



INFRASTRUCTURAL PROVISION AND EFFECTIVE MANAGEMENT AMONG SCHOOL GOVERNING BOARDS OF PUBLIC SECONDARY SCHOOLS IN OYO STATE, NIGERIA

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Abstract

The study investigated infrastructural provision and effective management among Governing Boards (GB) of Public Secondary Schools (PSS) in Oyo State, Nigeria. It adopted the correlational survey design while multistage sampling procedure was used and a total of 1585 school governing board members were selected using a systematic random sampling. Data obtained from questionnaires were subjected to descriptive statistics of frequency and percentage as well as inferential statistics of t-test at 0.05 level of significance. The findings revealed that there is an ineffective management of human, financial and material resources among GB of PSS in Oyo State, Nigeria. Infrastructural Provision (IP) is considered to be high. School location (either rural or urban) posed a significant effect on effective management and IP. Proper management of human, financial and material resources should be ensured in public secondary school by the school governing boards in Oyo State, Nigeria towards the achievement of the school goals and objectives.

Keywords: Infrastructural Provision, Effective Management, Governing Boards, Public Secondary Schools

Introduction

Education has been known to be the corner stone of development because it provides the basis for literacy, skills acquisition and technological advancement coupled with the ability to judiciously maximize the available resources for developmental purpose. Hence, provision of quality education is not only essential for sustainable development of countries at the local, regional and global levels but has also become a major Sustainable Development Goal (SDGs) towards 2030. The provision of education can have positive impetus on sustainable development and enhance the propensity for sectoral and economic development (Bokova, 2015). It is expected that when quality education is received by individuals in the society, good health and well-being of people, right to live and good citizenship would be guaranteed. Education is not only fundamental for sustainable development of nations but also a propeller of the attainment of SDGs. This has made education to be very important in any country.

Nigerian education system is divided into three levels: primary; secondary and tertiary education. However, secondary education is known to be the link between primary and tertiary education. This type of education operates either private or public system. The nomenclature of the public secondary schools differ from those of the private schools due to various factors such as sources of fund, population, socio-demographic and psychological characteristics of students, mode of leadership and administration, among others (National Center For Education Statistics, 1997).

The public secondary schools are administered and funded by state or federal government whereas the private secondary schools are funded wholly or partly by students' tuition and administered by a private entity (Grossberg, 2020). In Nigeria, issues with Nigeria public secondary schools are elastic and have attracted attention among stakeholders as there have been major shifts from public secondary to private schools while leaving the public secondary schools for the poor populace of the nation (Adebayo, 2009 and Chen, 2019). In addition, Coulson (2009); Afolabi (2015) and Badau (2015); among others noted that academic outputs in private secondary schools are better than those from the public school system which calls for attention to focus on and understand the present situation of public schools in Nigeria. All the features identified for both private and public secondary schools clearly indicate the management of secondary schools as a major determinant.

However, the management of public secondary schools traditionally depends on stakeholders in the educational system. That is, how public secondary schools are managed largely depend on the educational stakeholders. The stakeholders include principals of the school, government representatives, teachers, students, Parents' Teacher Association, among others. These and many more constitute School Governing Board (SGB) in the state. The SGB is expected to manage and monitor the activities of the school system in order to achieve its effective management. Proper management of public secondary schools is therefore necessary in achieving academic performance of students. In the past, Nigerian public secondary schools have provided better outputs that have met up with international standards. However, in recent times, the public secondary schools seem to fail to meet up with international demand and standards due to the perceived poor management of human, financial and material resources.

From organisation perspective, the school has several complex activities carried out by the human resources coupled with the availability of financial and material resources for effective running of the school system. In addition, among the human resources, some people are coordinated by different persons hence, management is necessary in school to co-ordinate

the elastic activities of the school towards achieving the goals and objectives of the school system (Agih, 2015). The notion that human, material and financial resources need to be put into consideration in ensuring effective management of educational administration by governing boards and heads of schools cannot be overemphasized (Obadara, 2006; Omiunu, 2014; Okendu, 2012 and Usman, 2016).

