
3. To what extent do public school classrooms influence pupils' academic achievement?

Review of Related Literature

Public Primary Education Funding and Learning Environment

The "Learning Environment" concept focuses on the school physical and social environment in terms of the building design, size of the classrooms and the

general infrastructure including library facilities, staffroom, toilets, school compound and play ground. The physical environment should be both appropriate and attractive to teachers in the school. A school's social, cultural and economic context is another important component of "Learning environment" That influence the teachers trainees achievement (Allen,2009). Therefore, there was need for the provision of good learning environment for the betterment of our education and to have a conducive learning environment.

Intelligence is not the only determinant of academic achievement of a student as is a common belief among people (Kamaruddin, 2009). Academic achievement of a student is always associated with the many components of leaning environment. According to Basque and Dore (2008) Learning and teaching environment ought to implement six functions: inform, communicate, collaborate, produce, scaffold, and manage. They added that conceptually speaking, the learning environment refers to the whole range of components and activities of a leaning environment can be quoted as" teacher component's role is to provide something between loose guidance and direct instruction. It can be a human agent (present or distant), an intelligent agent, and instructions like some text books provide. This component provides information from the syllabus to the task level". Base on these the present study concentrate in finding out whether or not learning environment complement pupils academic achievement in public primary schools in Toro L.G.A Bauchi State.

Public Primary Education Funding and Availability of Teachers

Human resources are the most important and usually the most expensive asset that any institution can possess. It is largely the work of the teacher that determines the degree of success or failure in the institutions effort to achieve its goal of pupil's academic achievements. Research shows that pupils trust their teachers are more motivated and as a result perform better in school (Eamon, 2005). School policies and programmes often dictate the school climate. Furthermore, if a school is able to accomplish a feeling of safety, pupils can have success regardless of their family or neighborhood backgrounds. Teachers do influence pupil's academic achievement. School variables that effect pupils' academic achievement include the kind of treatment which teachers accord the pupils. Several factors are believed to influence a person's desire to perform work or behave in a certain way. Job motivation has been the most frequently investigated variable in organizational behavior (Spector, 1999). Job motivation is

as individual as one's feeling or state of mind and can be greatly influenced by a variety of factors such as the relationship with supervisors, the quality of environment in which they work in.

Teachers' attitude contributes significantly to pupils attention in classrooms whereas Adesoji and Olatunbosun (2008) illustrated that pupils' attitude is related to teachers characteristics. The implication is that teacher's attitude directly affect pupils' attitude. On teacher personality, Adu and Olatundun (2007) contended that teachers' characteristics are strong determinants of pupils' achievement in schools. Scholars and researchers generally are in agreement that the school variables, which include teachers' administration, perform a critical role in educational achievement than other variables.

Public Primary Education Funding and Availability of Classrooms

Class size has also been identified as a determinant of academic achievement. Schools with smaller class size perform better academically than schools with larger class size. Kraft (2002) in study of the ideal class size and its effects on effective teaching and learning concluded that any class size above forty (40) has negative effects on pupils' achievement. Generally, good teaching is best done in classes with small numbers that allow for individual attention. The number of pupils in a class has the potential to affect how much is learned in a number of different ways. For example, it could affect how pupils interact with each other the level of social engagement. This may result, for more or less noise and disruptive behavior, which in turn affect the kinds of activities the teacher is able to promote. It could affect how much time the teacher is able to focus on individual pupils and their specific needs rather than on the group as a whole. Since it is easier to focus on one individual in smaller group, the smaller the class size, the more likely individual attention can be given, in theory at least.

The class size could also affect the teacher's allocation of time and hence, effectiveness, in other ways too for example how much material can be covered. Teachers may choose different methods of teaching and assessment when they have smaller classes. They may assign more writing, or provide more feedback on pupils' written work, or use open – ended assessment or encourage more discussions, all activities that may be more feasible with a smaller number of pupils. Exposure to a particular leaning environment may affect learning over the time period of exposure, or it may have longer term or delayed effects (Example by increasing self-esteem or cognitive development that has lasting effects). For

these reasons, changes to the class size are considered a potential means of changing how much pupils learn. Not only is class size potentially one of the key variables in the "production" or learning or knowledge, it is one the simplest variables for policymakers to manipulate. However, the amount pupils learning are dependent on many different factors. Some are related to the classroom and school environment in which the class takes place, but others are related to the pupils' own background and motivation and broader community influences.

