

Resources Availability in Basic Schools in Kwara State of Nigeria: Implications for Instructional Supervision

(Penyediaan Sumber-Sumber Asas di Negeri Kwara, Nigeria: Implikasi terhadap Penyeliaan Pengajaran Instruksional)

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ABSTRACT

Teachers and textbooks are vital human and instructional resources, which administrators of educational institutions require for successful implementation of their educational programmes. This study investigated availability and adequacy of these resources and their implications on instructional supervision. Two research questions were answered and two hypotheses were tested in the study. Population for the study was basic school teachers in the 16 Local Government Areas of Kwara State, Nigeria. Research instrument tagged "Resource Availability Questionnaire" (RAQ) was administered to a sample of 300 teachers from 30 basic schools, which were selected using purposive and random sampling techniques. Results of data analyses showed that teachers and textbooks were not adequate, that there was no significant difference between urban and rural schools in supply of textbooks, and that there was a significant difference between urban and rural schools in supply of teachers. It was recommended that instructional supervisors should ensure proper coordination and foster cooperation among parents, community members and other stakeholders so that they could assist the Government in supply of teachers and textbooks to basic schools in the State.

Keywords: Resource availability, basic schools, instructional supervision, human resources, instructional resources, specialist teachers

ABSTRAK

Guru dan buku teks adalah sumber manusia dan pengajaran yang penting, bersama pentadbir institusi pendidikan dalam mencapai kejayaan pelaksanaan program pendidikan. Kajian ini untuk mengkaji penyediaan dan kecukupan sumber-sumber ini dan implikasinya terhadap penyeliaan pengajaran instruksional. Dua soalan kajian telah dijawab dan dua hipotesis telah diuji dalam kajian ini. Populasi kajian ini adalah guru sekolah dasar di 16 buah kerajaan tempatan di negeri Kwara, Nigeria. Instrumen yang digunakan ialah "Resource Availability Questionnaire" (RAQ) yang telah ditadbirkan terhadap 300 orang guru daripada 30 buah sekolah dasar yang dipilih secara rawak bertujuan dan teknik pensampelan rawak. Data kajian menunjukkan bahawa guru dan buku teks tidak mencukupi, tidak ada perbezaan yang signifikan antara sekolah-sekolah bandar dan luar bandar dalam pembekalan buku teks, terdapat perbezaan yang signifikan antara sekolah-sekolah bandar dan luar bandar dalam pembekalan guru. Adalah disyorkan bahawa penyelia pengajaran instruksional perlu memastikan koordinasi dan kerjasama yang menggalakkan dalam kalangan ibu bapa, ahli komuniti dan pihak berkepentingan lain supaya mereka dapat membantu kerajaan tempatan dalam membekalkan guru dan buku teks ke sekolah-sekolah dasar di peringkat negeri.

Kata kunci: Penyediaan sumber; sekolah dasar; penyeliaan pengajaran instruksional, sumber manusia, sumber pengajaran, guru pakar

INTRODUCTION

In Nigeria, the Government has embarked on transformation programmes in industrial, agricultural, political and social sectors, with a view to making the country one of the world's top 20 economies by the year 2020. Effective implementation of any project in these sectors depends on the level of development of the nation, which in turn depends on the level of education of the citizens. The Government launched Universal Basic Education (UBE) programme in 1999, having realised that basic

education is pivotal to the attainment of the objectives of developmental programmes embarked upon at federal, state and local government levels (Federal Government of Nigeria, 2006). The Government also provided resources for its implementation. Heads of basic schools, their subordinates and officials of Education Ministries who are responsible for ensuring high quality teaching and learning would require adequate supply of human and instructional resources for effective discharge of their duties.

Resources are assets of a country, a community, an organisation and an individual, which could be utilised

in order to facilitate achievement of desired objectives. They include people, natural and physical wealth, and other agents of production. According to Ekundayo (2008), resources are money, materials and human beings that are available for realisation of organisational goals. They constitute the means by which services are provided to clients (Onuka 2008). Educational resources are assets, which make teaching-learning process smooth and facilitate attainment of educational objectives. They include (a) human resources such as teachers, non-teaching personnel and students; (b) instructional resources such as textbooks and other printed materials, display materials, consumable materials, audio-visual aids and graphics. They also include finance, physical facilities and time (Olagboye 2004).