The functions of school management are performed by the schools heads such as the head teacher/principal, vice principals, among others. Also, to ensure better and effective school management under the teachers, head teachers and the non-teaching staff coupled with the availability of material resources, the school system is often placed under the control of the school governing boards (Ford and Ihrke, 2016).

Miles, Snow, Mathews, Miles and Coleman (1997) and Ford and Ihrke (2016) noted that school governing boards are faced with the challenges of globalization and technological innovation, coupled with the evolution and emergence of new organizational structures of the schools which may also pose significant impetus on management strategies and effectiveness. The school governing boards are centre of power within the decentralized education systems; and through such boards, the school and education system are controlled (Kindiki, 2009). The roles of school governing boards include guiding in managing the schools despite the environmental situations or managerial challenges. Their roles therefore include the recruitment, induction, development and motivation of teachers in schools, managing and supporting staff, human resource management and its effect on learning and teaching towards ensuring better school outcomes (Muthengi, 2015).

Meanwhile, the function of a school manager includes planning, organizing, coordinating and directing (Jaiyeoba, 2004), hence, school governing boards is expected to perform the managerial functions in cognizance of the traditional, operational, policy model, and management of the four model as identified by Gill (2002) to ensure effective management of the human and materials resources in the schools towards achieving the goals and objectives of the school system. In addition, there is need to understand the factors that influence effective management among governing boards of public secondary schools.

Previous studies have considered poor finance, inadequate provision of infrastructure, curriculum problem, community interference and low quality of teachers as factors that can influence effective management of public secondary schools in Nigeria (Adedeji, 1998; Okendu, 2012; Ikghusi and Iheanacho, 2016; Usman, 2016 and Nwakpa, 2017). Although, these factors are deemed important in their influential roles on effective management of public secondary schools in Nigeria but emphasis is drawn to infrastructural provision. Usman (2016) noted that infrastructural provision could have significant influence on school administration of public schools in Nigeria. Audas, Dobson and Goddard (2002) and operational guidelines for School Governing Boards (2016) noted that infrastructural provision is a major cornerstone of effectiveness management among school governing boards hence, its importance in this study.

Ogie (2015) stated that the provision of infrastructure involves the proper usage; storage and maximum security provision to ensure the available facilities are well kept after use. Infrastructural management and other school facilities management in secondary schools are seen as an integral part of the overall administration of the school. Basic infrastructural facilities in public schools include classrooms, laboratories, workshops, sporting facilities, equipment, libraries, staffrooms/offices, recreational facilities, toilet facilities among others. The provision of infrastructure such as physical facilities, educational facilities or educational

resources have been found out to have a significant impetus on effective school management (Ekundayo, 2010; Uche, Okoli and Ahunanya, 2011; Asaaju, 2012). Hence, infrastructural provision can have significant influence on effective management among the school governing boards in Nigeria.

Moja (2010) and Asaaju (2012) were of the opinion that infrastructural provision is a very challenging issue and pathetic in Nigeria public schools with several causative factors such as inadequate funding, lack of periodic monitoring and regular maintenance of infrastructure in public secondary schools. This has led to infrastructural decay in public secondary schools in Nigeria. Ramli and Zain (2018) noted that poor infrastructural provision has negative impact on effective management and invariably could have significant impact on learning and learning outcomes. Hence, Asiabaka (2008) noted that proper attention on infrastructural facilities provision and maintenance is very important to help the school system to accomplish the educational goals and objectives.

