EXTENT OF COMMUNITY PARTICIPATION IN THE PROVISION OF FACILITIES IN PUBLIC SECONDARY SCHOOLS IN ENUGU STATE, NIGERIA

[1] Izuehie, Ijeoma O. & [2] Ofojebe, W. N. Rev. Fr *Ph.D.*
[1&2]Department of Educational Management and Policy,
Faculty of Education, Nnamdi Azikiwe University, Awka, Nigeria

Abstract
This study examined the extent of community participation in the provision of facilities in public secondary schools in Enugu State. Three research questions guided the study. Descriptive survey design was employed as a method of investigation in the study. The population of the study comprised 287 principals and 1,050 School Based Management Committee (SBMC) members. The sample size of the study comprised 402 respondents (made up of 87 principals and 315 SBMC) drawn through proportionate stratified random sampling technique. A self-developed questionnaire containing 50 items was used for data collection. The instrument was validated by three experts. The reliability of the instrument was determined using test method and data collected analysed using Cronbach's alpha to obtain reliability coefficient of 0.70, which was considered adequate for the study Mean and standard deviation were used in answering the research questions. The major findings of the study indicated that the extent communities participate in the provision of building facilities, basic amenities, and teaching resources in public secondary schools in Enugu State was low. It was recommended among others that, the government, through the State Ministry of Education, and the Post Primary School Management Board (PPSMB) should strategize on the need for effective community participation through constant meeting with the School Based Management Committee members in the State.

Introduction

Education is generally an instrument for social change in any society. It is the bedrock of a nation's development. Education likewise offers individuals opportunities to develop their abilities and skills to the fullest through the school systems (including secondary school system) which focus on the learners for maximum self-development and self-fulfillment (Nwogu, 2013).

School as part of a system is a social organization or institution which is responsible for providing education and the rightful training for moulding and transforming children, youth and adults in the society for national development (Grimsley, 2012). In this regards, through the various school systems (which includes: basic/primary, secondary and tertiary), education can be promoted. The roles played by schools in building human capacity for effective functioning in the society, which is geared towards socio-economic, political and cultural developments cannot be overemphasized. The school as a social institution owes certain obligations to the society or community where it is located. These obligations according to Ejieh (2005) include: the intellectual development of the individual child to his

greatest potential. This requires in addition to the mastery of the three Rs – (reading, writing and arithmetic) the acquisition of factual information and understanding of the concepts and meanings in a number of subject areas including the languages, the arts, history, geography, science and technology. In order to be useful, the school has to ensure that the skills developed in these subjects can be used in practical situations. The second obligation of the school is that it has to be faithful to some model of what the society is or ought to be (Oghuvbu & Okoro, 2007). This is necessitated by the fact that the school is always expected to serve the interest of the community where it is located and the society as a whole. To do this effectively, the school has to be aware of the cherished societal values and norms. According to Uko (2015), the third obligation of the school is to prepare the child for life in the local community in which it is located.

The word 'Community' has several definitions. Community as described by Oghuvbu and Okoro (2007) are people obliged to one another not because of place of birth, race, sex, religion but people bound to one another and governed by shared taste, value, specific norms for common interest. Community according to Ogbonnaya (2012) is a group of people, in a certain territory that share a mode of life. The author saw community as people with common interest who live to achieve a common goal. Ngoka (2003) observed that a community is a body of people living in the same locality and having a common cultural and historical heritage and the willingness to work together. In this study, a community is seen as an environment where people who have things in common live together. Communities, according to Obodoechi (2009) are grouped into three namely: the village or rural community, the urban community and the semi urban community. The village community, which is regarded as the rural community, is a geographical area where creation originated and where nature is at peace. It is always located in an area away from large urban settlement. The urban communities are people living in close proximity to one another (Modebelu, 2014). These communities are identified by large cities and many resources of enrichment found in them. The semi urban community, which is sometimes called suburban community, is located near the outskirts of large towns or cities, with houses close to one another. Memberships of this community, according to Modebelu (2014) are based on convenience.

