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ASSESSMENT OF MAINTENANCE CULTURE OF SCHOOL FACILITIES IN SECONDARY SCHOOLS IN SANDAMU LOCAL GOVERNMENT AREA, KATSINA STATE, NIGERIA

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Abstract

The study investigated Assessment Of Maintenance Culture Of School Facilities In Secondary Schools In Sandamu Local Government Area, Katsina State, Nigeria The study was guided by two objectives, which include Assess the maintenance culture of structural facilities in Secondary Schools in Sandamu Local Government area of Katsina state, Nigeria; The study answered two research questions which include: Are Structural facilities properly maintained in Secondary Schools in Sandamu Local Government area of Katsina state, Nigeria? Descriptive Survey research design was used for the study. The population of study was 445 which comprised 12 principals, 289 teachers and 144 PTA officials. Simple random sampling technique was used in selecting 196 respondents consisted of 7 principals, 140 teachers and 49 PTA officials. A structured questionnaire, titled Assessment of Schools Facilities Maintenance Culture in Secondary Schools Questionnaire (ASFMCSSQ). was used as a means for data collection. The instrument was validated by Educationist and statisticians for content and face validity. Mean and Standard deviation were used to answer the research questions raised by the study. The study found out that structural facilities such as classrooms, library, laboratories were properly maintained in the secondary schools. And some recommendations were put forth which include, there is need for the Quality Assurance Officials to prioritize regular and adequate supervision to ensure sustainability of the maintenance of school facilities.

Key words: Assessment, Maintenance, structural facilities, instructional facilities.

1. Introduction

Schools are established for the purpose of teaching and learning. It is also more important that the teachers and learners are properly accommodated to facilitate the teaching and learning that go on there, this is the essence of the school plant and facilities. School facilities are made up of the indispensable systems and structures required by any viable educational institution to function effectively (Odufowokan 2011).

Therefore school facilities are the space interpretation and physical expression of the school curriculum. The quality of education delivered by teachers and the academic achievement of students of any school is dependent on several factors of which school structural and instructional facilities are paramount. School facilities are resources (human, material and place) that enhance teaching and learning, thereby making the process meaningful and purposeful. They are said to be any resource (human, material and place) that compliment and supplement effective transaction and communication between the teacher and the students. School facilities can be defined as the entire school plant which school administrators, teachers and students harness, allocate and utilize for the smooth and efficient management of any educational institution, for the main objective of bringing about effective and purposeful teaching and learning experience.

School facilities are termed to be the most enormous part that aids the curriculum implementation in any aspect of school organization, therefore proper maintenance of such facilities can never be over emphasized, it must be noted that teaching facilities helps the teacher intensively in the process of imparting well and adequate knowledge to the learners while the learning facilities has no doubt in giving clear understanding of the instructions to the learners. School facilities in secondary schools, either private or public is the pivot on which the educational system rests they play an important role in the education industry hence the need for their adequate and proper maintenance by both teachers and learners for effective service delivery.

According Emetarom (2014), school facilities are the physical and spatial enablers of teaching and learning which will increase the production of results. School facilities serve as pillars of support for effective teaching and learning. Oyesola (2012) sees school facilities to include permanent and semi-permanent structures such as machinery, laboratory equipment, the blackboard, teacher's tools and other equipment as well as consumables.

Good quality and standard of school depend largely on the provision, adequacy, management and utilization of educational facilities. Akinsolu (2014) asserted that educational curriculum cannot be sound and well operated with poor and badly managed school facilities. From all indication, school facilities are physical resources that facilitate effective teaching and learning. They include blocks of classrooms, laboratories, workshops, libraries, equipment, electricity, water, visual and audio-visual aids, tables, desks, chairs, playground, storage space and toilets.

The provision of Educational Facilities is the combined responsibility of the public and the private sectors.

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. This undoubtedly includes the maintenance of school plants. However, this aspect is one of the most neglected areas in the school system (Olagboye, 2014).

In Nigeria, public school enrolment has continued to increase without a corresponding increase in facilities for effective teaching and learning. As a result of underfunding of education in Nigeria, the government has been encouraging proper maintenance of available school facilities.

School facility maintenance entails ensuring that the facilities are kept near their original state as possible. This involves keeping the school sports and football field clean, periodic renovation of the buildings, servicing the school bus and generator sets, repairs etc. for the purpose of restoring the facilities to optimum working condition. Facilities maintenance is an integral part of the overall management of school. The actualization of the goals and objectives of education require the provision, maximum utilization and appropriate management of facilities. Furthermore, advances in science and technology, necessitate that the school manager should adopt modern method of facilities maintenance. This will improve the quality of teaching of leaning. A direct relationship exists between the quality of school facilities maintenance.

