



Assessment of the availability of school plants for the implementation of educational programs in secondary schools

¹ Olayiwola J. O., ² Obasi S. N.

¹ Department of Education, National Open University of Nigeria, Nigeria

² Departments of Arts & Social Science Education, University of Abuja, Abuja, Nigeria

Abstract

This study assesses the availability of school plants for the implementation of educational programmes in secondary schools in Nasarawa state. Despite the abundance and proliferation of various school plants, study by Asiyai (2012) and Odufowokan (2011) revealed that there is increase in enrolment in schools without commensurate expansion of school plants. However, the assessment and rationale for the low level of provision of school plant facilities approach are not known. The aim of the study was, therefore, to assess the extent of availability of school plants with a view to enhancing provision of school plants for the implementation of educational programs in secondary schools. The study utilized a descriptive survey research design. Stratified simple random sampling techniques were used to sample four hundred and ten (410) principals and teachers from the population of one thousand one hundred and twenty (1,120) principals and teachers. One hundred and ten (110) principals and three hundred (300) teachers were selected from one hundred and eighty one (181) secondary schools in Nasarawa State, Nigeria. Data were collected using a four point Likert structured questionnaire. Data were analyzed using percentage, mean scores and t-test. The findings showed that provision of school plants for effective implementation of educational programs in secondary schools in Nasarawa state were to a low extent (average mean=2.02). Only classroom were provided at high extent (Principal mean=2.74 and Teacher mean= 3.08). Based on these findings, it was recommended that government should make available school plants to a large extent; relevant school plants should be supplied to schools at the right time to enhance effective implementation of educational programmes in secondary schools and to enhance quality performance.

Keywords: availability, school plants, implementation, educational program, success

1. Introduction

The International Facilities Management Association (2002) [7], cited in Ihuoma (2008) [17] described school plant management as the practice of co-ordination of the physical workplace with people and the work of the organization. It entails the making and carrying out a series of decisions by individuals and groups in building a school plant according to the need, operating and using it effectively and ensuring that it is in a functional state as the educational programme is being implemented (Fenker, 2004) [15]. Therefore, management of school plant is a process of planning to meet the need of the school in terms of physical facilities, maintaining and keeping such facilities in good condition at all times so that the facilities can be used as at when needed for the actualization of educational goals and objectives.

School plant management in Nigeria during the colonial era has shown that there was low level of provision of classrooms and school buildings for teaching and learning. This under provision of teaching facilities was attributed to the fact that formal education was being provided mainly by the Christian missionaries who received little or no financial assistance from their home governments. Consequently, church buildings, tree shades and some private homes were used for teaching and learning purposes (Odufowokan, 2011) [20].

In line with Millennium development goals, the Federal Government of Nigeria launched a new educational policy in

2004, which has among other features, the Universal Basic Education (UBE) programme. The primary target of the UBE aspect of this new educational policy was to ensure that Nigerian child acquires a minimum of nine years basic education. This democratization of education in the country has led to a remarkable increase in the number of schools and population of students all over the nation. Every town and almost every community in Nigeria have tertiary institutions without corresponding increase in school facilities. People recognize them as places for the education of children and youth. No wonder Ajayi and Yusuf (2009) [4], for instance, reported in regard to the states in Mid-western Nigeria that there has been a tremendous growth in pupil population without a corresponding growth in the number of schools and facilities and that it would appear that school facilities had been allowed to decay in urban and rural schools.

In order to fulfill their objectives, either in urban and rural areas, educational institutions require an environment where teachers, students, and other personnel will enjoy their stay and perform their duties effectively. Emphasizing the need for effective teaching/learning process, (Akiburo, & Joshua, 2004) [5], Aigboje, (2007) [2] stated that a good school environment would foster desirable behavior, creativity, harmonious relationship and problem-solving skills among students. In the educational institutions, facilities constitute essential inputs which could generate favorable learning

environment, facilitate interaction and enhance achievement of educational objectives. In fact, school curriculum would be meaningful and functional if required facilities are provided in adequate quantity at appropriate time. These situations are posing challenges to schools administrators who are supposed to, through school plants facilities; achieve the objectives of education effectively and efficiently in secondary schools at urban and rural areas. The achievement of the overall goals and objectives of education revolves around the ability of the learners to utilize the various opportunities offered by the school and its environment. In this regard, a major aspect of this research is expected to empirically assess the extent of school plants with a view to improving school plant provision to enhance effective implementation of educational programme in secondary schools.

Research Hypothesis

H₀₁: There is no significant difference in the mean responses of Teachers and Principals with regards to the extent of availability of school plants in secondary schools in Nasarawa state.

