

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary of Findings**

This study was conducted to analyze the spatial distribution of primary and secondary schools in selected parts of Ilorin East and Moro Local Government Areas of Kwara State using a Geographic Information System (GIS) approach. The research involved data collection through GPS survey and secondary data sources. ArcGIS software was used to visualize, map, and analyze the spatial distribution patterns of the schools.

#### **Key findings from the study include:**

- **Uneven Distribution:** There is a noticeable imbalance in the distribution of schools across the selected areas. Some communities, particularly in the rural and remote parts of Moro LGA, have limited access to both primary and secondary schools.
- **Clustering Pattern:** Schools were observed to be more concentrated around urban and semi-urban areas, especially in Ilorin East, suggesting that these areas are better served educationally compared to the rural outskirts.
- **Accessibility Issues:** Several schools are located at considerable distances from residential areas, posing accessibility challenges for school-age children in some communities.

- **Lack of Secondary Schools:** While primary schools are relatively more available, secondary schools are fewer and farther apart, especially in the rural sections of Moro LGA.
- **GIS Utility:** The application of GIS proved highly effective in visualizing disparities in educational infrastructure and identifying underserved locations.

## **5.2 Conclusion**

This study concludes that the spatial distribution of primary and secondary schools in Ilorin East and Moro Local Governments is uneven and inadequate in many rural areas. There is a clear need for a more equitable distribution to ensure educational accessibility and equity for all. The GIS approach successfully revealed critical spatial patterns and gaps that may not have been easily identified through traditional methods.

## **5.3 Recommendations**

Based on the findings of this study, the following recommendations are proposed:

1. **Establishment of More Schools:** Government and educational stakeholders should prioritize the establishment of more schools, especially in underserved and rural areas of Moro LGA.
2. **Equitable Resource Allocation:** Efforts should be made to ensure fair distribution of educational facilities across communities to promote equal learning opportunities.

3. Regular GIS-Based Monitoring: GIS should be institutionalized as a tool for monitoring and planning educational infrastructure to support data-driven decision-making.
4. Improved Infrastructure and Access Roads: Investment in road infrastructure leading to schools in remote areas should be prioritized to improve accessibility.
5. Community Engagement: Involving local communities in the planning and siting of schools can help in identifying actual needs and ensuring schools are located in practical and accessible locations.

#### **5.4 Contribution to Knowledge**

This study has contributed to understanding the spatial dimension of educational infrastructure distribution in Kwara State. It highlights the effectiveness of GIS in educational planning and resource management. The results can serve as a baseline for further studies and policy formulation aimed at achieving equitable education access in Nigeria.

#### **5.5 Suggestions for Further Study**

Future research could explore:

- Temporal analysis of school expansion or decline over time using GIS.
- Evaluation of school quality and teacher distribution alongside spatial analysis.
- Incorporation of socio-economic variables in determining school placement needs.



## REFERENCES

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