Basic Education is a foundation education which covers, among others, primary education of six-year duration and junior secondary education of three-year duration. In its implementation, the Government provided free textbooks in the following subjects: English Studies, Mathematics, Basic Science and Technology, and Social Studies. The Government also recruited 40,000 holders of Nigeria Certificate in Education as teachers. It expected the State and Local Governments, parents and other stakeholders to contribute positively towards provision of textbooks and employment of teachers (Federal Republic of Nigeria 2004a). Furthermore, it proposed continuous training of teachers in all subjects (Federal Republic of Nigeria 2004b).

As a result of the introduction of UBE programme, there was unprecedented increase in enrolment of pupils in basic schools. Thus, there was need for additional resources, without which the success of the programme would be a mirage. According to UNESCO (1998), teachers play a pivotal role in curriculum delivery. In the same vein, teaching of skills, concepts and content in the school curriculum could be more effective when textbooks are available (UNESCO 2000). Thus, the Government laid emphasis on provision of teachers. It also set up strategies for development, production and distribution of books at all levels of the education system (Federal Republic of Nigeria, 2009).

Moreover, the Quality Assurance Division of the State's Ministry of Education is charged with instructional supervision in schools (Federal Republic of Nigeria 2013). Personnel in this unit are officially designated as supervisors and inspectors. They are to visit schools to assist teachers and suggest means of improving teaching, learning and all aspects of school curriculum. Their supervisory role is complemented by that of school principals, head-teachers and their subordinates who are internal supervisors.

RESEARCH QUESTIONS

1. Are human and instructional resources adequately supplied into basic schools in rural areas of Kwara State, Nigeria?
2. Are human and instructional resources adequately supplied into basic schools in urban areas of Kwara State, Nigeria?

RESEARCH HYPOTHESES

- Ho₁: There is no significant difference in supply of textbooks into basic schools in rural and urban areas of Kwara State, Nigeria.
- Ho₂: There is no significant difference in supply of teachers into basic schools in rural and urban areas of Kwara State, Nigeria.

LITERATURE OVERVIEW

Obunadike (2007), studied resource management as a determinant of successful technical and vocational education in Anambra State primary schools, Nigeria. He found that there was a low level of financial, human and physical resource management for technical and vocational education in the State's primary schools. He recommended that the Federal Government should back its political intention on Universal Basic Education in general and technical education in particular with funds, staffing and regular supervision. In the same vein, Caygill et al. (2010), examined students, teachers and principals' perception of extent to which instructional capability was limited by lack of resources in New Zealand. Their finding was that lack of resources hindered instruction in schools. They concluded that teaching would be more effective if resources were available.

In a study conducted by Owoeye and Yara (2011), they found a positive relationship between school facilities and academic performance. They recommended that parents and other stake holders should complement government efforts in provision of facilities. Similarly, Akinyemi and Akinyemi (2012), studied the relationship between educational resources and academic output. They found a positive relationship between human and material resources and academic output of students. Also, Okemakinde, Adedeji and Ssempebwa (2012) researched into teaching resource utilisation and students' academic performance in technical colleges in Oyo State, Nigeria. They found that increasing the level of resource allocation to a college by 100% could bring improvement to students' academic performance by 26%.

Osarenren-Osaghae and Irabor (2012) examined availability and adequacy of human and material resources for the teaching and learning of skill-based

courses in Nigerian public universities. Their finding was that available human and material resources did not match the expected standard. In another study Ogochukwu and Gbendu (2015), investigated the extent of implementation of minimum standard of basic education for the realisation of the second Millennium Development Goal in Bayelsa State of Nigeria. Their finding was that human and material resources were not adequate.

Researchers in the reviewed literature such as (Owoeye et al. 2011; Akinyemi et al. 2012; Okemakinde et al. 2012) assumed that resources were available in educational institutions. Hence, they investigated the influence of resource management and resource utilisation on school productivity. Others such as Osarenren et al. and Ogochukwu et al. carried out their researches on educational resources in universities and primary schools respectively.

This study investigated resource availability in basic schools which comprised of primary and junior secondary levels of Nigerian education system. Specifically, it investigated the extent to which teachers who were specialists in their teaching subjects were adequate for the basic education programme in Kwara State of Nigeria. The study also examined the supply of relevant textbooks to the schools. Implications of the resource supply on instructional supervision were also highlighted.

METHODOLOGY

Population for the study consisted of teachers in public basic schools in the 16 Local Government Areas (LGAs) of Kwara State, Nigeria. Purposive sampling technique was adopted to select three highly populated LGAs and three thinly populated LGAs based on 2006 population census (Federal Republic of Nigeria 2007). Population size was used to categorise settlements into rural and urban areas. From each of the LGAs, five basic schools were randomly sampled, making 30 schools. In each school, 10 teachers were randomly sampled and this gave 300 respondents.

