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Distribution and Utilisation of School Facilities as Correlates of Effective Implementation of Secondary Education Policy in Port Harcourt Metropolis, Rivers State

Ugochukwu Albert Elenwa. Ph.D.
Department of Educational Management, Ignatius Ajuru University, Rivers State, Nigeria.
Corresponding Authors' Email: ugochukwualbert@yahoo.com

Abstract

The study examined relationship between distribution and utilisation of school facilities with effective implementation of secondary education policy in Port Harcourt metropolis, Rivers State, Nigeria. Three research questions guided the study. Correlation design was adopted. Sample size of 320 teachers which was 20% of the population of 1,566 was selected using simple random sampling technique. Content and face validated two set of questionnaires tagged "Distribution and Utilisation of School Facilities" and "Effective Implementation of Secondary Education Policy" with 18-items was used for data collection. Kuder-Richardson 21(KR-21) was used to determine the reliability of the instrument which yielded a reliability coefficient of 0.86. Pearson's Product Moment Correlation Coefficient (r) was used to answer the research questions. Findings revealed that there exists a positive moderate relationship between optimum distribution of school facilities and effective implementation of secondary education policy. Also revealed is a positive high relationship between teachers' effective utilisation of instructional materials/instructional spaces and effective implementation of secondary education policy. It was concluded that there is strong and positive high level relationship between teachers' effective utilisation of school facilities in terms of instructional materials and instructional spaces with effective implementation of secondary education policy. Based on the findings and conclusion, the study recommended among others that the inspectorate division of education agency and the school heads through adequate supervision and inspection should ensure that there is effective utilisation of school facilities to enhance effective implementation of secondary education policy.

Keywords: Distribution, Correlates of effective implementation, Education policy, Secondary education, Utilisation of school facilities.

Introduction

The issue of poor implementation of secondary education policy in Rivers State and Nigeria in general has been a recurring problem in the education sector. The problem is so much that it has led to the generally acclaimed low quality of education. This does not only depend on the teachers' ability to effectively implement secondary education policy as specified by the National Policy on Education, but also in the optimum distribution and teacher's effective utilisation of available school facilities. School facilities have been proved

to have an important influence on effective implementation of secondary education policy as they play an essential role in the attainment educational goals and objectives. In spite of that, a deeper reflection on the implementation of secondary education policy in Rivers State reveals that most aspects of the policy, has not been adequately addressed in accordance with its provisions (Elenwa & Adiele, 2021).

Elenwa (2021) defined school facilities as all the physical material resources or things put in place in the school that aid and facilitate legitimate school activities. Such as teaching and learning process, extra curricula-activity, research, supporting/utility service and administrative functions. This definition shows that school facilities constitute vital input in the educational process which should be planned for, optimally distributed, effectively utilised and effectively managed for the successful implementation of any education programme and policy such as secondary education policy.

Within the realm of formal teaching and learning activity school facilities can be view in three main aspects. These are teaching facilities, learning facilities and instructional space facilities. Furthermore, the school facilities required in a school as classified by Elenwa (2021) include the following: instructional facilities, utility infrastructural facilities, building infrastructural facilities, recreational facilities, security/safety facilities, welfare/health facilities, administrative facilities, and instructional space facilities.

School facilities are crucial since they provide physical setting in which instructional programme are conducted. Thus, Adesina in Ameh (2018) states that the quality of school facilities available within an educational system positively correlates with the quality and standard of the educational system. This implies that the presence or absence of school facilities can make or mar the effective implementation of secondary education policy and its goals attainment. It is therefore, important for school administrators, teachers and students to devote substantial attention and effort to the effective utilisation of available school facilities in public secondary schools.