Education at all levels can exist in the different communities mentioned above. Therefore, this study looked at the various communities as one because the school system can be identified from any of the types of communities. For the schools to fulfil their obligations to the community, the school environment should be made conducive through effective community participation.

Community participation, as defined by the United Nations (2005) involves the creation of opportunities to enable all members of a community to actively contribute to and influence development processes and to share equitably in the fruits of development. In this study, community participation is seen as the involvement of parents, community members, voluntary organizations (alumni associations, financial organizations) in schools' activities in order to enhance development and promote quality learning environment within the community and society at large.

Community participation in school development can be achieved through adequate provision of school facilities. School facilities as defined by Asiabaka (2008) are equipment and supplies which are essential for the attainment of educational goals and objectives. Alimi, Ehinola and Alabi (2012) pointed out that facilities are everything used directly or indirectly for the benefit of education. These are seen as the entire school plant such as blocks of classrooms, staff offices, laboratories, workshops, libraries, laboratory equipment, consumables, audio-visual aids, electricity, water, chairs, tables, stationeries, playground, storage spaces and others which the school has.

School facilities comprise the physical expression of the school curriculum in the construction, internal and external arrangements of the buildings, equipment, grounds, surroundings, general appearance which include the flower beds, paths, orchards, shrubs, playgrounds, classrooms, assembly hall, dining hall, desks and school farms (Uko, 2015). According to Uko, school facilities provide a comfortable atmosphere for the achievement of educational goals. Asiabaka (2008) also described school facilities as all types of buildings for academic and non-academic activities, equipment for academic and nonacademic activities, areas/spaces for sports and games, landscape, farms and gardens including trees, roads and paths. For the purpose of this study school facilities are defined as those useful amenities found in the school environment that motivates both the teachers and the students to have a positive attitude towards teaching and learning.

There are different types of school facilities according to Yusuf (2008) that can be provided through school- community partnership in order to enhance teaching-learning effectiveness that will lead towards the realization of positive outcomes. These important school facilities include: School building facilities, basic amenities and teaching facilities. These school facilities listed above will form the bases of the study.

School building facilities are defined as any roofed structure for permanent or temporary shelter of persons, animals, plants, materials, or equipment. This comprises all structures that have been put in place to aid effective teaching and learning in the school

system and they include the classrooms, hostels, staff quarters, offices, dining halls, indoor house assembly, libraries, bookshop, conference rooms, art or demonstration rooms, private reading rooms, among others (Yusuf, 2008).

Another type of facility in the school environment is the basic amenities. Basic amenities are described as things or features considered to benefit a person and thereby increase its value (Carmichael, 2003). They are regarded as things considered to be necessary in order to live comfortably and make someone to fill at ease. Ajayi (2007) gave examples of some school basic amenities to include: the electricity fittings, power generating equipment, water supply infrastructure, laboratory equipment, ICT equipment, transportation hub, swimming pool, clinic and accessories like playgrounds, lawns, parks and farm tools among others. Communities can assist in the provision of these amenities. Others include: school buses for both the staff and students as a means of transportation for the school; adequate toilet facilities; and the sick bay, where proper first aid treatment can be administered to individuals that sustain any form of injury.

The importance of teaching facilities in an academic environment cannot be over emphasized. Teaching facilities as posited by Adeniregun (2016) are things or instructional materials which are intended to help the teacher to teach more effectively and enable the students to learn more readily. They are information carriers designed specifically to fulfil objectives in a teaching-learning situation and which also assists the teacher to vividly illustrate meanings of things. They are different teaching aids or apparatus which a classroom teacher employs to facilitate his or her teaching for the achievement of a stated objective (Nwike & Onyejegbu 2013). It can be audio, video, books, DVDs, maps, charts, Posters, computer softwares, educational media (library media print, non-print, and electronic sources), films and others.