Method and Procedure

Research Design

The research design adopted for the study was descriptive survey research design. Descriptive survey research was adopted because it enabled the researcher to obtain information from large population. This study examined the influence of public funding of primary school education on learning environment, availability of teachers, and availability of classrooms.

Descriptive survey research was used by Jacob (2014) who Examined Modalities for Improving the Funding of Primary Schools by Local Government Education Authority of Bayelsa State. This is similar to the present study in the area of the influence of public funding of primary school education on learning environment, availability of teachers, and availability of classrooms.

Population and Sample

The population for the study was made up of 310 public primary schools, 310 head teachers, 1,135 teachers, that are teaching in public primary schools in Toro L.G.A. 78,706 public primary school pupils. The total population for the study was 80,151 (Toro Local Government Education Authority, 2023). The researcher selected 169 head teachers out of the total population of 310 which represent 55 percent of the total population, 278 teachers out of the total population of 1,135 which represent 25 percent of the total population, 10 pupils were selected from five schools which make the total of 50 pupils out of total population of 78,706. The researcher used Focus Group Discussion (FGD) to obtain information from 50 respondents. This was aimed at meeting the target population of 497 elements for accuracy and adequacy which will serve as the basis for generalization. The result was used to cover the entire population for valid and reliability.

Sampling Techniques

For the purpose of this study, stratified sampling technique was employed to arrive at the population used for the collected data. According to Awotunde and

Ugodulunwa (2004), stratified sampling is a means of obtaining a sample by dividing the population of sampling units into non- overlapping groups or categories (called strata) and then selecting a simple random sample from each group or category. The researcher divided the study area into three independent strata where five primary schools from Toro district, five primary schools from Lame and five primary schools from Jama'a were systematically selected. The sample size for the head teachers was found to be 169 out of 310 which represent 55percent of the population, class teachers is 278 out of 1,135 which represent 25percent of the total population, 50 pupils were selected out of 78,706.

By taking the sampling fraction, which is $\frac{n}{N} \times 100$,

the sample size of head teachers represent 169/310 x 100 = 55 percent of the population of head teachers, class teachers is 278/1,135 x 100 = 25 percent of the population of class teachers and that of pupils is 10 x 5 = 50 were selected out of the total population of pupils in the study area, the researcher used focused group discussion when making the selection.

Simple random sampling was then applied to identify the respondents who were included in the sample. From the schools sampled, the researcher divided the number of primary school teachers and pupils by the number of schools which means:

(i) Teachers: $\frac{278}{15}$ = 19 Teachers

(ii) Students: $\frac{50}{5}$ = 10 pupils, from each of the schools selected

The number of schools determines the number of head teachers; the researcher selected the students from primary four, five and six, of the surveyed schools. The selection was probabilistic, so as to avoid the element of biasness in the sample. The sampling frame of the study is captured in Table 1.

Table 1 Sampling frame

Category	Population	Sample Size	Percentage of population
Head teachers	310	169	55
Primary teachers	1,135	278	25

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Primary school pupils	78,706	50	FGD
TOTAL	**80,151**	**497**	

Source: Toro Local Education Authority, 2023.

Data in Table 1 revealed that 310 head teachers were the total population for the study, and 169 were used as sample size for the study which represent 55 percent of the population under study, 1135 teachers were the total teachers population under study and 278 were sample which represent 25 percent of the population under study, 78,706 primary school pupils were the total population under study, were 50 pupils were sample under Focus group discussion.

Instruments for Data Collection

The instruments used for the data collection was four point structured questionnaires drawn up by the researcher. Three set of questionnaires were developed which are: questionnaires for head teachers, teachers and pupils. The instrument had 15 questions for head teachers, 15 questionnaires for teachers and 15 questionnaires for pupils each contained items on influence of public funding of primary school education on pupils academic achievement in Toro L.G.A of Bauchi State. The response options were four point Likert Scale: Strongly Agree (AS), Agree (A), Disagree (D) and Strongly Disagree (SD).

