

# Influence of School Plant Maintenance on the Administration of Colleges of Education in the North Central Nigeria

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**Abstract:-** The study investigated Influence of School Plant Maintenance on the Administration of Colleges of Education in the North Central Nigeria. Six research questions and six hypotheses guided the study. The study employed survey design. The sample for the study was 309 administrative, academic and non-academic staff in thirteen Colleges of Education in North Central Nigeria. Multistage sampling technique was used to the select sample. A self-structured questionnaire with reliability coefficient of 0.88 was used for data collection. The data collected were analysed using Descriptive statistics of Mean score and standard deviation to answer the six research questions while inferential statistic of ANOVA was used to test the six null hypotheses at 0.05 level of significance. The results of the study revealed that preventive, routine, emergency, structural, predictive and corrective maintenance strategies have influence on administration of Colleges of Education in North Central Nigeria. Based on the findings of the study, it was recommended among others that school administrators should employ the various maintenance strategies for effective school administration, so as to achieve educational goals.

## Keywords

The following definitions are given to the keywords used for this research work:

**School plant-**This refers to sites, buildings and physical equipment in an institution meant for effective teaching and learning.

**Plant Maintenance-**It is a process that ensures buildings and other technical systems are put in proper shape and made operational for teaching and learning in schools.

**Influence-**This is the capacity to have an effect on something or behavior.

**Administration-**This is the process whereby the school administrator coordinates the activities and efforts of students, staff both teaching and non-teaching towards the achievement of teaching and learning goals in Colleges of Education.

**Maintenance strategies-**This is defined as rules for the sequence of planned maintenance work. The strategy contains general scheduling information, maintenance task and maintenance plans. These are preventive, routine, emergency, structural, predictive and corrective maintenance strategies.

**North Central Nigeria-** Consists of six states namely; Benue, Kogi, Kwara, Nassarawa, Niger, Plateau and Federal Capital Territory. These states occupy the central part of the country.

## I. INTRODUCTION

It is often believed that man is a product of his environment. This saying has a powerful relationship with learning in a school environment. A child's life is shaped or modified by the school environment he finds himself, it is what he finds within the school surroundings that he interacts with as his learning experiences. These could be the school location, the buildings, libraries, laboratories, classrooms, flowerbeds, and any physical object found in the teaching and learning environment. The aforementioned are regarded as school plant in administration. The importance of school plant to administration of schools cannot be overemphasized. Odeh (2014) defines school plant as the site of the school, the buildings and the provision of the physical equipment. School plant is made up of the indispensable structures required by any viable educational institution to function effectively and achieve the objectives for which it is established (Alimi, Ehinola & Alabi, 2012).

School administration on the other hand involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment evaluation and examinations, resource allocation, costing and forward planning, staff appraisal relationship with the community, use of the practical skills necessary for survival of the policies of organization such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on (Okereke, 2008). All these tasks can be reduced to the following as planning, organising, directing, supervising, and evaluating the school system.

Every activity has a procedure for carrying it out. In school administration, there are administrative strategies that enable school administrators to carry out their school plant maintenance role. The responsibility of school plant maintenance in the school lies largely on the school administration. Okeke (2014) supports this by stressing that school administration ensures the provision and maintenance of school plant with a view to bringing about the desired change in the children's behavior. This is because the desired teaching and learning of any school will only result from appropriate provision and utilization of the school's educational resources. In school administration, there are

administrative strategies that enable school administrators to carry out their school plant maintenance role. Ekundayo (2010) opines that school administration must be fully concerned about the physical environment and the school plant around the school. Ihuoma (2008) states that, an aspect of school administration that is generally overlooked is school plant maintenance. Ihuoma said when new buildings are constructed and taken over by the appropriate authorities, practically no attention is paid to maintenance of such buildings. Ogie (2015) asserts that one major responsibility of the school administrators is to ensure efficient and effective management of the resources/ facilities of the school entrusted in their care. Yet, educational sector continues to record challenges in terms of management of available school plants. This, according to Asiyai (2012) is as a result of school facilities not been maintained by school administrators. He stressed further that the administrators appears to spend much time on instructional planning, curriculum development, personnel development and community relations claiming that the management and maintenance of school facilities is the sole preserves of the government. Nwokike (2012) opined that the conditions under which students learn in many schools are unhealthy and deplorable; most of our schools have very old and dilapidated buildings, and deplorable environments.