To improve quality education and academic excellence, the community can support the school through active participation in the provision of required facilities to the school (Ejieh, 2005; Oghuvbu & Okoro, 2007). It can also bring about high opportunities that will allow community resources to be optimally utilized for school improvement (Bello, 2011). In the same vein, Nwangwu (2007) observed that a school does not exist in isolation. It exists in a social setting; in other words, it is an integral part of the community in which it is situated. Throughout history, the relationship of the school to the community it serves has been a matter of major concern. Historically, most communities in Nigeria had recognized and appreciated their responsibilities in contributing to the development of secondary education before now; hence they embarked on the construction of school buildings and

classrooms, giving scholarship to brilliant children, providing labour to schools, training teachers among others. Most secondary schools in rural areas today were built through community efforts and handed over to government. But in recent times, it seems that most communities have started relaxing, showing little interest in contributing to secondary school development (Okenwa & Igbo, 2013). The Federal government emphasized on the role of communities in the management and development of educational system (The Federal Republic of Nigeria, 2004). To aid community participation and support in the provision of school facilities, there must be positive interactions or relationships between the school and community. Community members can assist in the building of classroom blocks, administrative offices and hostels for the students and teachers' staff quarters. Accommodation, especially for the teachers is very important in the school as they will serve as means of security check on the students. It can also boost the teachers' morale and create job satisfaction

Some agencies or stakeholders within the communities through which effective and efficient community participation in the school is maintained include: the Parents Teachers Association (PTA), School Based Management Committee (SBMC), Social Clubs, Professional and Corporate Bodies, Old Student's Association, Financial Institutions, Board of Governors and Women Association (Ngoka, 2003). According to Ogbonnaya (2012), stakeholders of school communities include: Parents Teachers Association (PTA), Board of Governors (BOG), Religious Organizations, Town Unions, Alumni Association and Business Organizations. The School Based Management Committee (SBMC) is an agency sponsored by the Education Sector Support Programme in Nigeria (ESSPIN). The School Based Management Committee (SBMC) is an essential link between schools and communities they serve. The members of the SBMC consist of representatives of traditional Councils, representatives of teachers, representatives of pupils, PTA representatives, artisan representatives, youths representatives, representatives of women groups and the school Principal (SBMC Guidebook, 2014). This agency has the purpose of increasing community participation in education and helps improve the quality and effectiveness of schools. They provide means of helping education authorities to listen to what adults and children want from schools and a way of increasing the contribution of everyone in the local area to make their schools work better (Okenwa & Igbo, 2013). This agency will be used in this study to represent the community members.

In Enugu State, the extent to which the State government has succeeded in the provision of facilities in schools is low, which perhaps may be, because the government is

faced with multi-faceted and rigorous responsibilities and challenges (Okenwa & Igbo, 2013). To say that facilities in most secondary schools in Enugu State are dilapidated, inadequate and in bad condition is stating the obvious. It is basic that adequate provision of school facilities can enhance quality teaching and learning. Some of the schools in the area of study are currently lacking most of the school facilities, which can enhance good learning environment. Okpala (2005) held that it is disheartening that most secondary schools in Enugu State are characterized by dull uninviting sagging roof and colourless dilapidating walls. In a similar view, Okoro in Okenwa and Igbo (2013) stated that, in Enugu State, most of the physical facilities in some secondary schools are grossly inadequate as a result of the population explosion in the secondary schools. Personal observations by the researcher have shown that the ugly situation is necessitated by poor provision of school facilities in most secondary schools. Some comments by school stakeholders concerning vandalization and theft of the existing facilities in the secondary schools in Enugu State confirmed the researcher's observations. All these point to the fact that government can no longer bear the burden alone. There is need for active participation of community members in the provision of facilities in secondary schools in Enugu State. Some classes merged in one room as seen in some schools in Enugu State. No wonder Okoro (2008) stated that, in rural areas, two classes are placed in one room and the classroom space is in most cases inadequate, seats and tables are in short supply and the children are uncomfortable. Most of the classrooms in majority of the schools in the area are either without windows or ceilings, a few classrooms that have ceilings and roofs are broken without repair Some of the schools in the area also lack basic amenities, like electricity, constant power generating equipment, good pipe borne water supply, laboratory equipment and materials. There are also cases of inadequate or lack of library and teaching facilities such as instructional materials like audio-visual materials, projected, printed and non-printed materials in majority of the secondary schools.