Utilisation, as explained by Ebong (2006) involves the actual use of a given facility to achieve the desired goal. However, school facilities utilisation can be defined as the extent to which available facilities are put into adequate and effective use to avoid wastage as well as ensuring the achievement of specific educational goals and objectives. It stands to reason that the extent to which a teacher effectively implements secondary education policy in secondary schools could be related to optimum distribution and effective utilisation of school facilities. Various degree of utilisation of school facilities as noted by Ebong (2006) includes space

utilisation, rate utilisation, total utilisation, over utilisation, under utilisation, and optimum utilisation. These degrees of school facilities utilisation tell much on how wasteful, counterproductive and useful the facilities could be put into use for educational purpose.

In this regard, Maduagwu (2006) concluded that when these facilities are not properly utilised, school goals are not realised. Hence, there is need for the provision of adequate school facilities, since according to Aloga (2014) with adequate facilities teachers' productivity will be high. However, Yusuf and Akinniranye (2011) opined that in order to maximise the utilisation of facilities in schools, school personnel should have the technical know-how of such facilities. To them, without such technical competency, some facilities would either be underutilised, over utilised or not utilised at all.

Therefore, it is the duty of the school heads to ensure that the school facilities are ready for use when due and that it is correctly used to its capacity for the purpose in which there are meant for in order to prevent any disruption of the educational programme. Otherwise, the utilisation of school facility for purposes other than that which it was meant for results in wastage and misuse or under-utilisation or even over-utilisation. Supporting this view, Okenwa (2014) opined that a facility can be maximally used when they are effectively utilised to achieve the stated educational goals. In a like manner, Ekpoh (2018) argued that proper and effective utilisation of school facilities do not only help in the attainment of school goals but also determines its durability and sustainability.

The issue of optimum distribution of school facilities in meeting the increasing demand for access to secondary education has been a recurring problem in that education sub-sector. The secondary education system is faced today with a growing challenge of optimum distribution of school facilities. Optimum distribution of school facilities is crucial in bringing about effective implementation of secondary education policy. This view is supported by Maduagwu and Nwogu (2006) who asserts that the quality of education delivery in a school setting is the product of the scope of distributed educational resources (in this case school facilities) and their qualities. This implies that the extent, to which secondary education policy can be effectively implemented, depends strictly on the quantity and quality of the school facilities, engaged in the educating process and the effectiveness with which these school facilities were distributed to the various schools.

In their study, Okoroma and Enyoghasim (2012) found that the distribution of educational resources that reflect institutional needs is an important factor that determines the achievement of educational goals. It is pertinent to state here that optimum distribution of

school facilities to secondary schools has not been effective. This may probably due to lack optimum distribution of school facilities.

There is evidence that the extent of teacher utilisation of school facilities in the form of instructional materials and instructional space affect effective implementation of secondary education policy in schools. Instructional materials in the view of Ochoma (2015, p.153) is "anything a teacher can use during the teaching/learning process that has the capacity to help the learners understand better the concept being taught". It follows that instructional materials refers to educational materials inputs used by a teacher during lesson to make teaching and learning process easier, more meaningful, understandable, more interesting, more practicable, more logical and realistic.

Secondary schools where teacher effectively utilised instructional materials seen to perform significantly better than those whose such facilities are not effectively utilised. In the light of this, Ochoma (2011) pointed out that a teacher, whose priority is to make the delivery of his instruction authentic, should judiciously incorporate relevant instructional materials in his teaching. Instructional materials that are commonly used in the school include audio-visual materials like television, videotapes, film tapes, film strips, overhead projectors, etc.; visual materials like graph, charts and diagrams, maps and globs, still picture, posters, textbooks, magazine etc.; and audio materials like tapes and tape recorders, radio, audio players etc.

The essence of instructional materials is hinged on the fact that people remember more what they see than what they hear. Instructional materials play a very important role in successful implementation of any education policy and programme. To buttress this point, Babalola in Effiong and Igiri (2015) highlighted that instructional materials are designed to promote and encourage effective teaching/learning experiences and also resources materials to curriculum implementation. It therefore follows that effective utilisation of available instructional materials are essential for effective implementation of secondary education policy in schools.

