

## Perceived Strategies for Financing Maintenance Cost of Physical Facilities in Secondary Schools, Imo State, Nigeria

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Received 25 March 2020; accepted 5 May 2020  
Published online 26 May 2020

### Abstract

This paper seeks to find out the strategies for financing maintenance cost of physical facilities in secondary schools in Imo state, Nigeria. Three research questions and two null hypotheses were formulated to guide the study. Survey research design was adopted. The population consisted of 475 principals in Imo state secondary schools in Nigeria. An instrument named Financing Maintenance Cost of Facilities Questionnaire (FMCFQ) was developed by the researcher. The FMCFQ was validated and its reliability coefficient was computed to be 0.85. Mean and standard deviations were used to analyze the research questions while t-test statistics was employed in testing the two hypotheses. Results show that principals accepted nine strategies out of fourteen for financing maintenance cost of facilities in secondary schools. While it is revealed that there is no significant difference between the perceptions of experienced and less experienced principals as well as those in urban and rural areas on the strategies for financing maintenance cost of facilities in secondary schools in Imo State. Some recommendations were made like the principals of schools should take it as a duty to maintain the school facilities with the help of ministry of education and the government for effective sustainability of nation development.

**Key words:** Financing Maintenance Cost of Facilities Questionnaire; school facilities; secondary schools

Ogonnaya, C. N., & Ugwuegbulam, C. N. (2020). Perceived Strategies for Financing Maintenance Cost of Physical Facilities in Secondary Schools, Imo State, Nigeria. *Higher*

*Education of Social Science*, 18(2), 18-25. Available from: URL: <http://www.cscanada.net/index.php/hess/article/view/11551>  
DOI: <http://dx.doi.org/10.3968/11551>

### INTRODUCTION

Education is the process of imparting knowledge to children or young people in schools, college, and universities. It is the process that provides the young ones with the deserved knowledge, skills and values that a society believes are necessary for self-actualization. The federal government of Nigeria in her National policy of Education (FRN, 2014, p.8) sees education as “an instrument for effecting national development”, It states that education will continue to be highly rated in the national development plans, because education is the most important instrument of change in the intellectual and social outlook of any society has to be preceded by an educational revolution.

Amadi (2014) states that the concept of financing and funding for the maintenance of physical facilities; Educational financing is the provision of money necessary to finance the totality of other resources inputs required in an educational system to achieve its objectives maximally. According to Ogonu (2001) Adequate financial input is crucial to the success of any system of education because provision of facilities and equipment; payment of teaching and non-teaching personnel, procurement of material and other needs is dependent upon availability of fund.

Amadi (2014) states that the National policy on Education recognizes education as an expensive social service that requires adequate financial provision for the successful implementation of the educational programmes. Funding is a factor which contributes to the success of educational policy. Education must be paid for and as educational provision develops so does the cost increase. While Okebukola (2003) States that financing education has long been recognized as a joint responsibility of the

Federal, State, Local governments and private individuals and organizations. But the recurring issues in educational financing had always been the level of government's commitment to National, States, and Local Government's educational goals.

Strategies for financing maintenance cost of physical facilities in Secondary Schools, Maicibi (2016) refers to the process through which the objectives of an organization is executed towards its achievement by optimizing the use of both human and non-human material resources in an organization.

In attempt to improve the maintenance of physical facilities in schools. Ojedele and Fadokwu (2009) recommended that more physical infrastructure, such as classroom block, Laboratories, workshop equipments, furniture and fittings, hostel accommodation, among others should be made available in schools.

The cost of all the needed goods and services required in the education sector is much hence needs sufficient and adequate funds. It is not possible to run any organization or institution with money. Fund is the fuel and lubricant which propel any business or social organization or activities to be financed. It is needed for putting up infrastructure, furnishing the socials and offices, paying of academic and non-academic staff, maintenance, equipment and other ever growing needs, added to school furniture by society as training-on-the job or in service course for the required manpower.

The role funding plays in education cannot be overemphasized. Therefore the aim of funding in education is to make adequate cash ready to meet required current and capital expenditures for maximum profit.