As a result of this, quality education is sacrificed and standards failing. Okoro (2008) therefore, opined that the PTA, SBMC, private individuals and schools board of governors, as stakeholders in the community need to help to generate funds for physical facilities especially at this point in time when economic depression has adversely affected the finances of both the federal and state governments.

Reports from the Enugu State Post Primary School Management Board (PPSMB) revealed that the problem of provision of school facilities in secondary education have contributed to students' poor academic performance at both internal and external examinations and teacher effectiveness. This necessitated the question: 'To what extent do

the communities in the area of study participate in the provision of school building facilities, basic amenities, space facilities, teaching and library facilities in the secondary schools?' Therefore, the problem of this study is to determine the extent communities participate in the provision of facilities in secondary schools in Enugu State.

The main purpose of this study was to determine the extent communities participate in the provision of facilities in secondary schools in Enugu State. Specifically, the study determined the extent communities participate in the provision of school building facilities, basic amenities and teaching facilities in secondary schools in Enugu State.

To guide this study, the following research questions were posed:

1. What extent do communities participate in the provision of school building facilities in secondary schools in Enugu State?
2. What extent do communities participate in the provision of basic amenities in secondary schools in Enugu State?
3. What extent do communities participate in the provision of teaching facilities in secondary schools in Enugu State?

Method

The study adopted the descriptive survey research design because the study collected data (information) from a sample subject on the extent communities participate in the provision of facilities in secondary schools in Enugu State. The population of the study consisted of 287 principals and 1,050 SBMC members in 287 public secondary schools in Enugu State (Source: Department of Planning, Research and Statistics, Enugu State Post Primary School Management Board - PPSMB, 2015). Yaro Yamen formular was used to get a sample size of 402 respondents. The cluster and proportionate random sampling techniques was used to draw up the sample from each of the six education zones. The instrument for data collection was a researcher constructed questionnaire titled "Community Participation in the Provision of Facilities Questionnaire" (CPPFQ). The instrument had two sections A and B. Section 'A' was designed to elicit information on the personal data of the respondents, while section 'B' contained items based on the research questions. The items on the instruments were structured on a 4-point rating scale and weighted as follows: (a) Very High Extent (VHE) - 4, High Extent (HE) - 3, Low Extent (LE) - 2, Very Low Extent (VLE) - 1. Draft copies of the questionnaire were submitted to three experts for face validation. Two experts were in Educational Management and Policy Department and one expert was in the

area of Educational Measurement and Evaluation, all in the Faculty of Education, Nnamdi Azikiwe University, Anambra State. The experts examined the items on the instrument in relation to their clarity, relevance to the purpose of the study and research questions and the language and structure of the items. The reliability of the instruments were ensured using the Cronbach alpha which yielded coefficient scores of 0.924, 0.944 and 0.904, for the principals' scores and 0.754, 0.674, and 0.804 for the SBMC members from each cluster making an average reliability of 0.70 on the whole. This indicated that the instrument was suitable and reliable for the study. Out of 402 copies of the questionnaire administered, 387 (96%) were successfully filled and retrieved. Data collated were analyzed using mean and standard deviations for answering the research questions. The decision rule for the research questions was based on the median, which was benchmarked on 2.50. Only mean scores of 2.50 and above were accepted as an indication of high extent while mean scores below 2.50 were regarded as an indication of low extent. Data was coded into the SPSS (Statistical Software Package for Social Sciences) batch system for computer analysis.

Results

Research question 1

What extent do communities participate in the provision of school building facilities in secondary schools in Enugu State?