Unfortunately, the effective utilisation of available school facilities by teachers in secondary schools has being a challenge to the school system. This observation affirms the view of Ehiametalor in Elenwa (2019a) who observed that the level of school facilities utilisation among teachers of Nigeria secondary schools is very low. It also corroborates the assertion of Vikoro in Elenwa (2019a) that because of the nature and level of orientation in our school that not all the school facilities are utilised to a great extent.

Instructional spaces are spaces set aside and specifically designed for direct teaching and learning process. They include classrooms, auditorium, gymnasium, library, workshops, laboratory, arts room, home economics rooms, multipurpose rooms/halls, music room, zoological gardens, demonstration farm, experimental/geological garden and any other space where students receive instruction/lesson. Adiele, Obasi and Ohia (2021) assert that these spaces are designed specifically in consonance with the different educational programmes to be implemented. To them, these spaces have standard specifications in relation to their instructional roles. It is pertinent to note that the extent to which instructional spaces could enhance effective implementation of secondary education policy depends on their location within the school compound, their structure and accessories.

It is believed that a well planned instructional space will gear up expected outcomes of educational system. It means that, school designs should therefore focus on creating collaborative and adaptable learning spaces supported by a robust and seamless integration of technology and flexible and ergonomic furniture (Draft, 2015). Hence, Ajayi (2007) remarked that effective education may not be guaranteed where instructional spaces such as classrooms, libraries, technical workshops are structurally defective, not properly ventilated and not spacious enough for use. Therefore, in planning the instructional space, such information as required number of students to be served, instructional and learning activities, relationship to other building areas, equipment needs, and special environment requirements should be put into consideration.

For any meaningful implementation of educational policies to take place, school facilities have to be available in appropriate quantity, size and quality. To implement means to put into action or practical use of a planned programme or carrying out of an assigned task. In Mezieobi (as cited in Elenwa, 2019b) opinion, implementation is putting a plan, scheme, decision, proposal, intention, an agreement, policy or idea into effect. Within the school context, implementation refers to the systemic ways of actually executing school plans, progremmes, policies, projects and decisions to achieve predetermine educational goals and objectives. Considering the importance of implementation in the actualisation of any decision made, Mezieobi in Elenwa (2019b) posit that, it is the bedrock of any plan, the determinant of the plan's success or failure, a moving force of plan without which a plan is only good intention.

It thus suggests that no policy can succeed if the implementation does not bear any relationship with the intention of the policy makers (Rahmat, as cited in Elenwa, 2020). This implies that implementation is an essential stage where policies such as the secondary education

policy are put into practice to ascertain whether it is going to be actualised or not. It is, however, the most difficult aspect of any education programme. The keys to success in implementation according to Green and Kreuterin in Elenwa (2019b) include a sense of humour, experience, keeping an eye on long-term goals, sensitivity to people's needs, and flexibility in the face of changing circumstances. Consequently, in planning implementation of any education policy, it is necessary at the beginning of its formulation to set clear goals and target for the implementation process taking into consideration the controversies and obstacle that may arise, the issues of institutionalisation and feedback (Elenwa, 2020).

Secondary education as defined by Federal Republic of Nigeria (2014) is the education children receive after a successful completion of ten years of basic education. Equally, Elenwa (2021) refer to secondary education as post-primary education that is capable of preparing students by imparting them with knowledge, values and skills meant for labour market or for higher education. Secondary education in Nigeria context is provided for children between the ages of 11 and 19 years. Secondary education is critical to the upbringing and shaping of the children's future as it is meant provides opportunity for a child to acquire additional knowledge, skills and traits beyond the primary level.

It is expected that a child who cannot proceed to the tertiary level of education would have acquired necessary skills and knowledge at the secondary education level to enable him/her be self-reliant and contribute to the growth and development of the society. By this understanding, "it means that secondary education should be able to equip students with marketable skills for a wide range of employment opportunities, including self-employment" (Ezekiel-Hart & Adiele, 2010, p.185).