A researcher-designed instrument tagged "Resource Availability Questionnaire" (RAQ) was used for data

collection. Section 'A' of the instrument, sought information on school location, teachers' qualification, specialisation, status and subject taught. In section 'B', the 11 teaching subjects on basic education curriculum (Federal Republic of Nigeria 2008) were listed. Respondents were to indicate the extent to which specialist teachers and textbooks were supplied to their schools on the teaching subjects, by ticking the appropriate column on a 3-point rating scale: Not Supplied at All (NSA), Inadequately Supplied (IS), and Adequately Supplied (AS). The researcher validated the instrument. Thereafter, he obtained its reliability coefficient of 0.79 using test-retest method. The researcher administered the 300 copies of questionnaire for data collection in January and February, 2017 which were within the second term of 2016/2017 academic year. He obtained usable returns of 145 copies from schools in rural areas and 150 copies from schools in urban areas making 295 copies. Percentage and t-test statistics were used for data analyses.

RESULTS

DEMOGRAPHIC PROFILE

In Table 1, respondents' gender was analysed. Male respondents from schools in urban centres were 96 (64%) while females were 54 (36%). Male respondents from schools in rural areas were 88(61%) while 57 (39%) were females. Total respondents were 184 males (62%) and 111 females (38%) making 295. Analysis of respondents' status was also shown on Table 1. There were 133 class teachers (89%) and 17 head teachers (11%) who responded to the questionnaire in schools in urban centres. There were 132 class teachers (91%) and 13 head teachers (09%) who responded to the instrument from schools in rural areas. In all, there were 265 class teachers (90 %) and 30 head teachers (10 %) making 295 respondents. Table 1 also showed respondents' qualifications. All respondents were professionally trained as teachers. They had a minimum of Nigeria Certificate in Education which is the required minimum qualification for teachers in Nigeria (Federal Republic of Nigeria 2013).

TABLE 1: Demographic profile of the respondents

School Location	Gender		Total	Status		Total	Qualifications		Total
	Male	Female		Class Teachers	Head Teachers		Professional	Non Professional	
Urban	96 (64%)	54 (36%)	150	133 (89%)	17 (11%)	150	150 (100%)	-	150
Rural	88 (61%)	57 (39%)	145	132 (91%)	13 (09%)	145	145 (100%)	-	145
Total	184 (62%)	111 (38%)	295	265 (90%)	30 (10%)	295	295 (100%)	-	145

RESEARCH QUESTION 1

Are human and instructional resources adequately supplied into basic schools in rural areas of Kwara State, Nigeria?

In Table 2, responses on supply of teachers into basic schools in rural areas were analysed. Out of 1595 responses, 540 (33.89%) stated that specialist teachers were not supplied at all in the subjects, 688 (43.13%) opined that supply of the teachers was inadequate while 357 (22.98%) indicated adequate supply of the teachers into their schools.

Table 3 was on supply of books into rural basic schools. Out of 1595 responses, 497 (31.16%) stated that they had no supply at all, 656 (41.13%) stated that supply was inadequate while 442 (27.71%) stated that they had adequate supply of books.

RESEARCH QUESTION 2

Are human and instructional resources adequately supplied into basic schools in urban areas of Kwara State, Nigeria?

As shown in Table 4, out of 1650 responses, 527 (31.94%) stated that they had no supply of specialist teachers at all while 547 (33.15%) stated that supply was inadequate. The Table further indicated 586 (34.91%) responses of adequate teacher supply in basic schools in urban areas of Kwara State, Nigeria.

Table 5 shows supply of books to basic schools in urban areas of Kwara State. Out of 1650 responses, 563 (34.12%) indicated that there was no supply of books at all, 628 (38.06%) stated that supply of books was inadequate while 459 (27.82%) indicated that they had adequate supply of books.