It is believed that infrastructural facilities in rural area used to be very poor when compared to the provision of infrastructural facilities in urban area due to the perceived poor management of public secondary schools in Oyo State. Some of the facilities that seem to be poorly managed in rural areas include classrooms, toilet facilities, water supply, electricity supply and learning environment, among others. It is also observed that most public secondary schools in the rural areas are poorly staffed (Umar, 2017). The better provision of infrastructural facilities in urban areas when compared to rural areas could be as a result of good management given to urban public secondary schools by the school governing board. Umar (2017) made a comparative study of facilities and students performances in Biology in Urban and Rural Schools in Adavi Local Government, Kogi State. The study confirmed that there is significant difference in the facilities available for teaching and learning biology in urban than rural schools. The researcher added that there is a significant difference in the performance of students in West African Examination Council biology examination in urban than rural schools. This could be as a result of good management of schools by the school governing boards in urban area. To this end, this study investigated the influence of infrastructural provision on effective management among school governing boards in public secondary schools in Oyo State, Nigeria.

Objective of the Study

The main objective of this study was to investigate the influence of infrastructural provision on effective management of public secondary schools among school governing boards in Oyo State, Nigeria. Specifically, the study examined the level of effective management (human, financial and material resources) of public secondary schools and level infrastructural facilities provided by school governing boards in the public secondary school in Oyo State, Nigeria.

Research Questions

The following research questions were answered:

1. What is the level of effective management (human, financial and material resources) in public secondary in Oyo State, Nigeria?
2. To what extent are infrastructural facilities provided by school governing boards in the public secondary schools in Oyo State, Nigeria?

Hypothesis

H₀₁: There is no significant difference in infrastructural provision between school governing boards of rural and urban public secondary schools in Oyo State, Nigeria.

Methodology

The study adopted the correlational survey design and focuses on school governing boards in Oyo State, Nigeria. The population of this study consisted of 5643 School Governing Board Member (SGBM) in 627 public secondary schools across six educational zones in both rural and urban areas, Oyo State. Detail is presented in Table 1.

Table 1: Population of School Governing Board Members (SGBM) in public secondary schools in Oyo State across Zones

S/N	Zones	Number of Schools per Location		Number of SGM per zone	Number of SGBM per School	Number of SGBM per zone
		Urban	Rural			
1	Oyo Zone	66	23	89	9	801
2	Ibadan Zone 1	165	-	165	9	1485
3	Ibadan Zone II	78	73	151	9	1359
4	Eruwa Zone	23	28	51	9	459
5	Ogbomoso Zone	31	53	84	9	756
6	Saki Zone	28	59	87	9	783
	TOTAL	391	236	627		5,643

Source: Ministry of Education, Oyo State, Nigeria 2020

Multistage sampling procedure was adopted to select respondents for this study. In the first stage, stratified sampling technique was used to select 50% of the schools from each zone across the rural and urban schools, giving a total of 316 schools. Secondly, 50% of the SGBM were selected from each school using the same technique. The third stage involves the use of systematic random sampling technique to select every first - five members of the SGB on the lists of the school provided across each zones in Oyo State, Nigeria. From this, a total of 1585 SGBM were selected. This is provided in Table 2.

Table 2: Sample size and technique

S/N	Zones	Number of Schools per Location				Number of Selected School per zone		SGBM selected in each school per zone		Total number of selected
		Urban		Rural		Total	50%	Total	50%	
		Total	50%	Total	50%					
1	Oyo Zone	66	33	23	12	89	45	9	5	225
2	Ibadan Zone 1	165	83	-	-	165	83	9	5	415
3	Ibadan Zone II	78	39	73	37	151	76	9	5	380
4	Eruwa Zone	23	12	28	14	51	26	9	5	130
5	Ogbomoso Zone	31	16	53	27	84	43	9	5	215
6	Saki Zone	28	14	59	30	87	44	9	5	220
	TOTAL	391	196	236	120	236	316			1585