Method of Data Analysis

The data collected were presented and analyzed using descriptive statistics. Descriptive statistics such as means and standard deviation were used to analyze data for the teachers responses, frequencies and percentages were used for data analyses and sampling frame.

Results and Discussion

Data Presentation

The data presented and analyzed for this study covered demographic information of the sampled head teachers, teachers and pupils, the information provided by the teachers and students on The Influence of Public Funding of Primary School Education on Pupils Academic Achievement in Toro L.G.A Bauchi State.

Results of the Research Questions

This section presents and analyzed result obtained from the data provided by head teachers, teachers and pupils as to the Influence of Funding public Primary School Education on Pupils academic Achievement in Toro L.G.A Bauchi State. The result and analysis under this section are on the influence of funding on learning

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environment, availability of teachers, training of teachers, provision of classrooms and provision of text books.

Research question one: How does the state of the learning environment influence pupils' academic achievement in Toro L.G.A? The data on learning environment were collected from the sampled teachers and presented in Table 2.

Table 2: Mean Ratings and Standard Deviation on the influence of funding on learning environment. Cut off point of 2.50

S/N	ITEM STATEMENT	Mean (X)	Standard deviation (SD)
1	Public funding influenced in making the learning Environment a conducive one	3.02	0.71
2	location of academic learning is near related Educational activities and far away from Disruptive noises	2.95	0.69
3	The environment is conducive to the pupils Because of the feeding program	2.66	0.93
4	Games activities are among the factors that Make environment conducive for learning to The pupils	3.32	0.63
5	Storage for student and teacher's teaching material Is adequate. The school facility is Adaptable to users	2.56	0.61

Source: Field Survey, 2023.

Data in Table 2 showed the mean scores and standard deviation of items to answer question 1. From the finding presented ,it is observed that the mean rating of the responses of the teachers from public primary school in Toro L.G.A were 3.2, 2.95, 2.66, 3.32, 2.56 and for item I,2,3,4,5 respectively with the standard deviation of 0.71, 0.69, 0.93, 0.63, and 0.61, all the mean rating were above the cut- off point which is 2.50 which implied that the sampled teachers are aware of the effects the learning environment on pupils academic achievement.

Accordingly, data on learning environment were collected from pupils' responses and presented in Table 3.

Table 3: Mean Ratings and Standard Deviation on the influence of funding on learning environment. Cut off point of 2.50

S/N	ITEM STATEMENT	Mean (X)	Standard deviation (SD)
1	The learning environment is conducive for me	3.0	1.0
2	We play games during breakfast	4.0	0

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3	The school is very far from our house	1.94	0.42
4	We have water supply in our school	3.04	0.69
5	We have chairs and desks in our class	3.22	1.07
6	We have enough ventilation in our class	3.7	0.6

Source: Field Survey, 2023.

Data in Table 3 showed the mean and standard deviation to answer question from the findings of focus group discussion. The results above indicated that most of the pupils are satisfied with their learning environment because based on the mean rating 3.0 for the conducive learning environment which is within the accepted region.

Research question two: How does provision of teachers affects pupils' academic achievement in public primary schools in Toro L.G.A? The data on provision of teachers were collected from the sampled teachers and presented in Table 4

Table 4: Mean Ratings and Standard Deviation on the influence of Funding on the availability of Teachers

S/N	ITEM STATEMENT	Mean (X)	Standard deviation (SD)
1,	I am not satisfied with my job because of the nature of payment	2.97	0.83
2	I am satisfied with my job	2.93	0.77
3	I do the job because I have no any other alternative	2.36	0.72
4	I teach more than on subject because of the lack of teachers	2.92	0.67
5,	I teach more than one arm because of the lack of teachers	3.03	1.12

Source: Field Survey, 2023.

Data in Table 4 showed the mean scores and standard deviation of items to answer question 3. From the finding presented ,it is observed that the mean rating of the responses of the teachers from public primary school in Toro L.G.A were 2.97, 2.93, 2.36, 2.92, and 3.03 for item 1,2,3,4,and 5 respectively with the standard deviation of 0.83, 0.77, 0.72, 0.67, and 1.12 , all the mean rating were above the cut- off point which is 2.50 except item three with cut off point of 2.36, the rating which implied that the sampled teachers are aware of the effects of provision of teachers of teachers. Accordingly, data on provision of teachers were collected from pupils' responses and presented in Table 5.