Table 1: *Mean rating of the extent to which the community participate in the provision of school building facilities in secondary schools in Enugu State*

S/N	Community Activities	Principals=87		SBMC=300 N=387		Remarks
		Mean	SD	Mean	SD	
1	Buying out land for the construction of school administrative blocks.	2.23	0.83	2.10	0.87	Low Extent
2	Building of classrooms in the school	1.89	1.04	1.88	0.95	Low Extent
3	Provision of school hostels	1.93	1.00	2.15	1.03	Low Extent
4	Building staff quarters	2.23	1.04	2.20	1.11	Low Extent
5	Building adequate school medical centre (sick bay)	2.24	1.08	2.21	1.04	Low Extent
6	Building of school libraries	2.18	0.84	1.78	0.94	Low Extent
7	Construction of school laboratories and ICT rooms	2.32	0.98	2.27	1.11	Low Extent
	Mean of means	2.15	0.93	2.08	0.97	Low Extent

Table 1 reveals the extent to which communities participate in the provision of school building facilities in secondary schools in Enugu State. The responses to items 1, 2, 3, 4, and 5 reveal that the communities provide the items to a low extent as their means are below 2.50. The result is affirmed by the mean of means value which is also below 2.5.

Research Question Two

What extent do communities participate in the provision of basic amenities in secondary schools in Enugu State?

Table 2: *Mean rating of the extent to which the community participate in the provision of basic amenities in secondary schools in Enugu State*

S/N	Community Activities	Principals=87		SBMC=300 N=387		Remarks
		Mean	SD	Mean	SD	
8	Renovation of building	2.52	0.99	2.61	1.02	High Extent
9	Donating laboratory equipment	2.21	0.97	2.19	1.13	Low Extent
10	Provision of constant power generating sets	1.53	0.66	1.88	0.90	Low Extent
11	Provision of water supply in the school	2.25	0.98	2.02	0.97	Low Extent
12	Provision of toilet facilities	2.03	0.90	2.09	0.98	Low Extent
13	Provision of desks and tables for students	2.43	1.10	2.49	1.08	Low Extent
14	Maintenance of school facilities	2.32	0.83	2.27	0.98	Low Extent
15	Provision of medical services for teachers and students	2.40	0.99	2.49	1.02	Low Extent
16	Provision of sports facilities in the school	2.30	0.82	2.29	1.07	Low Extent
17	Provision of hostel facilities	2.59	0.97	2.63	1.11	High Extent
18	Protection of the school facilities during school activities (example, inter house sports)	2.25	0.81	1.80	0.94	Low Extent
	Mean of means	2.26	0.86	2.25	0.97	Low Extent

Table 2 indicates the extent to which communities participate in the provision of basic amenities in secondary schools in Enugu State. The responses of the administrators reveal that the communities provide items 9, 10, 11, 12, 13, 14, 15, 16, and 18 to a low extent as their mean scores are below 2.50. However, the respondents agreed that items 8 and 17 are provided partly by the communities. Generally, the mean of means' value is below 2.5.

Research Question Three

What extent do communities participate in the provision of teaching facilities in secondary schools in Enugu State?

Table 3: *Mean rating of the extent to which the community participates in the provision of teaching facilities in secondary schools in Enugu State*

S/N	Community Activities	Principals=87		SBMC=300 N=387		Remarks
		Mean	SD	Mean	SD	
24	Donating black boards/white boards for teaching and learning	1.84	0.87	1.97	0.87	Low Extent
25	Donating television sets in the school	1.89	0.85	1.80	0.77	Low Extent
26	Donating audio visual resources in the school	2.02	0.89	1.87	0.75	Low Extent
27	Providing chalks in the school	2.01	0.90	2.06	0.94	Low Extent
28	Providing markers in the school	2.51	0.99	1.84	0.83	Low Extent
29	Providing charts in the school	1.78	0.72	1.82	0.79	Low Extent
30	Donating maps in the school	2.41	1.01	1.89	0.83	Low Extent
31	Providing posters in the school	2.24	1.02	2.00	0.80	Low Extent
32	Buying textbooks in the school	2.43	1.07	2.01	0.91	Low Extent
33	Providing printers in the school	1.84	0.93	1.99	0.89	Low Extent
34	Providing photocopiers in the school	1.97	0.98	2.04	0.91	Low Extent
35	Bringing projectors in the school	2.02	0.93	1.73	0.70	Low Extent
36	Providing school diaries	1.72	0.77	1.70	0.70	Low Extent
37	Donating craft and skill acquisition materials	2.28	1.01	2.07	0.93	Low Extent
38	Providing biros in the school	1.82	0.79	2.05	0.77	Low Extent
39	Constructing notice boards in the school	1.92	0.85	1.82	0.78	Low Extent
40	Providing lesson notes for teachers	1.68	0.66	1.62	0.58	Low Extent
	Mean of means	2.02	0.85	1.90	0.77	Low Extent