Colleges of Education are among institutions of learning formally designated to provide teacher education. In Nigeria, teacher education is given a major emphasis in all educational planning because of its importance. Colleges of Education will only carry out effective teacher education upon successful implementation of relevant programmes. School plant facilities ought to be available as they play major roles in the implementation process. Availability of these facilities refers to provision made in this regard to the colleges for effective teaching learning and administration. Provision of school plant facilities is among the very first preparation necessary for opening a new school.

The National Commission for Colleges of Education (NCCE) among several other responsibilities usually carry out a resource visit to any new College of Education whether public or private to ascertain the extent of availability of facilities for its programmes. Consequently, proprietors of both public and private colleges of education ought to ensure that provisions are made for needed school plant facilities as availability of facilities such as lecture halls, classrooms, administrative blocks, students hostels, football fields, lawns, paths among others is a pre-requisite for approval of any college of Education in Nigeria. School plant facilities are to be adequately provided to create favourable environment for learning. National Commission for Colleges of Education (2002) set out criteria for determining adequacy of school plant facilities. For instance, a standard chemistry laboratory is meant to serve only 50 students at a time and would be considered inadequate when utilized by more than that number of students. Notably, availability of school plant facilities in the Colleges of Education does not guarantee their

effective utilization unless their maintenance is a priority of the provost and his management team. The National Commission for Colleges of Education (NCCE), also places a priority on provision of fund for plant maintenance while approving any new College of Education whether public or private.

According to Enya (2008) school plant ought to be kept in good conditions through regular and periodic maintenance. There is then the need to investigate how the school plant is maintained in Nigeria Colleges of Education especially in the North Central zone. The administration of colleges of education is the responsibility of the provost and his management team, it is their duty to ensure that teaching, learning and administration go on as effective as possible in the college. But in the past few years there have been myriads of administrative problems confronting colleges of education in Nigeria. The colleges have not only witnessed decayed school plant, poor funding, poor quality products, low morale of teachers, incessant crisis, inadequate research but also poor maintenance and the researcher is thinking that the poor maintenance maybe as a result of non- application of maintenance strategies by the school administration.

It is against this background, that this study was set to investigate the influence of school plant maintenance on the administration of colleges of Education in North Central Nigeria. The study considered the influence of preventive, routine, emergency, structural, predictive and corrective maintenances on the administration of colleges of education in North Central Nigeria.

#### *Purpose of the Study*

The main purpose of the study is to investigate the influence of school plant maintenance on the administration of Colleges of Education in North Central Nigeria. Specifically, the study sought to:

1. Ascertain the influence of preventive maintenance on the administration of Colleges of Education.
2. Determine the influence of routine maintenance on the administration of Colleges of Education.
3. Determine the influence of emergency maintenance on the administration of Colleges of Education.

#### *Research Question*

The following research questions are posed to guide the study;

1. What is the influence of preventive maintenance on the administration of Colleges of Education in North Central Nigeria?
2. What is the influence of routine maintenance on the administration of Colleges of Education in North Central Nigeria?
3. What is the influence of emergency maintenance on the administration of Colleges of Education in North Central Nigeria?

*Statement of Hypotheses*

The following null hypotheses were formulated to guide the study and tested at 0.05 level of significance.

1. There is no significant difference in the mean responses of administrative, academic and non-academic staff on the influence of preventive maintenance on the administration of Colleges of Education in North Central Nigeria.
2. There is no significant difference in the mean responses of administrative, academic and non-academic staff on the influence of routine maintenance on the administration of Colleges of Education in North Central Nigeria.
3. There is no significant difference in the mean responses of administrative, academic and non-academic staff on the influence of emergency maintenance on the administration of Colleges of Education in North Central Nigeria.

*Scope of the Study*

This study focuses on the investigation of the influence of school plant maintenance on the Administration of Public Colleges of Education in North Central Nigeria. The variables in this study include the following school plant maintenance strategies; preventive maintenance, routine maintenance, emergency maintenance, structural maintenance, predictive maintenance and corrective maintenance. These variables are chosen for the research because of the positive influence they may have on school plant maintenance if effectively employed by the school administration.

## II. RESEARCH DESIGN

The study adopted survey design. The researcher chose a survey research design because it is one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. According to Yabo (2007) a survey design is concerned with finding, describing and interpreting an existing phenomenon, condition or relationship between or among people or items considered to be representative of the entire population. In other words, only a part of the population is studied, and findings from this are expected to be generalized to the entire population.

The researcher through the survey design documented the responses from the subjects as a way of measuring how often or how little the administrators with their management team engaged in school plant maintenance in Colleges of Education in North Central Nigeria.