Frantic effort was made by various governments in Nigeria in order to improve secondary education sub-sector. This led to restructuring of secondary education in Nigeria at different time. Thus, from 1984 secondary education in Nigeria was structurally changed from 5 years programme to 3-3-structure system representing three years junior secondary school and three years senior secondary school and has now been restructured in a form that included the first 3 years (junior secondary school) as part of nine years universal basic education programme. The curriculum at junior secondary school level is both prevocational and academic, while at senior secondary school level the curriculum includes not only academic curriculum but also curricula provided in different technical colleges and vocational centers.

Secondary education in Nigeria exists within the ambits of the law and is supervised by Ministry of Education and its state agencies. Within the overall national objective, the broad

policy framework for secondary education in Nigeria provides that secondary education is to prepare the individual for the world of work, wealth creation and entrepreneurship (FRN, 2014). Specifically, the objectives of secondary education policy as contained in Section 3, Subsection 36 of the National Policy on Education are to:

a. provide holders of the Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with the opportunity for education of higher level irrespective of gender, social status, religious or ethnic background;
b. offer diversified curriculum to cater for differences in talents, disposition, opportunities, and future roles;
c. provide trained manpower in applied science, technology and commerce at sub-professional grades;
d. provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development;
e. develop and promote Nigerian languages, arts and culture in the context of the world's cultural heritage;
f. inspire students with a desire for self-improvement and achievement of excellence;
g. foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity; and
h. raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour (FRN, 2014).

The theoretical framework of the study is anchored on the theory of utility of educational resources propounded by Basil Castaldi as theoretically described in Owhondah (2018). In the school setting, the theory states that the utility of a school resource is measured by the extent to which it satisfies both qualitative and quantitative requirement of a school programme. In the utility theory, resources such as school facilities utilisation can be measure in various magnitude of over utilisation, optimal (maximum) utilisation, and under utilisation or even non utilisation. For instance, shortage of instructional materials relative to the availability of other resources can be a source of over utilization and excess instructional space can be a source of under utilisation. It is maximum utilisation where the available instructional space corresponds to the available number of student's enrolment in a comfortable situation. It emphasizes that an effective utilisation of the school facilities will yield high output of quality learners. In this connection, the nature and quality of effective implementation of secondary education policy

in public secondary schools is closely related to the resources (school facilities) which are adequately distributed and effectively utilised.

It has been observed that optimum distribution and effective utilisation of school facilities in public secondary schools in Rivers State is not encouraging. Evidence abounds on how school facilities are not optimally distributed in proportion to the enrolment of students. The preceding situation also raises the question on the effective utilisation of school facilities in secondary schools. As in most schools even the available school facilities, are often not effectively utilised and hence seen not to significantly contribute to effective implementation of secondary education policy. It is against this background that the study considered it necessary to determine the level of relationship to which optimum distribution and teacher effective utilisation of school facilities relates to effective implementation of secondary education policy in public secondary schools.

Therefore, the study was guided by the following research questions:

1. What is the level of relationship between optimum distribution of school facilities and effective implementation of secondary education policy in public secondary schools in Port Harcourt metropolis?
2. What is the level of relationship between teachers' effective utilisation of instructional materials and effective implementation of secondary education policy in public secondary schools in Port Harcourt metropolis?
3. What is the level of relationship between teachers' effective utilisation of instructional space and effective implementation of secondary education policy in public secondary schools in Port Harcourt metropolis?