TABLE 2. Supply of specialist teachers to basic schools in rural areas of Kwara State, Nigeria

No.	Subjects	NSA		IS		AS		Total	
		Freq	%	Freq	%	Freq	%	Freq	%
1	English Studies	64	44.14	49	33.79	32	22.07	145	100
2	Yoruba	64	44.14	41	28.28	40	27.59	145	100
3	Mathematics	49	33.79	67	46.21	29	20.00	145	100
4	Basic Science	41	28.28	75	48.28	29	20.00	145	100
5	Social Studies	40	27.59	67	46.21	38	26.20	145	100
6	Civic Education	27	18.62	82	56.55	36	24.83	145	100
7	Cultural & Creative Arts	70	48.28	54	37.24	21	14.48	145	100
8	Religious Studies	23	15.86	73	50.34	49	33.80	145	100
9	Physical & Health Education	64	44.14	47	32.41	34	23.45	145	100
10	French	49	33.79	61	42.07	35	24.14	145	100
11	Computer Studies	49	33.79	72	49.66	14	16.55	145	100
	Total	540	33.89	688	43.13	357	22.98	1595	100

TABLE 3. Supply of books to basic schools in rural areas of Kwara State, Nigeria

No.	Subjects	NSA		IS		AS		Total	
		Freq	%	Freq	%	Freq	%	Freq	%
1	English Studies	11	7.59	13	8.97	121	83.44	145	100
2	Yoruba	40	27.59	76	52.41	29	20.00	145	100
3	Mathematics	18	12.41	41	28.28	86	59.31	145	100
4	Basic Science	19	13.10	60	41.38	66	45.52	145	100
5	Social Studies	15	10.34	108	74.48	22	15.17	145	100
6	Civic Education	39	26.90	58	40.00	48	33.10	145	100
7	Cultural & Creative Arts	69	47.59	67	46.21	09	6.20	145	100
8	Religious Studies	75	51.72	43	29.66	27	18.62	145	100
9	Physical & Health Education	54	37.24	75	51.72	16	11.04	145	100
10	French	74	51.03	61	42.07	10	6.90	145	100
11	Computer Studies	83	57.24	54	37.24	08	5.52	145	100
	Total	497	31.16	656	41.13	442	27.71	1595	100

TABLE 4. Supply of specialist teachers to basic schools in urban areas of Kwara State, Nigeria

No.	Subjects	NSA		IS		AS		Total	
		Freq	%	Freq	%	Freq	%	Freq	%
1	English Studies	39	26.00	50	33.33	61	40.67	150	100
2	Yoruba	37	24.67	63	42.00	50	33.33	150	100
3	Mathematics	39	26.00	59	39.33	52	34.67	150	100
4	Basic Science	31	20.67	60	40.00	59	39.33	150	100
5	Social Studies	39	26.00	53	35.33	58	38.67	150	100
6	Civic Education	52	34.66	49	32.67	49	32.67	150	100
7	Cultural & Creative Arts	72	48.00	36	24.00	42	28.00	150	100
8	Religious Studies	34	22.67	55	36.67	61	40.66	150	100
9	Physical & Health Education	57	38.00	42	28.00	51	34.00	150	100
10	French	58	38.67	37	24.67	55	36.66	150	100
11	Computer Studies	69	46.00	43	28.67	48	25.33	150	100
	Total	527	31.94	547	33.15	586	34.91	1650	100

TABLE 5. Supply of Books to Basic Schools in Urban Areas of Kwara State, Nigeria

No.	Subjects	NSA		IS		AS		Total	
		Freq	%	Freq	%	Freq	%	Freq	%
1	English Studies	24	16.00	20	13.33	106	70.67	150	100
2	Yoruba	52	34.67	88	58.67	10	6.66	150	100
3	Mathematics	15	10.00	36	24.00	99	66.00	150	100
4	Basic Science	15	10.00	53	35.33	82	54.67	150	100
5	Social Studies	14	9.33	115	76.67	21	14.00	150	100
6	Civic Education	54	36.00	62	41.33	34	22.67	150	100
7	Cultural & Creative Arts	72	48.00	53	35.33	25	16.67	150	100
8	Religious Studies	79	52.67	55	36.67	16	10.66	150	100
9	Physical & Health Education	68	45.33	62	41.33	20	13.34	150	100
10	French	82	54.67	45	30.00	23	15.33	150	100
11	Computer Studies	88	58.67	39	26.00	23	15.33	150	100
	Total	563	34.12	628	38.06	459	27.82	1650	100

HYPOTHESES

H_{0_1} : There is no significant difference in supply of textbooks into basic schools in rural and urban areas of Kwara State, Nigeria.

Table 6 shows that the calculated t-value (1.62) is less than the critical t-value (1.96) at 0.05 level of significance

and for 294 degrees of freedom. Hence, the null hypothesis is not rejected. This implies that there was no significant difference in supply of books into basic schools in rural and urban areas of Kwara State, Nigeria.

H_{0_2} There is no significant difference in supply of specialist teachers into basic schools in rural and urban areas of Kwara State, Nigeria.