*Area of Study*

The area of study for the research work is the North Central Zone of Nigeria. The zone comprises six states; Benue, Nassarawa, Kogi, Kwara, Niger, Plateau and Federal Capital Territory Abuja. This zone is situated geographically in the middle belt region of the country, spanning from Kwara

State in the west and passing through River Niger and River Benue to the east having boundary with Cameroun and Cross River State. Geographically, North Central zone share boundaries with Bauchi and Taraba States in the North East, Kaduna, Zamfara and Kebbi States in the North West, while Ebonyi, Enugu, Anambra and Edo States in the South with Oyo, Ekiti and Osun States in the South West. The North Central Zone has a total of 118 Local Government Areas and comprises many ethnic groups like Tiv, Idoma, Etulo, Birom, Hausa, Fulani, Gwari, Igala, Nupe, Biron, Eggon, Bassa and other tribes. They are predominantly farmers, calabash carvers, and cattle rearers while those living along the riverine area are mainly fishermen. The zone itself is rich in natural land features and boasts of Nigeria's most exciting scenery.

The area of the study is North Central Zone. There are thirteen public Colleges of Education in North Central Nigeria. These include: FCE, Okene, FCE Pankshin, FCT College of Education, Zuba, FCE Kontagora, COE Kastina-Ala, COE Oju, COE Oro, COE Technical Lafiagi, COE Akwanga, COE Ankpa, COE Minna, COE Gindiri and COE Ilorin. Public colleges of education are chosen because of the researchers' observation that they have the most poorly maintained school plants compared to private Colleges of Education whose proprietors and proprietresses do everything possible to maintain the schools so as to attract parents and the general public for admission of their wards. The choice of public colleges of education was because of the concern raised by parents, students, staff and stakeholders on the poor state of school plants in the Colleges of Education in North Central which is seemingly due to lack of maintenance by the administration of these colleges.

## III. SAMPLE AND SAMPLING TECHNIQUE

The sample size for this study was 309 respondents drawn from a population of 1,379 personnel from the thirteen Colleges of Education in North Central Nigeria using multistage sampling technique. This sampling technique involves a combination of purposive sampling, proportionate stratified sampling and simple random sampling.

Firstly, the population was divided into administrative, academic and non-academic staff giving 65 administrative staff, 1,014 academic staff and 300 non-academic staff. (See Appendix E on page 152). The second stage was to determine the sample size using Taro Yamane's formula to get 309 subjects. (See Appendix E on page 152). The third stage used purposive sampling to select all the 65 administrative staff since they were fewer in number. The remaining 188 academic and 56 non-academic staff were selected from 1,014 and 300 academic and non-academic staff respectively using proportionate stratified sampling calculation. All the individual results from each group (stratum) added up to give the sample size of  $65+188+56=309$

## IV. RESEARCH QUESTIONS

The data for each research question were interpreted using mean and standard deviation. Any item whose mean rating is equal to or above 2.50 is considered as having influence but below 2.50, is considered as not having influence.

## 4.1.1 Research Question One

What is the influence of preventive maintenance on the administration of Colleges of Education in North Central Nigeria?

Data to this research question was presented in Table 1.

Table 1: Mean and standard deviation of responses on the Influence of preventive maintenance on the administration of Colleges of Education in North Central Nigeria

S/N	Item Description	N	SA	A	D	SD	Mean	Std. Deviation	Decision
1	Properly maintained lecture halls create a conducive environment for teaching and learning environment	309	122	107	19	61	2.94	1.12	Agreed
2	Well maintained blackboards facilitate effective teaching and learning	309	192	89	0	28	3.44	0.89	Agreed
3	Proper maintenance of auditorium accommodates a large group of people	309	134	113	39	23	3.16	0.91	Agreed
4	Properly maintained workshops facilitate practical activities to be carried out	309	35	195	79	0	2.86	0.59	Agreed
5	Well maintained library facilitate effective use by students and staff	309	244	51	4	10	3.71	0.65	Agreed
6	Well maintained laboratories are used for practical demonstrations in the various fields of learning	309	81	182	13	33	3.01	0.86	Agreed
7	Properly maintained gymnasium is used for sporting activities by all the staff	309	86	182	13	33	2.79	0.97	Agreed
8	Pest control measures are in place to forestall dilapidation caused by rodents and other things	309	239	53	11	6	3.69	0.63	Agreed
<b>Cluster mean</b>							<b>3.20</b>	<b>0.35</b>	

Table 1, items 1-8 stated on the influence of preventive maintenance on the administration of Colleges of Education in North Central Nigeria were analyzed to give their mean scores as 2.94, 3.44, 3.16, 2.86, 3.71, 3.01, 2.79 and 3.69. All the items had their mean ratings above 2.50 and a cluster mean of 3.20 with a standard deviation of 0.35. This indicates that preventive maintenance has influence on the administration of Colleges of Education in North Central Nigeria.