Methodology

The study used correlational design. The population of the study comprised 1,566 public secondary schools' teachers in Port Harcourt metropolis in Rivers State, Nigeria. The population was made up of 708 senior and 858 junior secondary schools' teachers respectively. Simple random sampling technique was used to draw a sample size of 320 teachers representing 20% for the study. Content and face validity method was adopted to validate a two set of self designed 18-items questionnaire titled "Distribution and Utilisation of School Facilities" and "Effective Implementation of Secondary Education Policy" which was used for data collection. The reliability of the questionnaire was established using Kuder-Richardson 21(KR-21) formula which yielded a reliability coefficient of 0.86 as a measure of its internal consistency. The questionnaire were in two sets and structured in 4-point summated rating scale of Strongly

Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Three hundred and twenty (n=320) copies of the questionnaire were personally administered to the respondents and retrieved after been completed. All the research questions were answered with Pearson's Product Moment Correlation Coefficient (r).

Results

Research Question 1: What is the level of relationship between optimum distribution of school facilities and effective implementation of secondary education policy in public secondary schools in Port Harcourt metropolis?

Table 1: Pearson's Product Moment Correlation (r) analysis between optimum distribution of school facilities and effective implementation of secondary education policy in public secondary schools.

Variables	Mean	SD	N	R	R^2	Remark
Optimum distribution of school facilities.	64.28	1.87	320	0.51	0.26	Positive moderate relationship exist
Effective implementation of secondary education policy.	67.31	1.69				

R = Correlation coefficient, R^2 = Coefficient of determination, SD = Standard deviation, N = Sample size.

The result of the analysis in table 1 indicates that the correlation coefficient (r) between optimum distribution of school facilities and effective implementation of secondary education policy was 0.51. This means that, there exists a positive moderate level of relationship between optimum distribution of school facilities and effective implementation of secondary education policy. The table also revealed that coefficient of determination (r^2) associated with 0.51 is 0.26 which implies that 26% of effective implementation of secondary education policy in public secondary schools in Port Harcourt metropolis is predicted to optimum distribution of school facilities.

Research Question 2: What is the level of relationship between teachers' effective utilisation of instructional materials and effective implementation of secondary education policy in public secondary schools in Port Harcourt metropolis?

Table 2: Pearson's Product Moment Correlation (r) analysis between teachers' effective utilisation of instructional materials and effective implementation of secondary education policy in public secondary schools.

Variables	Mean	SD	N	R	R^2	Remark
Teachers' effective utilisation of instructional materials.	66.23	14.34	320	0.77	0.59	Positive high level relationship exist
Effective implementation of secondary education policy.	69.14	16.41				

R = Correlation coefficient, R^2 = Coefficient of determination, SD = Standard deviation, N = Sample size.

The result of the analysis in table 2 indicates that the correlation coefficient (r) between teachers' effective utilisation of instructional materials and effective implementation of secondary education policy was 0.77. This means that, there exists a positive high level of relationship between teachers' effective utilisation of instructional materials and effective implementation of secondary education policy. The table also revealed that coefficient of determination (r^2) associated with 0.77 is 0.59 which implies that 59% of effective implementation of secondary education policy in public secondary schools in Port Harcourt metropolis is associated to teachers' effective utilisation of instructional materials.

Research Question 3: What is the level of relationship between teachers' effective utilisation of instructional space and effective implementation of secondary education policy in public secondary schools in Port Harcourt metropolis?

Table 3: Pearson's Product Moment Correlation (r) analysis between teachers' effective utilisation of instructional space and effective implementation of secondary education policy in public secondary schools.

Variables	Mean	SD	N	R	R^2	Remark
Teachers' effective utilisation of instructional space	59.33	10.21	320	0.73	0.53	Positive high level relationship exist
Effective implementation of secondary education policy.	62.05	14.48				

R = Correlation coefficient, R^2 = Coefficient of determination, SD = Standard deviation, N = Sample size.

The result of the analysis in table 3 indicates that the correlation coefficient (r) between teachers' effective utilisation of instructional space and effective implementation of secondary education policy was 0.73. This means that, there exists a positive high level of relationship between teachers' effective utilisation of instructional spaces and effective implementation of secondary education policy. The table also revealed that coefficient of determination (r^2) associated with 0.73 is 0.53 which implies that 53% of effective implementation of secondary education policy in public secondary schools in Port Harcourt metropolis is attributed to teachers' effective utilisation of instructional spaces.