2. Review of Related Literature

The related literature was reviewed under the following headings: theoretical framework; concept of the school plant and school plant management; provision of educational facilities in Secondary Schools in Nigeria.

2.1 Theoretical Framework

The theoretical framework, on which this research is based, is Donabedian's framework on structural, process and outcomes standards as it applies to students' development. (Donabedian, 1980) [13]. With regard to student development, the structural standards of Donabedian's theoretical framework refer to staff/student involved and school plants/facilities needed for effective student development. Process standards refer to co-operation between all staff members involved in the execution of programme, and outcomes standards are related to the outcomes of each facet of the student development programme.

2.2 Concept of the School Plant/management

School exists for the purpose of teaching and learning. Human and material resources are deployed for this purpose. School facilities are the material resources provided for staff and students to optimize their productivity in the teaching and learning process. The realization that transfer of knowledge does not only take place in the four walls of the classroom from the teacher to the students but rather that learning takes place through discovery, exploration, interaction with the internal and external environment has necessitate the creative and innovative development of teaching and learning facilities that reflect these changes. School exist to serve socio-economic and political needs of ever-changing society, consequently, they in constant interaction with their external environment. They receive inputs from the external environment in the form of human and material resources, process them and empty same into the society as finished products and services.

Adeboyeje (2000) [1], for instance, defines school plants as the

buildings, classrooms and corridors, playgrounds and other lands. Some other writers however, prefer to define it in terms of its function. For our present purpose, the term means the school building, all materials, furniture and equipment attached and unattached to the building, all structures and features on the school site, including paths, roads, parking lots, playgrounds, open grounds, trees, flowers and other objects used for implementing or supporting the implementation of an educational programme. The term as used here, shares the same meaning as what some authors refer to as school facilities. According to Encyclopedia of Education (2002), the school facility consists of not only the physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power telecommunications, security, and fire suppression systems. The facility also includes furnishing, materials and supplies, equipment and information technology as well as various aspects of the building grounds, namely athletic fields, playgrounds, areas for outdoor learning and vehicular access and parking.

Alimi, Eninola and Alabi (2012) [6] have aptly described the school plant as the space interpretation of the school curriculum. According to him, the curriculum finds its physical expression in the construction and management of the school plant. The number and types of equipment and materials available, the sizes of learning spaces within the school building environment, all have influence on the methods and quality of teaching. Outside the school buildings and other structures the size and nature of the school site determine, to a great extent, the type of outdoor instructional and recreational activities that can take place in the school.

The term, 'management' has been defined in various ways by different authors. Griffin (2003) [16] defines it as "a set of functions directed at the efficient and effective utilization of resources in the pursuit of organizational goals" Terry and Franklin (2004) [15] are more specific about the activities involved in the performance of this function. According to the studies, "management is a specific process consisting of the activities of planning, organizing, actuating and controlling, personnel to determine and accomplish stated objectives with the use of human beings and other resources. While Weihrich and Kroontz (1999) define it as the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected aims.

School plant management involves a number of on-going and related activities – determining the need for school plants, educational programme planning, school facility or building design, building construction, furnishing and equipping the school, school plant operation, utilization and maintenance and school plant modernization or renovation if and when the need arises. Effective school plant management ensures that school facilities are effectively used for teaching and learning with little or no interruption.

2.3 Provision of Educational Facilities in Secondary Schools in Nigeria

Execution of educational programmes demands that facilities are provided if success is to be achieved. Government, school proprietors, parents and other stakeholders are expected to provide the facilities for their schools. The government stated