TABLE 6. Supply of textbooks to basic schools in rural and urban areas of Kwara State, Nigeria

Variable	N	Mean (X)	SD	df	Cal. t-value	Cri. t-value	Decision
Rural	145	12.15	4.21	294	1.62	1.96	Ho accepted
Urban	150	4.95	2.22				

TABLE 7. Supply of specialist teachers to basic schools in rural and urban areas of Kwara State, Nigeria

Variable	N	Mean (X)	SD	df	Cal. t-value	Cri. t-value	Decision
Rural	145	17.73	6.09	294	2.47	1.96	Ho rejected
Urban	150	8.11	4.05				

As shown in Table 7, the calculated t-value (2.47) is greater than the critical t-value (1.96) at .05 level of significance and for 294 degrees of freedom. Thus, the null hypothesis, which states that there is no significant difference in supply of specialist teachers into basic schools in rural and urban areas of Kwara State, is rejected.

DISCUSSION

It was found in the study that teachers and textbooks were not adequately supplied into basic schools in urban and rural areas of Kwara State. This finding was similar to the findings of Obunadike (2007), Owoeye and Yara (2011), Akinyemi and Akinyemi (2012), Okemakinde, et al. (2012), Osarenren-Osaghae and Irabor (2012) and Ogochukwu and Gbendu (2015). Inadequacy in supply of teachers and textbooks could be due to poor budgetary allocation to education sector. The Federal and State Governments' allocation to education has not gone beyond 12% of the total annual budget since the introduction of Universal Basic Education in 1999 till date (Matthew 2016). This could have adversely affected employment and retention of teachers and procurement of teaching-learning facilities especially textbooks.

The study also found that there was no significant difference between urban and rural basic schools in supply of textbooks while a significant difference tends to exist between urban and rural basic schools in supply of teachers. These findings led to conclusion that there was no discrimination in supply of textbooks to all schools in the State. However, there tends to be discrimination in supply of teachers to schools in rural and urban areas of the State. This could be due to pressure from teachers who wanted to enjoy urban social amenities.

Resource availability is imperative if basic education programme is to be successfully implemented. This implies that lack of required human and instructional resources could jeopardise effective programme implementation. This is a challenge to the heads of schools, their subordinates and officials of education ministries who are responsible for supervision of instruction in basic schools. The supervisors serve as a link between schools and the Government. They also link the schools to other stake-holders such as parents,

communities, non-governmental organisations, alumni associations and other beneficiaries of school products. They are to ensure quality teaching and learning and coordinate all efforts towards achievement of educational objectives (Olagboye 2004).

Therefore, findings in this study have implications on instructional supervision. When educational institutions are lacking in human and material resources, instructional supervision is rendered ineffective and intended objectives would not be achieved. The supervisors have responsibility to oversee all schools and advise on judicious resource utilisation. Available resources are not useful until they are directed towards achieving educational objectives. Also, schools with inadequate resources are to be assisted to get additional resources needed for effective performance.

As the Government agents who are assigned to oversee effective implementation of educational programmes, the supervisors should inform all stakeholders of resource inadequacy in the schools, and solicit their support in resource provision. This is in line with Government's call on the stake-holders for support in implementation of Basic Education programme (Federal Republic of Nigeria 2004b).

RECOMMENDATIONS

There is need for supply of adequate resources to basic schools. The Government should increase its budgetary allocation to education system. All stakeholders should also support the Government in provision of resources. Moreover, all schools in rural areas should have adequate supply of specialist teachers. Concentration of the teachers in urban centres as found in this study could be counterproductive in the entire education system.

Instructional supervisors should maintain effective communication with all stake-holders to create awareness on resource inadequacy, its implications and corrective measures. The supervisors should also encourage prudent utilisation and proper maintenance of available resources among teachers and learners. The supervisors and their teachers should be encouraged to undergo in-service training to update their knowledge and skills on resource management. Their welfare scheme should also be improved to motivate them on their job performance.

CONCLUSION

This study was on resource availability. Teachers who constituted a segment of personnel in schools were involved. Also, the study focused on textbooks which were parts of instructional resources. However, school personnel such as non-academic staff and students, and instructional resources such as audio-visual aids, graphics and consumable materials, were not covered in this study. Hence, they could be investigated by future researchers.

Moreover, resources such as finance, physical facilities and time were not covered in this study. Researchers could focus these areas in future. In order to improve internal and external validity of this study the research process could be replicated using a larger sample. A research instrument for collection of factual data could also be constructed and used in future study instead of questionnaire which was used to collect opinion-based data in this research.

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