Oduo and Arrieti (2009) states that funds are however used in the day to day running of educational institution. This span over transportation cost, erection of new building and maintenance of existing ones. Funding according to Anyawu (2017) is an act of supporting, sponsoring or financing the project with existing money. Also, it is a fiscal support which is aimed towards achieving either a private or public goals.

Secondary education is the form of education children receive after primary education before the tertiary stage. (FRN 2014) It is an important part of the entire educational system of any nation and it will continue to be an important stage in the career paths of youths towards the achievement of national education goals (Adesina, 1984). The National policy on Education outlines the goals of secondary education as follows;

- Provide all primary school leavers with opportunity for education of a higher level, irrespective of sex social status, religious or ethnic background;
- Offer diversified curriculum to cater for the differences in talents, opportunities and further roles;
- Provide trained manpower in the applied sciences, technology and commerce at sub-professional grade and

commerce at sub-professional grade;

- Develop and promote Nigeria languages, arts, and culture in the context of world's cultural heritage.
- Inspire students with a desire for self-improvement and achievement of excellence;
- Foster national unity with an emphasis on common ties that unite us in our diversity;
- Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens;
- Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic developments.

Although, the stated goals are laudable, but their achievement squarely rests on the availability and effective management of physical facilities in secondary schools. School facilities are the material resources that are needed in schools for the promotion of effective teaching and learning. Oduma (2013) states that to have standard and quality education, schools must embrace effective funding and activities that will ensure quality of the academic and structures that will allow an objective review of the quality of instructional delivery.

Schools cannot exist without physical facilities that bear direct relationship with the quality of education in that school. Emetarom (2004) sees physical facilities as classrooms, libraries, laboratories, works shops, school buildings, play-fields, school farms, gardens, electrical fixtures, there were poor physical and psychological environment in secondary schools in Imo State, even a white paper report of the Education Review commission to Imo state noted inadequate accommodation and furniture for the ever growing population in secondary schools as well as insufficient supply of instructional materials, e.g. aids, textbooks, libraries, etc. Although the state government started to renovate some secondary schools to some extent and stopped, the enrollment of students has been increasing at the expense of infrastructural facilities in schools.

The consequence of this is poor quality of teaching and learning that result to massive examination malpractice in schools. How can examination malpractice stop when teachers have nothing to teach with? The quality of education should have bearing with the availability of physical facilities in school. The Federal Republic of Nigeria (2014) recommends that the teacher-students ratio in secondary schools should be 1:40 for effective teaching and learning, and yet in most secondary schools in Imo State are overcrowded bare classroom. When a teacher is confronted with 80 - 100 students in a classroom meant for 40 students, such a teacher cannot be effective and productive, there is no financial backing to help provide adequate facilities or the maintenance of

the physical facilities in the schools. Our country Nigeria lacks adequate maintenance culture in education. A lot of fund is needed to procure school facilities and yet none is committed for maintenance. Maintenance holds an important place in educational process. The schools environment” toilet facilities and potable water. The second is “direct” facilities which include equipment, computers, textbooks, school records, writing materials, chalk boards, teaching aids or instructional materials and so on. These are used during the teaching and learning process, apart from human resources any other thing that has to do with space within the school premises, that houses the basic systems and structures can be regarded as school facilities. The physical facilities are very important in the school system, teaching and learning cannot take place without the physical facilities. Ajayi-Dopemu (1983) is of the view that a well - planned school physical plant will enhance good teaching practices and also facilitate learning, while a badly planned physical facility has the tendency to hinder good teaching practices and subsequently leading to students’ poor performance Adesina (1980) opines that the quality of education has a bearing with the availability and effective usage of physical facilities and over atmosphere in which learning takes place. In fact, a school that lacks physical facilities cannot boast of quality education. Poor academic performance of students could be likely traced to inadequate and poorly managed facilities.

One of the largest industries in Imo State of Nigeria is education, but just like any other states in Nigeria, it cannot boast of secondary schools adequately equipped with infrastructural facilities, both in the Urban and rural areas, but what the state does not lack at all, is increase in enrolment of secondary school students. By 1980 Ehiametalor (2001) identified types of maintenance, thus; preventive maintenance, periodic maintenance, recurring maintenance and emergency maintenance. The principals, teachers, parents and students have a role to play. Olagboye (1998) identified five types of maintenance thus; predictive and preventive maintenance, corrective maintenance, running maintenance, breakdown maintenance and shutdown maintenance. These forms of maintenance should be carried out in our secondary schools if we must ensure quality output.