that all stakeholders would be involved in every aspect of school management; provision of facilities inclusive. However, this is one of the most neglected area in the school system both in our rural and urban areas. (Olagboye, 2004) [21]. As a result there is disparity in the provision of facility from one school to another in urban center while the schools located in rural areas are neglected. Ajayi (2009) [3] linked the decline in students' academic achievement with non-availability of teaching materials such as models, flip charts, non-availability of classrooms, libraries and laboratories, equipment, toilet facilities, among others. The submission of Asiyai (2012) [9, 10] and Odufowokan (2011) [20] on the provision of items like books, teaching aids and educational materials were not only unavailable and those that were available were grossly inefficiency, under utilized and poorly managed. All these are essential factors in teaching-learning process. They form the most important educational services. The educational process functions in a world of books particularly in the presence of adequate liberties. Nwaogwu (2002) [19] observed the lack of provision of educational facilities in the country. The indicators are ill-equipped libraries and laboratories, lack of games facilities, computers etc. However, for the successful implementation for UBE programme, all these school facilities must be efficiently provided for and managed. In his recommendation, the government should provide all necessary facilities; the school head should ensure optimal utilization of these facilities and make sure that they are well maintained. School plants are made up of the indispensable systems and structures required by any viable educational institution to function effectively and achieve the objective for which it was established (Alimi, Eninola and Alabi 2012) [6]. According to them, they are facilities which physically and spatially enable teaching and learning and by extension help in producing desirable result as evidence by good academic performance of a products of education if adequately provided. Asiyai (2012) [9, 10] in his submission noted that lack of infrastructural facilities and maintenance for available ones was major obstacles of the Nigerian educational system. Considering the above researchers, it is clearly shown that our schools can only be what we want them to be if only proper steps are taken in the provision of all that will make teaching and learning effective. Learning cannot take place where facilities are not provided. Therefore the provision of facilities such as building, equipment etc. is of utmost importance. It is important to note in the above study that students and indeed their teachers need a conducive environment to be able to teach and learn adequately and effectively. The school facilities, therefore, must meet the needs of the school community. One very important objective of school plant planning that is directly related to the implementation of the educational programme is the provision of appropriately organized spaces to facilitates and support teaching and learning activities.

3. Research Methodology

3.1 Research Design

In order to achieve the aim and objectives of the study, survey research design was adopted. A survey design is a data collection technique in which information is gathered from

individuals called respondents by having them respond to questions. (Creswell, 2003) [12] According to him, the design is considered appropriate and suitable for the study since questionnaire is the major instrument used for collection of conditions or relationships that exist, opinions that are held, processes that are ongoing, effects that are evident or trends that are developing. It was also considered most appropriate so that consistency can be maintained in all the respondents and it can gather data from a relatively large number of cases at a particular time.

3.2 Population of the Study

The population of the study consists of all secondary school principals and teachers in all the Government Secondary Schools in Nasarawa state. Nasarawa state was divided into three Senatorial Districts namely Nasarawa South, Nasarawa East and Nasarawa North. There were a total number of One hundred and eighty one principals (181) and Nine hundred and thirty nine teachers (939) in Nasarawa state as shown in table 1.

Table 1: Population Dist ributions of Respondents.

Zone	No. of schools	Principals	Teachers
Nasarawa South	65	65	325
Nasarawa East	59	59	310
Nasarawa North	57	57	304
Total	181	181	939

Source: Nasarawa State Ministry of Education 2012

3.3 Sample Size and Sampling Techniques

The study employed stratified and simple random sampling techniques in the collection of sample. The sample size for this study consists of four hundred and ten (410) (Principals and Teachers). One hundred and ten principals (110) and three hundred (300) teachers were selected from secondary schools under study in Nasarawa State as shown in table 2.

Table 2: Sample Distributions of Respondents

Zone	No. of schools	Principals	Teachers
Nasarawa South	40	40	100
Nasarawa East	35	35	100
Nasarawa North	35	35	100
Total	110	110	300

Source: Field Survey 2017

3.4 Instrument for Data Collection

In pursuit of this study and to achieve its objectives, the research instrument used for data collection is a structured questionnaire. The questionnaire consists of twenty three (23) items dealing with profile of the respondents such as positions, genders, qualifications, years of experience, name of school and research questions which generate data for answering research questions. The modified four point likert-type rating scale was adopted for the questionnaire. Responses were of the types Very High Extent, High Extent, Low Extent and Very Low Extent. (4 3 2 1)

3.5 Validity and Reliability of the Instrument

The study instrument was face-validated by the supervisors and experts in educational administration. This was to find out

whether it measures what it was purported to measure and to establish its appropriateness, completeness and accuracy. Wisemen, (2000) [23] posit that content validity is determined by expert judgment. The questionnaire was validated by a jury of experienced supervisors and experts in educational administration. Since content validity was what was determined, the choice of a jury and its composition was accurate and agrees with the recommendations of (Johnson and Christensen 2000) [18]. The comments, suggestions and advice from the experts consulted were used in restructuring and evolving the final version.

To establish reliability of the instrument a pilot test was carried out. The instrument was pilot-tested with fifteen (15) secondary schools in FCT Abuja with fifteen principals (15) and seventy five (75) teachers (five (5) from each school). The reliability of the questionnaires was found to be 0.915 using the test-re-test method. As a rule, high reliability of 0.70 or higher shows that a test is reliable; accurately measuring the characteristics it was designed to measure. (Johnson and Christenen (2000), Borich (2004) [11].

3.6 Administration of Instrument

The researcher employed and trained the five research assistants for the administration of questionnaire. The researcher together with the research assistants administered the questionnaire. Three months were spent for the administration and collection of questionnaires.