School facilities maintenance requires the application of scientific method in planning, organizing, decision making, coordination and controlling of the physical environment of leaning for the actualization of the educational goals and objectives. This involve among other things, collective decision making in relation to selection of site for establishment of new schools, design and construction of new school plans including grounds, renovation and modernization of old plans, provision of equipment for academic and non academic activities, maintenance of all facilities and review of management practice and processes. School facilities maintenance involves keeping records of the facilities, supervising the facilities, planning for the facilities, motivating students and teachers to participate in facilities maintenance and evaluating the available facilities.

The national goal of developing the educational system in such a way as to provide a satisfactory flow of men and women capable, of acquiring the skills necessary to exploit to fullest, the natural resources of the state and country at large makes it imperative for the facilities to be abundantly available in school system. Building are needed to shelter staff and students, laboratory facilities are needed to generate manipulative skills in students, sport/game facilities are needed to develop the mental, social and physical aspect of the students.

Similarly, Owuamanam (2015) noted that the inadequacy of infrastructural facilities and lack of proper maintenance of the available facilities were major problems facing Nigerian educational system. The school facilities are grossly inadequate to match the student's population and the available facilities were poorly maintained. The availability and proper maintenance of school facilities will enhance teaching and learning and improve academic performance of students. Negligence in the maintenance of school facilities has many negative consequences. When school facilities are not well managed and maintained, they constitute health hazards to pupils and teachers who use the facilities.

Basiru S. (2018), observed that school facilities are not been maintained by school administrators, teachers and students hence their depreciation. the administrators appears to spend much time on instructional planning, curriculum development, personnel development and community relations claiming that the management and maintenance of school facilities is the sole preserves of the government. This study examines maintenance culture of schools facilities in secondary schools in Sandamu Local Government area of Katsina state, Nigeria. With focus on the area of teaching, learning, and sport facilities.

Secondary schools in Nigeria require adequate structural and instructional facilities such as laboratories, classrooms, libraries, and recreational facilities for the teaching and learning to take place effectively. The quality of education that our students receive bears direct relevance to the availability or lack of infrastructural facilities and overall environment in which learning takes place. In other words, educational programmes and processes are greatly influenced by the school environment. The availability and general

appearance of classrooms, libraries, laboratories and instructional materials such as textbooks, blackboards and furniture of school constitutes the bases upon which many patrons make their initial judgment about the quality of the school and the educational programmes, the absence of these facilities often leave a lot of doubt in the minds of students, parents and the general society as to what type of learning and teaching that could take place in such a situation.

Secondary schools in Katsina State and Sandamu Local Government in particular face the combined challenges of poor maintenance, deteriorating conditions, out-of-date design and capacity utilization pressures of school facilities. These combined deficiencies impair the quality of teaching and learning and also create health and safety problems for staff and students. The effects of deteriorating condition and poor maintenance of school infrastructure are threats to school curriculum implementation and students academic performance. The poor academic success of students in examinations had been largely attributed to inadequate provision and poor maintenance of school facilities which include teaching facilities, learning, and sport facilities. This consequently leads to ineffective implementation of the school curriculum. Hence, there is a big gap in quality, resulting from large number of students in crowded classrooms, using inadequate and obsolete equipment and with disillusioned teachers.

Ibrahim (2013) observed that school infrastructure is fast deteriorating, while maintenance culture is declining. Many facilities are mismanaged or poorly maintained which result to damage or collapse of such facilities. Poor maintenance of school facilities leads to waste and thereby making plans ineffective. Musa (2016) opined that lack of facilities management result in depression in the academic programme and waste of resources.

Inadequate maintenance of infrastructural facilities in secondary schools has apparently given rise to the allegation of falling standard of education in Katsina state as well as the country at large. Ibrahim (2013) reported that most schools compound were bushy, have dilapidated building with leaking roofs, broken chairs and desks, rough floors and windows without louvers. In some of the schools, the buildings were dirty, no lighting while some have blown roofs. The road leading to sport field in some schools were weedy. This shows adequate maintenance are not provided on the available school facilities. School facilities are supposed to be kept in good condition in near their original state as much as possible by school the management. But from observation and complaints, it shows that school managers, staff and students are neglecting on the role of school facilities maintenance in secondary schools.