Ayodele (2004) identified some problems affecting the maintenance of facilities in our school like enrolment explosion leading to excessive pressure on existing facilities; inadequate fund raising; inadequate or outright lack of experts to handle and repair the modern gadgets in schools; red tapism which manifests in laying too much emphasis on rules and regulations with a consequent delay in carrying out maintenance and repair activities; over centralization of authority, and non-chalant attitudes of school heads, teachers and students to government property. While Ehiametalor (2001) in

his own contribution, identifies lack of policy, finance, and information on facilities as problems confronting maintenance of facilities in schools. Akinsolu (2004) and Emetarom (2004) stressed on lack of funds to finance maintenance costs of physical facilities in our schools.

Ogonor and Sanni (2001) carried out a study on maintenance of secondary school facilities in mid-western Nigeria and they found out that maintenance was impossible without finance. There is no gain saying the fact that finance occupies a central place in every undertaking as no organization can survive without money. The Federal Republic of Nigeria (2004) echoes this when it states that education is an expensive social service and requires adequate financial provision from all tiers of government for successful implementation of educational programmes. Educational financing should be looked into, Okunamiri (2001) opines that Educational financing is referred to the source, allocation and management of public schools revenues in the production of educational services in order to attain educational objectives. In other words, educational financing refers to sources, use and effective application of funds to solve educational problems and thus, attaining the laudable goals of education.

The researcher interviewed some of the teachers in Imo State and found out that most of the Principles have the will to maintain facilities in their schools but do not have the money to do that due to lack of funds to carry out maintenance work. It is against this background that the researcher decided to investigate the strategies for financing maintenance cost of physical facilities in secondary schools states in Imo State.

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## PURPOSE OF THE STUDY

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The purpose of this study was to investigate the strategies for financing maintenance cost of physical facilities in secondary schools in Imo State, Nigeria.

Specifically, the objectives were to;

- Identify sources of financing maintenance cost of physical facilities in secondary schools in Imo state, Nigeria.
- Find out the strategies for financing maintenance cost of physical facilities as perceived by experienced and less experienced principal in Imo State.
- Investigate the strategies for financing maintenance cost of physical facilities as perceived by principals in urban and rural areas in Imo State.

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## RESEARCH QUESTION

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To guide the investigation, the following research questions were raised;

- What are the sources of financing maintenance cost of physical facilities in secondary schools in Imo State?

- What are the perceptions of experienced and less experienced principals on the strategies for financing maintenances cost of physical facilities in secondary schools in Imo State?
- What are the perceptions of the principals in urban and rural areas on the strategies for financing maintenance cost of physical facilities in secondary schools in Imo State.

## HYPOTHESES

The following hypotheses were tested at 0.05 level of significance;

H<sub>0</sub>:1. There is no significant mean score difference between the perceptions of experienced and less experienced principals on the sources for financing maintenance cost of physical facilities in secondary schools in Imo State.

H<sub>0</sub>:2. There is no significant mean score difference between the perceptions the principals in urban and rural areas on the sources of financing maintenance cost of physical facilities in secondary schools in Imo State.

## Methodology

This study employed a descriptive survey research design. This is because a survey provides data to describe the existing conditions at a particular point in time. It is also appropriate for research questions that are self-reporting beliefs or behaviors. The population of this study consisted of all the four hundred and seventy-five (475) principals in Imo State. The strata considered were “Experienced” involving principals with experience of 5 years and above and “less experienced” as those with experienced of below 5 years. It also involved principals in urban and rural areas; the principals from Urban setting are 163 while 312 principals are from Rural setting respectively, 306 experienced and 169 less experienced principals.