Information was obtained through self-developed questionnaire which covered the variables of interest in this study. Items in the questionnaire for the management effectiveness section

was captured through a four likert scale method using Very High Level (VHL), High Level (HL), Low Level (LL) and Very Low Level (VLL) while infrastructural provisions was captured using Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) where a respondent would be allowed to tick one option where applicable. The instrument is subjected to validity and reliability. For the validity, the content and construct validity were ensured. For the reliability, 20 questionnaires were administered to different population that was not part of the population of this study and the information obtained was subjected to reliability analysis using the Cronbach alpha. The result yielded Cronbach Alpha coefficients of 0.86 and 0.89 for infrastructural provisions and management effectiveness respectively. This shows that the instrument was highly reliable. Research questions were answered using descriptive statistics of frequency and percentage while independent T-test was used to test hypothesis formulated for the study

Results

Research Question 1: what is the level of effective management (human, financial and material resources) in public secondary in Oyo State, Nigeria?

Table 3: Level of Human Resource Management

Human Resources management		Frequency	Percent
Adequate numbers of teachers are in the schools on various subjects.	VLL	441	28.2
	LL	333	21.3
	HL	756	48.3
	VHL	9	.6
	No response	27	1.7
	Total	1566	100.0
Teachers' welfare is being taken care of, which motivate them for high level of commitment to duty.	VLL	423	27.0
	LL	1062	67.8
	HL	9	.6
	VHL	27	1.7
	No response	45	2.9
	Total	1566	100.0
Most teachers in the school have requisite qualifications for the job	VLL	9	.6
	LL	135	8.6
	HL	153	9.8
	VHL	1260	80.5
	No response	9	.6
	Total	1566	100.0
There have been various in-service training programme for the teachers to enhancing their service delivery.	VLL	234	14.9
	LL	99	6.3
	HL	801	51.1
	VHL	198	12.6
	No response	234	14.9
	Total	1566	100.0
Staff promotions are effected as at when due by the government.	VLL	567	36.2
	LL	576	36.8
	HL	243	15.5
	VHL	162	10.3
	No response	18	1.1
	Total	1566	100.0

Key: Very High Level (VHL), High Level (HL), Low Level(LL) and Very Low Level (VLL)

Source: The Field survey, 2019

The information in Table 3 shows that 90% agreed that most teachers in the school have requisite qualifications for their job to a very high level. It also reveals that 63% agreed that there have been various in-service training programmes for the teachers to enhance their service delivery to a very high level while 49% agreed that adequate numbers of teachers on various subjects are in the schools to a very high level. The study equally shows that 26% of the respondents agreed that staff promotions are effected as at when due by the government to a very high level while 2% of the respondent agreed that teachers' welfare is being taken care of, which motivate them for high level of commitment to duty. On the aggregate, the percentage of those who agreed to the statements on the level of human resources management is 46% which is below average. This implies that the level of human resources management in public secondary schools is low. This is not encouraging hence; there is ineffectiveness in human resources management among school governing board members in Oyo State.

Table 4: Level of Financial Resource Management

Financial Resources Management		Frequency	Percent
There are financial availability to cater for leave allowances of staff as at when due by the government	VLL	306	19.5
	LL	468	29.9
	HL	558	35.6
	VHL	153	9.8
	No response	81	5.2
	Total	1566	100.0
There are financial availability to cater for the provision of needed educational resources by the government	VLL	189	12.1
	LL	243	15.5
	HL	666	42.5
	VHL	369	23.6
	No response	99	6.3
	Total	1566	100.0
There are financial resources available for the provision of teaching-learning resources to schools by the government	VLL	378	24.1
	LL	585	37.4
	HL	459	29.3
	VHL	126	8.0
	No response	18	1.1
	Total	1566	100.0
There are financial resources to maintain school infrastructure by the government	VLL	387	24.7
	LL	387	24.7
	HL	567	36.2
	VHL	198	12.6
	No response	27	1.7
	Total	1566	100.0

Key: Very High Level (VHL), High Level (HL), Low Level (LL) and Very Low Level (VLL)