1.1 Objectives of the Study

The study was guided by the following specific objectives which are to:

1. Assess the maintenance culture of structural facilities in Secondary Schools in Sandamu Local Government Area of Katsina State, Nigeria;
2. Examine the maintenance culture of instructional facilities in Secondary Schools in Sandamu Local Government Area of Katsina State, Nigeria;

1.2 Research Questions

The study was guided by the following research questions:

1. Are structural facilities adequately maintained in Secondary Schools in Sandamu Local Government Area of Katsina State, Nigeria?
2. Are instructional facilities adequately maintained in Secondary Schools in Sandamu Local Government Area of Katsina State, Nigeria?

2. Methodology

The study adopted descriptive survey research in design. Survey research design according to This research design is found to be appropriate for the study because the study is on a small group considered to be representative of the entire population. The researchers decided to use the survey research method because the variables are already existing and no manipulation can be made.

2.1 Population of the Study

The population of the study was 445 comprised 12 principals, 289 teachers and 144 PTA officials of secondary schools in Sandamu Local Government Area Katsina State Nigeria. Therefore, the total population was four hundred and forty five (445) respondents. Table 1 below shows the detail of the population.

Table 1: Population of the Study

| S/n | School | No of Principals | No of Teachers | PTA officials | Total |
|-----|-------------------|------------------|----------------|---------------|-------|
| 1. | GSS Sandamu | 1 | 28 | 12 | 41 |
| 2. | GJSS Sandamu | 1 | 26 | 12 | 39 |
| 3. | GGASS Fago | 1 | 31 | 12 | 44 |
| 4. | GGJASS Fago | 1 | 35 | 12 | 48 |
| 5. | GSS Katsayal | 1 | 35 | 12 | 48 |
| 6. | GJSS Karkarku | 1 | 23 | 12 | 36 |
| 7. | GSS Karkarku | 1 | 20 | 12 | 33 |
| 8. | GSS Fago | 1 | 20 | 12 | 33 |
| 9. | GJSS Fago | 1 | 32 | 12 | 45 |
| 10. | GSSRigiyarTsamiya | 1 | 13 | 12 | 26 |
| 11. | GSSKwasarawa | 1 | 12 | 12 | 25 |
| 12. | GSS Zugai | 1 | 14 | 12 | 27 |
| | Total | 12 | 289 | 144 | 445 |

Source: Katsina State Ministry of Education (2022).

Table 1 above shows a total number of twelve Secondary Schools located in Sandamu local government area with a total number of 12 principals, 289 teachers and 144 PTA officials respectively.

2.2 Sample and Sampling Technique

The researchers' used 196 respondents as representative of the study population. The decision was guided by research adviser (2006) table of sample selection the sample size was then proportionately distributed among the population which comprises 7 principals, 140 teachers and 49 PTA officials respectively. Simple random sampling technique was adopted for this study. The rationale for using Simple random techniques was to give equal opportunities to all Schools in the area. Table 2 shows the breakdown of sample population.

Table 2: Sample for the Study

| S/N | School Principal | Teachers | PTA officials | Total | |
|-----|------------------|----------|---------------|-----------|------------|
| 1. | GSS Sandamu | 1 | 20 | 7 | 28 |
| 2. | GJSS Sandamu | 1 | 18 | 7 | 26 |
| 3. | GGJASS Fago | 1 | 20 | 7 | 28 |
| 4. | GSS Katsayal | 1 | 21 | 7 | 29 |
| 5. | GJSS Karkarku | 1 | 20 | 7 | 28 |
| 6. | GJSS Fago | 1 | 21 | 7 | 29 |
| 7. | GSS Kwasarawa | 1 | 20 | 7 | 28 |
| | Total | 7 | 140 | 49 | 196 |

2.3 Instrumentation

The researchers' used self-structured questionnaire titled Assessment of Schools Facilities Maintenance Culture in Secondary Schools Questionnaire (ASFMCSSQ). The instrument is designed into three sections in a Four Point Likert Scale where 4 is Strongly Agree (SA), 3 Agree (A), 2 Disagree (D), and 1 Strongly Disagree (SD) respectively. Section (A), centers on the Personal Basic information of the respondents, section B" is on maintenance of structural facilities, section (C), centers on the maintenance of instructional facilities. The instrument was validated by experts in the field of education and reliability was established using split-half method and reliability index of 0.89 was obtained.

2.4 Procedure for Data Collection

The researchers personally took the questionnaire to the sample schools. The researcher with the help of research assistant distributes the copies of questionnaires and allows for the completion of the questionnaire.