An instrument named Financing Maintenance Cost of Facilities Questionnaire (FMCFAQ) was developed by the researcher and validated for the purpose of eliciting the responses of principals on financing maintenance cost of facilities in secondary schools in Imo State. The FMCFAQ had a total of 14 items and structured on four-point Likert type of rating scale, thus: Strongly Agreed (SA) Agreed (A), Disagree (D), and Strongly Disagree (SD). A reliability co-efficient of 0.85 was computed using test retest approach. Copies of the questionnaire were administered to the principals by the researchers and collected back by the researchers. Mean and standard deviation were used to analyze the three research questions. A criterion Mean of 2.50 was adopted as follows; SA=4, A=3, D=2, SD=1 are these for positively or negatively worded items. ie 4+3+2+1 = 10 Average 10/4 2.50 and above was agreed as strategies for financing maintenance cost of physical facilities, while items whose

mean fell below 2.50 were disagreed, t-test statistic was employed in testing the two hypotheses formulated at 0.05 level of significance.

## RESULT

The findings of the study based on the research questions and null hypotheses are presented in the following tables;

### Research question 1:

What are the sources of financing maintenance cost of physical facilities in secondary schools in Imo State?

**Table 1**  
**Mean and standard deviation scores of principals on the sources for financing maintenance cost of physical facilities in secondary schools**

Items	X	SD	Remarks
Appeal to philanthropists in the society.	2.96	1.05	Agreed
Appeal to Alumni	2.65	1.30	Agreed
Appeal to private investors	2.03	1.24	Disagreed
Appeal to professional association	2.76	1.08	Agreed
Appeal to companies and industries within the locality	1.88	1.06	Disagreed
Charges for the use of school facilities e.g. halts, sport, field, etc.	2.86	1.32	Agreed
Monies realized from inter house sports	2.64	1.06	Agreed
Contribution from teachers	2.24	0.94	Disagreed
Contributions from principals	2.12	0.82	Disagreed
Levies from students	2.85	1.24	Agreed
Contributions from parent teachers association (PTA)	2.94	0.80	Agreed
A fixed sum of money should be given to principals by government monthly as imprest to take care of repairs of some facilities within reach.	3.34	0.66	Agreed
Government should take a stand on how maintenance of physical facilities in secondary schools should be financed.	3.24	0.85	Agreed
Monies realized from the registration of external Candidates. (WAEC)	2.01	1.24	Disagreed

Table 1 shows the principals 2,4,6,7,10,11,12, and 13 as sources of financing maintenance cost of physical facilities. Their Mean score were above the criterion mean of 2.50; the principals disagreed on items 3,5,8,9, and 14, as sources of financing maintenance cost of physical facilities because their mean score fell below the criterion mean of 2.50.

### Research question 2:

What are the perceptions of experienced and less experienced principals on the sources of financing maintenance cost of physical facilities in secondary schools in Imo State?



**Table 2**  
**Mean and standard deviation scores of experienced and less experienced principals on the sources of financing maintenance cost of physical facilities.**  
 Experienced principals = 306, less experienced principals = 169

Items	(Experienced Principals)			Less Experience Principals		
	X	SD	Remark	X	SD	Remark
Appeal to philanthropists.	3.04	1.06	agree	3.02	0.88	agree
Appeal to old ex-students association.	2.68	1.16	agree	2.81	1.32	agree
Appeal to private investors.	2.14	1.26	disagree	1.74	1.18	disagree
Appeal to professional associations.	2.84	1.08	agree	3.64	1.08	agree
Appeal to companies and industries within locality.	1.56	0.83	disagree	2.24	1/21	disagree
Charges for the use of school facilities e.g. halts, sport, field, etc.	2.81	1.40	agree	2.80	1.06	agree
Monies realized from inter house sports.	2.28	0.92	disagree	2.74	1.06	disagree
Contributions from teachers.	2.08	0.72	disagree	1.88	0.67	Disagree
Contributions from principals.	2.18	0.84	disagree	1.98	0.86	Disagree
Levies from students	2.90	1.08	agree	2.78	1.28	Agree
Contributions from Parent Teachers Association (PTA).	2.86	0.72	agree	3.04	0.89	Agree
Money given to principals by government monthly as imprest to take care of repairs of some facilities within reach.	3.66	0.61	agree	2.98	0.61	Agree
Government should be responsible for secondary schools physical facilities maintenance.	2.94	0.68	agree	3.46	0.89	Agree
Monies realized from the registration of external Candidates should be used.	1.66	0.61	disagree	2.46	1.26	Disagree