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Table 5: Mean Ratings and Standard Deviation on the influence of Funding on the availability of Teachers

S/N	ITEM STATEMENT	Mean (X)	Standard deviation (SD)
1.	We are taught all the subjects	3.38	0.64
2	Some teachers take more than one subject	2.40	0.86
3	We understand what we are taught in the class	3.54	0.78

Source: Field Survey, 2023.

Data in Table 5 showed that the teachers are relatively sufficient because, when we compare items 1 and 2, we can see that all the subjects were taught to the pupils and only few of the pupils said that some teachers take more than one subjects whose mean was even 2.4, which is even below the cut – off point.

Research question three: To what does public school classrooms influence pupils' academic achievement in Toro L.G.A? The data on numbers of classrooms were collected from the sampled teachers and presented in Table 6.

Table 6: Mean Ratings and Standard Deviation on the influence of funding on the numbers of classrooms

S/N	ITEM STATEMENT	Mean (X)	Standard deviation (SD)
1	I teach more than 50 pupils in a class	3.35	0.80
2	The number of pupils per class is much because of the lack of classrooms	3.27	0.73
3.	Most of the classes available are provided by NGO's	2.54	0.71
4.	Most of the classes available are provided by government	3.37	1.50
5.	Public funding of primary education will influence the Provision of more classes	3.05	0.63
6.	The number of classrooms available are sufficient Compared with the number of pupils	2.74	1.34

Source: Field Survey, 2023.

Data in Table 6 showed the mean scores and standard deviation of items to answer question 4. From the finding presented ,it is observed that the mean rating of the responses of the teachers from public primary school in Toro L.G.A were 3.35, 3.27, 2.54, 3.37, 3.05 and 2.74 for item I,2,3,4, 5and 6 respectively with the standard deviation of 0.80, 0.73, 0.71, 1.50, 0.63 and 1.34 , all the mean rating were above the cut- off point which is 2.50 which implied that the sampled teachers

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are aware of the effects of the numbers of classroom which influence pupils academic achievement. Accordingly, data on numbers of classrooms were collected from pupils' responses and presented in Table 7.

Table 7: Mean Ratings and Standard Deviation on the Influence of Funding on the Numbers of Classrooms

S/N	ITEM STATEMENT	Mean (X)	Standard deviation (SD)
1	We seat more than two on a desk in our class	3.24	0.31
2	We are more than 50 in our class	2.32	0.55
3	We are learning inside a class room	2.50	0.74
4	We have enough class rooms in our school	3.74	0.11

Source: Field Survey, 2023.

Data in Table 7 showed that even though the pupils are learning inside classrooms and also the pupils believed that class rooms are available based on items 3 and 4 respectively, but we cannot conclude that the classrooms are available. This was based on their responses on items 1 and 2, where they agreed that they seat more than two on a desk and some of them even said they are more than 50 in their classes respectively.

Discussion of Results

The finding on the research question showed that the teachers and the pupils agreed to a great extent that learning environment played a major role on pupils' academic achievement. This was because the mean rating for the teachers responses 3.02, 2.95, 2.66, 3.32, 2.56 with standard deviation of 0.71, 0.69, 0.93, 0.63, 0.61 and for the pupils 3.0, 4.0, 1.94, 3.04, 3.22, and 3.7 with standard deviation 1.0, 0, 0.42, 0.69, 1.07, 0.60 respectively almost all the mean were above the cut -off point of 2.50. This may be due to the fact that the learning environment are sited far away from noisy environment and there was no communication gap between the teachers and the pupils, and also it includes physical and social environment, such as building design, school compound and play ground. This result was in line with the finding of Onukwo (2004) who stated that conducive environment enhances a child's growth and development. This study also established that there should be adequate security for both pupils and teachers in primary schools in Toro LGA of Bauchi State because inconsistent learning caused by security threat had a negative influence on pupils' achievement. The study also