Table 3 highlights the extent to which communities participate in the provision of teaching facilities in secondary schools in Enugu State. The responses of the administrators to items 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, and 40 reveal that the

communities provide the items in a low extent as their mean scores are below 2.50. The result is affirmed by the mean of means value of 1.93 which is also below 2.5.

Discussion

The findings of this study revealed that the extent of community participation in the provision of school building facilities in public secondary schools in Enugu State was low. This indicated that the communities participated poorly in the provision of school buildings such as: administrative blocks, hostels, classrooms, staff quarters, school libraries, school laboratories and ICT rooms. The inadequacy of these structures definitely affect the academic performance of the students as well as the teachers' productivity. This is in line with the view of Ajayi (2007) as he (Ajayi) held that a school without good buildings for offices, classrooms, hostel accommodations, staff quarters, libraries and other structures will have less productivity than those with good building facilities.

The findings of this study also revealed that the extent of community participation in the provision of basic amenities and equipment in public secondary schools in Enugu State was low. These amenities include adequate toilet facilities, power generating sets, adequate electricity, water supply, medical services, good laboratory equipment, hostel facilities, ICT equipment, among others. This finding is in line with the statements of Alimi, Ehionla and Alabi (2012), who in the report of their studies mentioned that the deplorable state and nature of school facilities created an unconducive teaching and learning environment.

Furthermore, the findings indicated that teaching facilities such as: chalks, markers, printers, photocopiers, blackboards, audio visual materials, posters, maps among others, which are considered as basic facilities in teaching and learning were obviously inadequate in the schools visited by the researcher.

Conclusion

Following the discussions made based on the findings of the study, it has been observed that generally, the extent of community participation in the provision of facilities such as, buildings, basic amenities, and teaching facilities was low. Due to the low participation of community members in the provision of school facilities, most school buildings are in dilapidated state; basic amenities are grossly inadequate, vandalization of school properties and pilfering of the few available teaching and library facilities are high. This implies that an unconducive environment is created to carry out the necessary administrative work in the school. The low participation of community members with

regards to teaching facilities can also create a hostile environment for teachers and will result in poor productivity. Failure to put in adequate measures on how to improve on the provision of facilities in the public secondary schools in Enugu State would not only mar the school system but have great repercussion on the quality of education provided and the type of students produced from the system.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. For active participation of community members, the government, through the State Ministry of Education, and the Post Primary School Management Board (PPSMB) should strategize as a matter of urgency on the need for effective community participation through constant meeting with the School Based Management Committee members in the State.
2. The principals and teachers of secondary schools should device means of meeting the wealthy individuals in the communities for positive contributions toward the provision of basic amenities in the schools and ensure proper maintenance of available facilities.
3. Home visits to parents by teachers can enhance good community participation in the provision of facilities, such as teaching facilities for school development.

REFERENCES

Abbass, I. M. (2012). Community Participation in Education: Challenges and prospects in Nigeria democracy. *The European Scientific Journal, 8(5),* 67-74.

Adeniregun, G. S. (2016). *Instructional media for effective teaching and learning.* Retrieved from http://www.academia.edu/4661905/.

Afolabi, O.A (2010). *Opening address at the National examination summit* held at the National Universities Commission (NUC). Abuja, Nigeria.

Ajayi, J. A. (2007). *Issues in school management*. Lagos: Bolabay Publisher.