Source: *The Field survey, 2019*

The result in Table 4 shows that 66% of the respondents agreed to a high level that financial resources are made available to provide needed educational resources by the government and 45% of the respondents agreed to a high level that financial resources are made available to cater for leave allowances of staff as at when due by the government. The result also indicates that 49% agreed that there are financial resources to maintain school infrastructure

by the government to high level while 37% to a high level agreed that financial resources are available for the provision of teaching-learning resources to schools by the government. On the aggregate, the percentage of those who agreed to the statements on the level of financial resources management is 49% which is slightly below average. This implies that financial resources management in public secondary schools in Oyo State is low. Hence, there is ineffectiveness in financial resource management among school governing board members.

Table 5: Level of Material Resource Management

Material Resources management		Frequency	Percent
Teachers make regular improvisation of teaching – aids for an effective teaching to take place	VLL	189	12.1
	LL	405	25.9
	HL	774	49.4
	VHL	153	9.8
	No response	45	2.9
	Total	1566	100.0
There are enough infrastructures in the schools such as classrooms for effective teaching– learning process	VLL	468	29.9
	LL	513	32.8
	HL	396	25.3
	VHL	171	10.9
	No response	18	1.1
	Total	1566	100.0
There is proper maintenance of the available teaching–learning resources in the school	VLL	225	14.4
	LL	459	29.3
	HL	594	37.9
	VHL	261	16.7
	No response	27	1.7
	Total	1566	100.0

Key: Very High Level (VHL), High Level (HL), Low Level (LL) and Very Low Level (VLL)

Source: The Field survey, 2019

The result in Table 5 shows that 59% confirmed that teachers make regular improvisation of teaching aids for an effective teaching to take place while 54% stated that there is proper maintenance of the available of teaching–learning resources in the school. In addition, 36% stated that there are enough infrastructures in the schools such as classrooms for effective teaching–learning process. On the aggregate, the percentage rate of those agreed to the statements on material resources management in schools is 50% which is slightly good. This implies that material resource management in Oyo State by the school governing board is not yet encouraging and low relatively. Based on the findings therefore, effective management (human, financial and material resources) was found to be low. Hence, an ineffective management of public secondary schools among school governing boards in Oyo State, Nigeria and the inability to achieve the goals and objectives of the school system as stated by Agih (2015). This could be one of the major reasons for the low students' academic performance in public secondary schools in the state as affirmed by the works of Coulson (2009); Afolabi (2015) and Badau (2015). This substantiated the findings of Okendu (2012) and Usman (2016) that proper management of the school system by the governing boards and heads of schools is important to enhance the attainment of educational goals and objectives and also in the SDGs.

Research Question 2: to what level are infrastructural facilities provided by school governing boards in the public secondary school in Oyo State, Nigeria?

Table 6: Level of Infrastructural Facilities

Infrastructural Facilities Provision		Frequency	Percent
Immediate repair of damaged school facilities are done toward ensuring effective management of schools	VLE	99	6.3
	LE	54	3.4
	HE	576	36.8
	VHE	756	48.3
	No response	81	5.2
	Total	1566	100.0
Modern trends are considered in procuring desks and other equipment towards the comfort of the students and teachers to enhance their performance	VLE	18	1.1
	LE	90	5.7
	HE	693	44.3
	VHE	684	43.7
	No response	81	5.2
	Total	1566	100.0
An internal committee are put in place that give prompt attention to an emergency infrastructural issue for smooth running of the school	VLE	72	4.6
	LE	72	4.6
	HE	783	50.0
	VHE	558	35.6
	No response	81	5.2
	Total	1566	100.0
Fencing of the school compound is given high priority for the security of the staff, students and facilities	VLE	27	1.7
	LE	117	7.5
	HE	414	26.4
	VHE	918	58.6
	No response	90	5.7
	Total	1566	100.0
School Governing Board members are raising funds apart from the government grants for the management of the school infrastructure	VLE	45	2.9
	LE	135	8.6
	HE	558	35.6
	VHE	738	47.2
	No response	90	5.7
	Total	1566	100.0