3. Results and Discussion

Table 3. Opinions of Principals, Teachers and PTA Officials on Maintenance Culture of Structural Facilities in Secondary Schools in Sandamu Local Government Area Katsina State.

| S/N | Item | Statement | Respondents | SA | A | D | SD | MEAN | STD |
|-------------------------|---|------------|-------------|----|----|-----|------|-------------|-----|
| 1. | Classroom adequately Maintained in my school | Principals | 5 | 1 | 1 | - | 3.6 | 900 | |
| | | Teachers | 80 | 30 | 20 | 10 | 3.3 | 1.408 | |
| | | PTA | 25 | 15 | 6 | 3 | 3.3 | 928 | |
| 2. | Library properly Maintained in my school | principals | 4 | 2 | 1 | - | 3.4 | 1.485 | |
| | | Teachers | 90 | 30 | 15 | 5 | 3.5 | 1.563 | |
| | | PTA | 28 | 15 | 6 | - | 3.4 | 1.32 | |
| 3. | Laboratories properly Maintained in my school | principals | 3 | 3 | 1 | - | 3.3 | 1.348 | |
| | | Teachers | 85 | 30 | 15 | 10 | 3.4 | 1.412 | |
| | | PTA | 27 | 17 | 5 | - | 3.4 | 1.269 | |
| 4. | Assembly hall properly maintained in my school | principals | 4 | 2 | 1 | - | 3.4 | 1,364 | |
| | | Teachers | 83 | 29 | 18 | 10 | 3.3 | 1.80 | |
| | | PTA | 23 | 26 | 87 | 106 | 1.86 | 1.716 | |
| 5. | Staff room properly Maintained in my school | principals | 5 | 1 | 1 | - | 3.6 | 1.337 | |
| | | Teachers | 87 | 30 | 14 | 9 | 3.4 | 1.621 | |
| | | PTA | 26 | 17 | 5 | 2 | 3.4 | 1.481 | |
| 6. | Computer room properly maintained in my schools | principals | 3 | 3 | 1 | - | 3.3 | 937 | |
| | | Teachers | 83 | 30 | 15 | 10 | 3.3 | 1.624 | |
| | | PTA | 30 | 15 | 4 | - | 3.11 | .641 | |
| Cumulative mean= | | | | | | | | 3.31 | |

Decision mean= 2.50

Table 3, reveals the opinions of Principals, Teachers and PTA Officials on Maintenance Culture of Structural Facilities in Secondary Schools in Sandamu Local Government Area Katsina State, Nigeria. Item 1 shows that classrooms are adequately maintained in the schools this could be seen from the responses of the respondent where the mean of principals is 3.6, teachers 3.3 and PTA is 3.3. From item 2, the responses of the respondent where all accepted that library are adequately maintained in the schools with the mean score representing the principals is 3.4, teachers 3.5 and PTA is 3.4. In respect to item 3, it was also accepted from the responses of the respondents that laboratories are properly maintained where the mean score representing the principals is 3.3, teachers 3.4 and PTA is 3.4. Item 4, shows that assembly hall is well maintained in the schools. Item 6, there is general acceptance from the respondent that computers room are adequately maintained.

Table 4. Opinions of Principals, Teachers and PTA Officials on Maintenance Culture of Instructional Facilities in Secondary Schools in Sandamu Local Government Area Katsina State.

| S/N | Item | Statement | Respondents | SA | A | D | SD | MEAN | STD |
|-----|--|------------|-------------|----|----|----|-----|-------|-----|
| 1. | Textbooks properly maintained in my school | Principals | 3 | 3 | 1 | - | 3.3 | 1.364 | |
| | | Teachers | 85 | 30 | 15 | 10 | 3.4 | 1.202 | |
| | | PTA | 27 | 17 | 5 | - | 3.4 | .623 | |
| 2. | Exercise books properly | principals | 4 | 1 | 1 | 1 | 3.1 | 1.125 | |