3.7 Method of Data Analysis

The analysis of data was carried out in accordance with the research questions using percentage for bio data, descriptive statistics of mean and standard deviation for research questions and inferential statistics of t-test for testing the hypotheses. In each case, the responses to questionnaire questions were scored and the mean and percentage were determined and organized in tabular forms. The mean value for positive is < 2.50 otherwise negative i.e. any item above 2.50 is positive (+ve) and any item below is negative (-ve).

4. Results and Discussions

4.1 Data Analysis and Presentation

Data obtained for the research work is present and analyzed in descriptive statistics form that is in tabular form showing the mean and standard deviation or in charts showing frequencies and percentage of the scores of the variables as appropriate. A total of 410 questionnaires were successfully sent out to target respondents. 306 completed questionnaires were received. The response rate was calculated as 75%, which is a very satisfactory result.

4.2. Results and Discussion

Table 3: Distribution of Respondents by Gender

Sex of the Respondents	Principals	%	Teachers	%
Male	53	65	88	39
Female	29	35	136	61
Total	82	100	224	100

Source: Field survey 2017

Table 3 shows numbers of respondents by gender. (53) 65% were male principals (29) 35% were female principals; (88)

39% were male teachers while (136) 61% were female teachers. The implication is that male principals were greater than female principals while female teachers out number the male teachers in secondary schools in Nasarawa state.

Table 4: Distribution of Respondents by Qualification

Qualifications the Respondents	Principals	%	Teachers	%
Ph.D	-	-	-	-
M.Sc/M.A	33	40	120	54
B.Sc/B.A	37	45	96	43
HND/PGDE	12	15	8	3
Total	82	100	224	100

Source: Field survey 2017

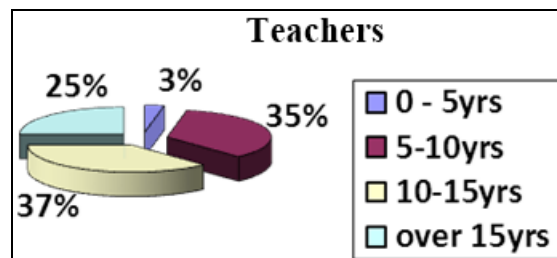
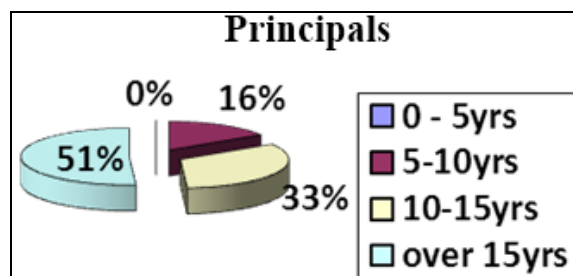
Table 4 reveals the respondents by qualification. (33)40% of the principals hold M.Sc/MA, (37)45% hold B.Sc/BA, (12)15% hold HND/PGDE while (120)54% of the teachers hold M.Sc/M.A, (96)43% hold B.Sc/M.A, and (8)3% hold HND/PGDE. This shows that both principals and teachers in the secondary schools are academically inclined.

Table 5: Distribution of Respondents by working experience

Experiece of the Respondents	Principals	%	Teachers	%
1 – 5 years	-	-	6	3
6 – 10 years	13	16	79	35
11 – 15 years	27	33	83	37
15 years above	42	51	56	25
Total	82	100	224	100

Source: Field survey 2017

Table 5 shows that the respondents have vast experience in teaching profession. 80% of the principals have more than 10 years of experience in teaching profession, while 90% of the teachers have more than 5 years experience. Therefore responses and other data obtained from a sample like this can be characterized as “informed”.



Source: Field Survey 2017

Fig 1: Distribution of Respondents by Working Experience

Table 6: Extent of availability of school plants N = 224

Items	VHE	HE	LE	VLE	Mean	Std. D	Decision
1. Class Room	35	108	70	11	2.74	.720	High Extent
2. Assembly Hall	5	36	104	79	1.85	.170	Low Extent
3. Laboratory/Workshop	5	15	133	71	1.79	.230	Low extent
4. Library	0	26	138	60	1.85	.170	Low Extent
5. Furniture	0	34	141	49	1.85	.170	Low Extent
6. Toilet & Water Closet	18	28	133	45	2.08	.060	Low Extent
7. Material Resources	0	34	168	22	2.05	.030	Low Extent
8. Models	0	61	100	63	1.99	.030	Low Extent
9. Equipment	10	39	134	41	2.08	.060	Low Extent
10. Flip Charts	11	23	141	49	1.98	.040	Low Extent
Average Mean					2.02		Low Extent

Source: Field Survey 2017

Table 6 (Teachers) only classrooms were provided for at a high extent (mean = 2.74). In the items 2-10 the mean scores of teachers ranged from 2.08 to 1.85. These scores show that the general teachers mean scores on the extent of availability of school plants in secondary schools were relatively low.