Key: Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE)

Source: The Field survey, 2019

The result in Table 6 reveals that 88% confirmed that modern trends are considered in procuring desks and other equipment towards the comfort of the students and teachers to enhance their performance to very high extent. Also, 86% of the respondents submitted that internal committee are put in place that give prompt attention to an emergency infrastructural issue for smooth running of the school to very high extent. The result also shows that 85% of the respondents were of the opinion that immediate repair of damaged school facilities are done toward ensuring effective management of schools to very high extent. Additionally, 85% of the respondents confirmed that fencing of the school compound is given high priority for the security of the staff, students and facilities. Moreover, the result shows that 83% of the respondents stated that school governing board members are raising fund apart from the government grants for the management of the school infrastructure to very high extent. From

the responses so far by the respondents, the aggregate responses showed to be 85% which indicates that the level at which infrastructural facilities are provided by the school governing board in Oyo State is high which could invariably lead to achieving effective management of public secondary schools in Oyo State, Nigeria.

The result is in line with findings of Adedeji (1998); Okendu (2012); Ikghusi and Iheanacho (2016); Usman (2016) and Nwakpa (2017) that inadequate provision of infrastructure is a major factor that could influence management effectiveness of managers. The findings of this study also concurs with the works of Audas et al (2002) and Operational guidelines for SGBs (2016) who stated that effective provision of infrastructure is a major foundation for management effectiveness among school governing boards. Similarly, this concurs with the work of Asiabaka (2008) that proper provision and maintenance of infrastructural facilities is a sine-qua-non towards accomplishing educational goals and objectives in a school system. However, the findings of this study show a contrast from the works of Moja (2010) and Asaju (2012) that infrastructural provision in Nigeria public schools is a major challenge and is in a pathetic situation. This again supports the work of Ramli and Zain (2018) that poor infrastructural provision could pose negative significant impact on management effectiveness and could further jeopardize the learning and learning outcomes of the students in the school.

Hypothesis 1: There is no significant difference in infrastructural provision between school governing boards of rural and urban Public secondary schools in Oyo State, Nigeria

Table 7: Independent t-test Comparison of Infrastructural Provision

	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)	Remark
Urban	625	29.9936	5.64153	-2.323	1116	.020	Sig.
Rural	493	30.7262	4.66827				

Source: The Field survey, 2019

The result in Table 7 shows that there is a significant difference in infrastructural provision between school governing boards in rural and urban public secondary schools in Oyo State, Nigeria ($p < 0.05$). The result in Table 7 further revealed that infrastructural provision is higher among schools in rural areas (Mean = 30.7262) public secondary schools in Oyo State, Nigeria than those in the urban region (Mean = 29.9936). This implies that the location of schools where school governing boards' members manage has significant difference in infrastructural provision between school governing boards in rural and urban public secondary schools in Oyo State, Nigeria. The finding of this study agrees with the result of Umar (2017) who found that there is significant difference in the facilities available for teaching and learning biology in urban and rural schools. The researcher added that there is a significant difference in the performance of students in West African Examination Council biology examination in urban and rural schools.

Conclusion and Recommendations

In conclusion, the study revealed that there was an ineffective management with respect to the human, financial and material resources among school governing board members in public secondary schools in Oyo State, Nigeria. Infrastructural provision was high and could relatively have significant influence on the effective management of school governing boards in public secondary schools in Oyo State, Nigeria. To this end, the study recommends that adequate human, financial and material resources should be provided and well managed in public secondary school system by the school governing boards in Oyo State, Nigeria that

could transcend to the achievement of the education or schools goals and objectives in the long run. The tempo of infrastructural facilities provision by school governing boards that could help to foster the attainment of education or schools goals and objectives in the public secondary school system should be increased in Oyo State, Nigeria.

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