Table 2 reveals that experienced principals agreed on the 1,2,4,6,10, and 13 as sources of financing maintenance cost of physical facilities in secondary schools, as their mean scores were above the criterion mean scores were above the criterion mean of 2.5. They respondents disagreed on items 3,5,7,8,9, and 14 as sources of maintenance of physical facilities, on the other hand, less experienced principals agreed on item 1,2,4,10,11,12, and

13 as sources of financing maintenance cost of physical facilities. They however disagree on the items 3, 5,7,8,9, and 14 as strategies of financing maintenance cost of physical facilities.

**Research question 3:**

What are the perceptions of principals in urban and rural areas on the sources of financing maintenance cost of physical facilities in secondary schools in Imo State?

**Table: 3**  
**Mean and standard deviation scores of principals in urban and rural areas on the sources of financing maintenance cost of physical facilities**

Items	Experienced principals			Less Experience principals		
	X	SD	Remark	X	SD	Remark
Appeal to philanthropists.	2.86	1.14	agree	3.24	0.71	Agree
Appeal to old ex -students association.	2.98	1.16	agree	2.76	1.32	Agree
Appeal to Private investors.	1.68	1.14	disagree	1.76	0.98	disagree
Appeal to Professional associations.	2.93	1.16	agree	1.89	0.64	agree
Appeal to companies and industries within locality.	1.46	0.83	disagree	1.24	0.60	disagree
Charges for the use of school facilities e.g. halts, sport field, etc.	2.86	1.19	agree	2.59	1.26	Agree
Monies realized from inter house sports.	2.68	1.34	agree	2.74	1.06	Agree
Contributions from teachers.	2.24	0.78	disagree	2.32	1.16	disagree
Constitutions from principals.	2.14	0.26-	disagree	3.32	1.34	disagree
Levies from students	2.84	1.68	agree	2,78	1.52	agree
Contributions from Parent Teachers Association (PTA).	3.25	1.68	agree	2.78	1.52	agree
Money given to principals by government monthly as interest to take care of repairs of some facilities within reach.	3.16	1.52	agree	3.58	1.80	agree
Government should take a stand on how Maintenance of physical facilities in secondary schools should be financed	3.24	1.82	agree	3.16	1.68	agree
Monies realized from the registration of external candidates.	2.04	1.42	disagree	1.82	0.89	disagree

Principals from Urban setting are 163 and 312 principals from Rural setting respectively.

Table 3 shows that the principals urban areas agreed on items 1,2,4,6,7,10,11,12, and 13 while they disagreed on items 3,5,8,9, and 14 as sources of financial maintenance cost of physical facilities in secondary schools in Imo State.

## HYPOTHESIS

Ho; 1. There is no significant mean score difference between the perceptions of experienced and less experienced principals on the strategies for financing maintenance cost of physical facilities in secondary school in Imo State.

Table 4: t-test of difference between mean scores of experienced and less experienced principals on the strategies for financing maintenance cost of physical facilities.

**Table 4**  
**Mean and standard deviation scores of principals in urban and rural areas on the sources of financing maintenance cost of physical facilities.**

Experienced principals	n	Mean	SD	n	DF	t-Cal	t-Crit	Decision
Experienced principals	306	2.53	0.96	306				
Less experienced principals	169	2.65	1.06	169	473	1.62	1.95	Not rejected

HO; 2: There is no significant difference between the perceptions of the principals in urban and rural areas on the strategies for financing maintenance cost of physical facilities in secondary-school in Imo State.

**Table 5**  
**t-test of difference between mean scores of principals in urban and rural areas on the strategies for financing maintenance of physical facilities.**

Location	N	Mean	SD	n	DF	t-Cal	t-Crit	Decision
Urban	306	2.52	0.96	306				Ho2
Rural	169	2.68	1.04	169	473	0.34	1.94	Not rejected

Table 5 reveals that t-calculated (0.34) is less than the t-critical (1.94) with the degree of freedom of 473 at 0.05 alpha level, since t-calculated is less than t-critical, the null hypothesis was not rejected, thus, there is no significant difference between the perceptions of principals in urban and rural areas on the strategies for financing maintenance cost of physical facilities in secondary schools in Imo State.