Discussion of Findings.

The study examined relationship between distribution and utilisation of school facilities with effective implementation of secondary education policy in Port Harcourt metropolis. The analysis of the study was based on three major variables: school facilities, instructional materials and instructional spaces.

The findings of the study on research question one in table 1 revealed that there exists a positive moderate level of relationship between optimum distribution of school facilities and effective implementation of secondary education policy. It was also discovered through coefficient of determination (r^2) that 26% of effective implementation of secondary education policy in public secondary schools in Port Harcourt metropolis is predicted to optimum distribution of school facilities

The finding agreed with the view of Maduagwu and Nwogu (2006) who asserts that the quality of education delivery in a school setting is the product of the scope of distributed educational resources (in this case school facilities) and their qualities. The finding also corroborates with the findings of Okoroma and Enyoghasim (2012) who found that the distribution of educational resources to reflect institutional needs is an important factor that determines the achievement of educational goals. This therefore implies that optimal distribution of school facilities is so important and will contribute significantly to effective implementation of secondary education policy so much that it cannot be neglected in the development of the secondary education sub-sector. That is to say that the more optimum distribution of school facilities increases, the more effective implementation of secondary education policy will improve.

The findings of the study on research question two in table 2 revealed that there exists a positive high level of relationship between teachers' effective utilisation of instructional materials and effective implementation of secondary education policy. It was also discovered through coefficient of determination (r^2) that 59% of effective implementation of secondary education policy in public secondary schools in Port Harcourt metropolis is associated to teachers' effective utilisation of instructional materials.

The finding is in consonant with Ekpoh (2018) who noted that proper and effective utilisation of school facilities help in the attainment of school goals. This therefore implies that effective utilisation of instructional materials is of necessity and will significantly influences effective implementation of secondary education policy in public secondary schools to a great

extent. It is practically feasible that the more teachers' effectively utilised instructional materials, the more effective implementation of secondary education policy will improve.

The findings of the study on research question three in table 3 revealed that there exists a positive high level of relationship between teachers' effective utilisation of instructional spaces and effective implementation of secondary education policy. It was also discovered through coefficient of determination (r^2) that 53% of effective implementation of secondary education policy in public secondary schools in Port Harcourt metropolis is associated to teachers' effective utilisation of instructional spaces.

The finding is consistent with the opinion of Adiele, et al (2021) who asserts that instructional spaces are designed specifically in consonance with the different educational programmes to be implemented. From this finding it is apparent that instructional spaces need to be properly planned in terms of location, structure and facilities, and effectively utilise in order to enhance effective implementation of secondary education policy. This implies that the more teachers effectively utilise instructional spaces, the more effective implementation of secondary education policy will improve.

Conclusion

The study concludes that there is strong and positive high level of relationship between teachers' effective utilisation of instructional materials and instructional spaces with effective implementation of secondary education policy in public secondary schools. While that of optimum distribution of school facilities is moderate. It is further concluded that optimum distribution and effective utilisation of school facilities are both indispensable and critical in the internal efficiency of the school system towards the attainment of secondary education goals and objectives.

Recommendations

To enhance effective implementation of secondary education policy in public secondary schools the following recommendations are hereby made:

1. Teachers should be trained and/or retrained on the use of school facilities to ensure their effectiveness in using them, especially those modern sophisticated facilities or equipments.
2. Inspectorate division of education agency and the school heads should ensure that there is effective utilisation of school facilities through adequate supervision and inspection.

3. Government should ensure adequate provision and optimum distribution of requisites school facilities to schools in the right quality, quantity and at appropriate time.
4. School heads should make it a priority for all teachers to make use of available school facilities and ensure the optimal utilisation of instructional spaces.
5. Concern educational authority and other stakeholders should ensure that available school facilities are maintained and kept in good conditions to serve the purpose by which they are provided for.

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