| | | | | | | | | |
|-------------------------|---|------------|----|----|----|----|-------------|-------|
| | maintained in My school | Teachers | 90 | 32 | 13 | 5 | 3.5 | 1.467 |
| | | PTA | 30 | 15 | 5 | 1 | 3.6 | 1.208 |
| 3. | Microscope adequately Maintained in my school | principals | 5 | 1 | 1 | - | 3.6 | 1.420 |
| | | Teachers | 80 | 30 | 20 | 10 | 3.3 | 1.623 |
| | | PTA | 25 | 15 | 6 | 3 | 3.3 | 1.206 |
| 4. | Library properly maintained in my school | principals | 4 | 2 | 1 | - | 3.4 | 1,190 |
| | | Teachers | 83 | 29 | 18 | 10 | 3.3 | 1.323 |
| | | PTA | 30 | 15 | 4 | - | 3.5 | 1.806 |
| 5. | Computer properly maintained in my school | principals | 3 | 3 | 1 | - | 3.3 | 1.356 |
| | | Teachers | 83 | 30 | 15 | 10 | 3.3 | 1.340 |
| | | PTA | 30 | 15 | 4 | - | 3.5 | 1.342 |
| 6. | Projectors properly maintained in my school | principals | 5 | 1 | 1 | - | 3.6 | 1.378 |
| | | Teachers | 87 | 30 | 14 | 9 | 2.5 | 996 |
| | | PTA | 26 | 17 | 5 | 2 | 3.4 | 1.166 |
| Cumulative mean= | | | | | | | 3.34 | |

Decision mean= 2.50

Table 4, reveals the opinions of respondents on Maintenance Culture of instructional Facilities in Secondary Schools in Sandamu Local Government Area Katsina State, Nigeria. Item1 shows that Textbooks adequately maintained this could be seen from the responses of the respondent where the mean of principals is 3.3, teachers is 3.4 and PTA is 3.4. From item 2, the responses of respondents were accepted that Exercise books are adequately maintained with the mean score representing the principals is 3.1, teachers is 3.5 and PTA is 3.6. In respect to item 3, it was also accepted that Microscope are adequately maintained in secondary schools from the responses of respondents principals is 3.6, teachers is 3.3 and PTA is 3.3. In item 4, the responses of the respondents shows the general acceptance that Library adequately maintained with the mean score of the responses shows principals is 3.1, teachers is 3.3 and PTA is 3.5. Item 5, responses of respondents shows the general disagreement that Computers are properly maintained with the mean score responses of the respondents shows principals is 3.3, teachers is 3.3 and PTA is 3.5. From 6, shows the respondent were all agreed that projectors facilities is maintained. With cumulative mean of 3.34 on decision mean of 2.50 is shows that learning facilities are properly maintained.

5. Summary of Findings

The study revealed that:

1. Structural facilities such as classroom, Laboratory, Library are adequately maintained in Secondary Schools in Sandamu Local Government Area Katsina State, Nigeria.
2. Instructional facilities such as Computers, Library, and Projectors are adequately maintained in Secondary Schools in Sandamu Local Government Area Katsina State, Nigeria.

6. Discussion of the Findings

The study sought for responses on Maintenance Culture of School Facilities in Secondary Schools in Sandamu Local Government Area Katsina State, Nigeria. (teaching, learning, sports and convenience facilities) in Secondary schools in Sandamu Local Government Area Katsina State, Nigeria. from the principals, Teachers and PTA officials.

The findings indicated that there is proper maintenance culture of structural facilities from both principals and teachers this shows that structural facilities in secondary schools in Sandamu Local Government Area Katsina State, Nigeria, such as classroom, Library, Laboratory, are adequately maintained. This finding also collaborates with the finding of Obeka (2013) in a research conducted in Kwara State where his finding revealed that there is significant positive relationship between school facilities maintenance and students' academic performance. This finding also collaborates with that of Obogbiji & Ekpo (2011), in a study conducted in Cross River State where their findings show that there is significant difference between public and private secondary schools on the maintenance culture of school facilities in secondary schools in Cross River State. But, this finding is contrary to that of Okoth (2011) in a research conducted in Kenya where his findings revealed that school facilities maintenance is ignored during practical lessons. It was also revealed that available laboratory facilities are not properly maintained. Similarly, this finding is contrary to that of Asiyai (2012), in a research conducted in Delta State, Nigeria, where her finding revealed that school facilities in secondary schools are generally in a state of disrepair; the facilities are not properly maintained.

7. Conclusions

In the light of the foregoing, it is concluded that school facilities are properly maintained; structural facilities such as classroom, laboratory, library are adequately maintained in secondary schools in Sandamu Local Government Area, Katsina State, Nigeria. It is also concluded that instructional facilities such as charts, models, specimens are properly maintained in secondary schools in Sandamu Local Government Area, Katsina State, Nigeria.

8. Recommendations

On the basis of the study outcome, the following recommendations are put forth:

1. There is need for quality assurance officials to intensify regular supervision to ensure the sustainability of the maintenance of structural facilities in schools; this will promote effective teaching and learning.
2. There is need for teachers to be incorporating the students in their pedagogical practice on the need for a proper maintenance culture of instructional facilities to develop themselves and thereby promoting effective learning in secondary schools.

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