Since most of the respondents claim that school plants were of low extent, it can be concluded that provision of school plants for implementation of educational programs in secondary schools in Nasarawa state were to a low extent. (Average Mean = 2.02).

Table 7: Extent of availability of school plants N = 82

Items	VHE	HE	LE	VLE	Mean	STD	Decision
1. Classroom	31	27	19	5	3.02	.955	High Extent
2. Assembly Hall	5	27	43	5	2.34	.730	Low Extent
3. Laboratory/Workshop	1	31	37	13	2.24	.698	Low Extent
4. Library	1	10	44	27	1.81	.814	Low Extent
5. Furniture	0	10	50	22	1.85	.774	Low Extent
6. Toilet & Water Closet	0	10	49	29	1.78	.733	Low Extent
7. Materials Resources	0	26	50	6	2.24	.708	Low Extent
8. Models	6	20	38	18	2.12	.670	Low Extent
9. Equipment	0	10	36	36	1.68	.660	Low Extent
10. Flip Charts					1.73		Low Extent
Average Means	0	13	38	31	2.08	.547	Low extent

Source: Field Survey 2017

Table 7 (Principals), only classrooms were provided for at a high extent (mean 3.02) while the mean scores of principals ranged from 2.34 to 1.68. These scores show that the general principals mean scores on the extent of availability of school plants for the implementation of educational programs in secondary schools were relatively low. It can be concluded that provision of school plants for implementation of educational programs in Nasarawa state were to a low extent. (Average Mean = 2.08)

Test of Hypotheses

There is no significant difference in the mean responses of Teachers and Principals with regards to the extent of availability of school plants in secondary schools in Nasarawa state.

Table 8: t – test analysis on availability of School Plants

S/No.	Variables	No	Mean	S.D	tcal,	table	Decision
1	Teachers	224	20.29	7.29	1.00	1.96	Not significant
2	Principals	82	20.81	1.71			Not significant

Source: Field survey 2017

Table 8 shows the t-test analysis for the significant difference between the mean responses of Teachers and Principals on the

extent of availability of school plants in secondary schools in Nasarawa state. Results from the analysis show that the calculated value is given as 1.00. Since the calculated value is less than the table value 1.96 (i.e. $1 < 1.96$), the hypothesis is accepted meaning there is no significant difference in the mean responses of Teachers and Principals with regards to the extent of availability of school plants in secondary schools in Nasarawa state.

From the analysis of the data collected it was clearly shown that provision of school plants for implementation of educational programs in Nasarawa state were to a low extent. This was proved by the respondents the fact that there was no significant different in the mean responses of teachers and principals with regards to the extent of availability of school plants for the implementation of educational programs. The findings agree with that of (Ajayi and Yusuf 2009) [4] who reported in regard to the states in mid-Western Nigerian that there has been a tremendous growth in pupil population without a correspondence growth in the number of school plants. Ajayi (2012) and Odufowokan (2001) rightly supported the view when they observed that enrolment in schools increase without commensurate expansion or provisions of school plants were to a low extent. One very important objective of school plant planning that is directly

related to the implementation of education programme is the efficient provision of efficient and appropriately organized spaces to facilitate and support teaching and learning activities. Where these are lacking, teaching and learning is bound to fail. For these reasons, there should be enough school plants particularly the space to accommodate the present school enrolment and any possible increase in student population in foreseeable future. Whether or not the school plants are adequately provided to accommodate the educational programme, it affects the life and activities that go on within it.

5. Conclusion and Recommendation

It has been proved in the course of this research that there was no significant difference in the mean responses of Teachers and Principals with regards to the extent of availability of school plants for the effective implementation of educational programs in secondary schools in Nasarawa state. Hence it was concluded that provision of school plants were to a low extent (average mean=2.02) while only classrooms were provided to a large extent (mean=2.74). One very important objectives of school plants planning that are directly related to the implementation of educational programmes is the provision of efficient and appropriately organized spaces and school plants. When enough space to accommodate the present school environment and any possible increase in student population in foreseeable future are not efficiently provided, effective teaching and learning will not take place. Based on the findings of this study, It is recommended that government should make available to a large extent school plants to ensure effective implementation of educational programmes. This has become necessary to cater for a tremendous growth in students populations.

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