## DISCUSSION OF FINDINGS

The study showed that principals agreed to appeal to philanthropists, old students, and professional associations as ways for financing maintenance cost of physical facilities in secondary school. They also accept appeal to charges for the use of school facilities like halls, sports

fields, and levies from students, contributions from Parents Teachers Association (PTA) as strategies or ways for financing maintenance of physical facilities in schools for the sustainability of nation development.

The findings are in line with the opinion of Ehiematalor (2001), Emetarom (2004), Ozurumba and who showed dissatisfaction with the decay of infrastructure in our primary schools as well as the secondary schools, and made some suggestions on how to manage physical facilities in schools. They also accepted that government should take a definite stand on how maintenance should be financed; lack of policies on the maintenance of physical facilities in school is a dangerous phenomenon. This has resulted to lack of maintenance in our secondary schools. Therefore, it is time for the government to take stand on who should maintain the physical facilities and where the money should come from, for the sustainable national development.

On the other hand, the principals rejected appeal to companies and industries within the locality, monies realized from registration of external candidates for financing maintenance of physical facilities. Although some principals embezzle monies from such ventures, therefore using it for maintaining physical facilities could mean depriving them of such funds. They also rejected that both themselves and classroom teachers should contribute to the cost of maintaining physical facilities. The researcher feel that both the principals and classroom teachers are stakeholders but could not use their small salaries to take care of themselves, let alone maintaining school facilities.

The study reveals that there is no significant difference between the perceptions of experienced and inexperienced principals as well as principals in urban and rural areas on the strategies for financing maintenance cost of physical facilities for the national development. The reason for this could be that the principals no matter their experience and the areas they teach are constantly confronted with infrastructural decay in their schools without hope of maintaining them. This affects the national development because when the physical facilities and environments are not conducive for learning not much could be achieved.

## IMPLICATIONS OF THE RESULT

The result of this study has implications for educational policy makers and administration's lack of clear policy on maintenance of physical facilities in schools have contributed to the collapse of infrastructures in our secondary schools. So, there is need for policy makers to address the issue of maintenance of physical facilities so that the quality of education can be improved. The principals as the administrators of secondary schools should be ready to make some sacrifices regarding maintenance of physical facilities. They should not

pocket every money that comes their way in the course of administration of schools. The administrators have a great role to play as administrators, they should not allow the school system to collapse but should help and find way to have sustainable nation development.

## CONCLUSION

The study identified some sources funds can be raised for maintaining physical facilities in secondary schools and for improving teaching and learning at that level. Significant difference was not found between experienced and less experienced principals, as well as principals in urban and rural areas on the strategies for financing maintenance cost of physical facilities in secondary schools in Imo State.

## RECOMMENDATION

Based on the findings and conclusion of the study, it is therefore recommended that;

- The principals of schools should take it as a duty finance maintenance cost of the physical facilities within their reach making use of internally generated funds, because the era of waiting endlessly for the government is gone.

- The ministry of education should give the principals the authority to go about generating money for the maintenance of the physical facilities in their schools, until a definite policy is made by the government on how maintenance cost of facilities in schools should be financed.

- Government should be serious on the welfare and repairs of all the secondary schools in the state than dragging their legs in matters of utmost concern, they should make definite policies on ways physical facilities should be maintained in our secondary schools.

- Educational programmes, structures, schools, administrators and teachers should be monitored and supervised regularly by the regulatory bodies in charge of educational programmes.

- Funding of education should become the responsibility of all.

- The Federal Government should adopt a policy whereby, at the end of the every financial year, the multinational companies are made to pay a certain percentage of their profit for the financing of education in the country. Such companies could be compelled by law to contribute between one to five percent of their annual profits towards the cost education in Nigeria.

- Government should encourage the principals of secondary school to sources fund through loans, donations, endowment fund, etc to raise money for the maintenance of physical facilities in their schools. (Unachukwu, & Okorji, 2016).

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