revealed there was inadequate provision of teachers which resulted to one teacher teaches more than one arm because of lack of adequate teachers provided by the government in the study area. This was because the mean rating of the teachers responses were 2.97, 2.93, 2.36, 2.92, 3.03 with standard deviation of 0.83, 0.77, 0.72, 0.67, 1.12 and for the pupils 3.38, 2.40, 3.54 with standard deviation 0.64, 0.86, 0.78 respectively almost all the mean rating were above the cut- off point which was 2.5 except item three with mean rating of 2.36. This may be related to the type of job motivation to the teachers, which make them run away from the teaching profession. And items two from pupils' responses with mean rating 2.40 this may be related to some teachers taken more than one subject. This result was in line with the opinion of Sampane (2008) who stated that job motivation involves employees' effect or emotion; it influences well being with regard to job productivity, employees turn over, absenteeism and life satisfaction. The finding revealed inadequate provision of classes and the number of pupils per class are too many, this was because the mean rating of teachers responses 3.35, 3.27, 2.54, 3.37, 3.05 and 2.74 with standard deviation 0.80, 0.73, 0.71, 1.50, 0.63, 1.34 were above the cut- off point of 2.5 and for the pupils 3.24, 2.32, 2.50, 3.74 with standard deviation of 0.31, 0.55, 0.74, 0.11. This was related to the lack of classrooms in public primary schools in Toro local government area. This finding was in line with a study carried out by Kent (2006) who stated that high enrolments, high class size, high teacher pupils' ratio, teachers' shortages and high teacher workload influenced classroom interaction. The implication of not having adequate classrooms will affect pupils' academic achievement in the study area.

Summary of the Major Findings

The major findings of this study were summarized to include among others, there was poor learning environment which was essential in ensuring proper leaning and that unless schools are well suited, buildings adequately constructed, equipment adequately utilized and maintained, much teaching and learning may not take place. The study equally found that the numbers of trained teachers with job motivation influence pupil's academic achievement in public primary schools. It was noted what happens in the classroom between psychological implication of teachers concerning their motivation and training influence the pupils to learn. In this regards many teacher need to be trained in order to influence academic achievement of pupils, the training that many teachers had are inconsistence

more teachers need to be trained and to further their educational career, either through in services, or selves sponsorship, and also to seek for computer knowledge in order to improve academic achievement of the pupils in Toro L.G.A. also there was in adequate provision of teacher which affects the teaching and learning of pupils in the area, this has resulted to high enrolments, high class size, high teacher- pupil ratios, the shortages and high teacher workload influenced classroom interaction. Especially in teaching interaction in core subjects like mathematic and English which require frequent teachers attention, the study noted that, when the classes are very large, teachers experience many difficulties including huge deficit in terms of learning materials, availability of teaching and learning resources and teachers, enhance the effectiveness of schools as they form basic things that can bring about good academic achievement in the pupils.

Conclusion

The study established that most of the primary schools in Toro L.G.A were located in areas with minimal security, poor roads and communications, infrastructure, threats to personal and physical security periodically made some children drop out of school, this caused in consisted learning which had a negative influence on pupils' academic achievement. Therefore the study concludes that school learning environment and location played significance rolls in influencing pupils' academic achievement in primary and government has to provide necessary logistics to enable schools administration discharge their duties and responsibilities to primary schools. This implies that all stakeholders should join hands and cooperate in providing the needed funds as well as the other facilities towards better quality service delivery in primary schools in Toro L.G.A of Bauchi State.

Recommendations

In line with the findings of the study, the following recommendations were made to improve the academic achievement of pupils in public primary schools in Toro L.G.A of Bauchi State:

1. More capacity building programmes such as seminars, workshops, which will involve all teachers and head teachers in primary schools should be organized and sponsored by the federal, state, local government education authorities.
2. Construction of more facilities such as permanent classrooms by the federal, state and local government education authority which will accommodate a higher number of children in primary schools

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3. To enhance pupils academic achievement in schools located within the study area, The Federal and State ministry of educations, and local government education authorities should closely work with school administration to ensure that there are adequate learning facilities and materials such as text books, sitting chairs and desks, chalk boards.

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