Ajayi (2009). *Parents' involvement in school administration in respect to provision of infrastructural facilities as a correlate of effectiveness of secondary schools in Nigeria*. (Doctoral dissertation). Retrieved from http://www. academicjournals.org

Aref, A. (2011). Community Participation for Educational Planning and Development. *Nature and Science Journal 9(1)* 69.

Asiabaka, I.P. (2008). The need for effective facility management in schools in Nigeria. *New York Science Journal, 1 (20),* 10-21. Retrieved from http://www.sciencepub.org.

Bello, T. O (2011). *Public-private partnership infrastructural development and academic goals achievement of universities in the south west.* (Unpublished Doctoral) Thesis University of Ilorin.

Carmichael, D.R. (2003). *Accountants' handbook. special industries and special topics 2 (10): 30,* ISBN 0471456179.

Ejieh, M.U.C. (2005). Educational quality and community involvement in Nigeria: Some implications for educational planning. *Journal of Social Science, 10 (1), 43-48.*

Federal Republic of Nigeria (2004). *National policy on education.* Lagos: NERDC.

Federal Republic of Nigeria (2015). *Nigeria at 50; A compendium. The official and authoritative book about Nigeria.* Nigeria: FRN.

Grimsley, S. (2012). *Open system in management. Definitions and example.* Retrieved from http://www.study.com/academy/lesson/open-sy-stemin -mgt-definition-example-quiz.html

Modebelu, M.N (2014). The school and the community. In Unchukwu. G.O & Okorji P.N (Eds) *Educational management: A skill building approach. Pp 403-433.* Nimo: Chidipat Technologies.

Ngoka, G.N. (2003). *Concept and issues in advanced education administration*. Nsukka: University of Nigeria.

Nwogu, G. A. (2013). Education and national development in Nigeria: A philosophical perspective. *An International Multidisciplinary Journal, Ethiopia. 7(2),* 266-276.

Nworgu, B. G. (2006). *Educational research. Basic issues and methodology.* Enugu: University Trust Publishers.

Nwike, M.C. & Onyejegbu, C. (2013). Effects of use of instructional material on students' cognitive achievement in Agricultural science. *Journal of Educational and Social Research. 3(5),* 36-42.

Obodoechi, O. (2009). *Community development*. Enugu: Computer Edge Publishers.

Oghuvbu, E.P. & Okoro, J. (2007). Assessment of secondary school administration: The communities' perspectives. *Studies on home and community science, 1 (2): 77-83.*

Okenwa, G.N. & Igbo, R. (2013). Extent of community participation in the provision of school plant in the administration of public secondary schools in Enugu State. *Journal of Educational and Social Research, 3 (4), 53-58.*

Okeke, C.I (2004). Effective home – school partnership. Some strategies to help strengthen parental involvement. *South African Journal of Education. 34(3)* 6-8.

Okoro, I.F (2008). Problems militating against teacher education in Nigeria: The way forward. *Nigeria Journal of Research and Production 12(2), 189-194.*

Okpala, C.E.N. (2005). *Issues in Nigerian education*. Aba: Span.

Oxford Dictionary (2016). United Kingdom: Oxford University Press.

School-Based Management Committee (SBMC) (2014). Guidebook. Enugu State. Retrieved from https://www.esspin.org>resources>sbmc

UBE (2011). *Revised guidelines for the development of school-based management committees.* Abuja: Social Mobilization Department. Retrieved from http://www.ubeconline.com/

Uko, E.S (2001). Effective management of school facilities in Nigerian secondary schools. *Journal of Faculty of Education, Calabar, 4(1), 89-93.*

Uko, E.S. (2015). Principalship and effective management of facilities in secondary schools in Cross River State, Nigeria. *International Journal of Academic Research and Reflection, 3 (1), 64-76.* Retrieved from www.idpublications.org.

United Nations (2005). *A division for sustainable development. Indicators for sustainable development: Review and assessment, background paper.* New York: UN Publishers.

Yusuf, M. A. (2008). School plant planning and secondary school students' learning outcome in south west Nigeria. *PhD Dissertation, Univers*