## 4.1.2 Research Question Two

What is the influence of routine maintenance on the administration of Colleges of Education in North Central Nigeria?

Data to this research question was presented in Table 2

Table 2: Mean and standard deviation of responses on the Influence of routine maintenance on the administration of Colleges of Education in North Central Nigeria

S/N		N	SA	A	D	SD	Mean	Std. Deviation	Decision
9	Administrative buildings are swept and dust removed on a daily basis to create a conducive working environment for administrative staff of the college	309	241	13	11	3	3.59	0.79	Agreed
10	Corridors and floors are swept every time to maintain cleanliness of the school plant	309	246	63	0	0	3.79	0.40	Agreed
11	Flower beds and recreational centres are maintained timely to make the school plant aesthetic to users	309	172	137	0	0	3.56	0.49	Agreed
12	Apparatus for science practical lesson are well maintained for precision in measurements	309	120	109	19	61	2.93	1.11	Agreed
13	Toilets are washed and scrubbed daily to guarantee a hygienic place for users to seek convenience when the need arises	309	186	95	0	28	3.42	0.89	Agreed
14	Laboratory equipment are well maintained for effective practical activities	309	132	113	41	23	3.15	0.92	Agreed
15	Student hostels are swept and mopped daily to give a befitting accommodation to students	309	35	195	79	0	2.86	0.59	Agreed
16	Departmental/college offices are well maintained to create a conducive office environment for staff	309	238	57	4	10	3.69	0.66	Agreed
<b>Cluster Mean</b>							<b>3.37</b>	<b>0.34</b>	

Table 2, items 9-16 stated on the influence of routine maintenance on the administration of Colleges of Education in North Central Nigeria were analyzed to give their mean scores as 3.59, 3.79, 3.56, 2.93, 3.42, 3.15, 2.86 and 3.69. All the items had their mean ratings above 2.50 and a cluster mean of 3.37 with a standard deviation of 0.34. This indicates that routine maintenance has influence on the administration of Colleges of Education in North Central Nigeria.

4.1.3 Research Question Three

What is the influence of emergency maintenance on the administration of Colleges of Education in North Central Nigeria?

Data to this research question is presented in table 3.

Table 3: Mean and standard deviation of responses on Influence of emergency maintenance on the administration of Colleges of Education in North Central Nigeria

S/N		N	SA	A	D	SD	Mean	Std. Deviation	Decision
17	Damaged roofs are repaired urgently to prevent eventual total breakdown	309	81	182	13	33	3.01	0.86	Agreed
18	Broken down fences are rebuilt immediately to prevent vandalism by invaders	309	85	108	82	34	2.79	0.97	Agreed
19	Broken vehicles are repaired urgently to ease movement of personnel in the college	309	232	58	13	6	3.67	0.65	Agreed
20	Damaged windows are fixed immediately to prevent theft of equipment and other items in the school plant	309	234	15	57	3	3.55	0.82	Agreed
21	Broken Chairs / tables are repaired urgently to continue to serve the purpose they are meant to serve	309	238	67	4	0	3.76	0.46	Agreed
22	Spoilt lighting points are repaired immediately to ensure enough light is supplied in the college	309	167	140	2	0	3.53	0.51	Agreed
23	Leaking roofs and cracked walls are fixed immediately to forestall further damage of the buildings	309	119	109	20	61	2.93	1.11	Agreed
24	Worn out electrical fittings are fixed urgently to prevent electric shock and further damage of electronic gadgets	309	181	95	3	30	3.38	0.92	Agreed
<b>Cluster mean</b>							<b>3.33</b>	<b>0.28</b>	

Table 3, items 17-24 stated on the influence of emergency maintenance on the administration of Colleges of Education in North Central Nigeria were analyzed to give their mean scores as 3.01, 2.79, 3.67, 3.55, 3.76, 3.53, 2.93 and 3.38. All the items had their mean ratings above 2.50 and a cluster mean of 3.32 with a standard deviation of 0.29. This indicates that emergency maintenance has influence on the administration of Colleges of Education in North Central Nigeria.

Table 7: ANOVA of differences of the mean responses of administrative, academic and non-academic staff on the influence of preventive maintenance on the administration of Colleges of Education in North central Nigeria

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.535	2	.267	2.151	.118
Within Groups	38.018	306	.124		
Total	38.553	308			

4.2 Research Hypotheses Testing

Hypotheses were tested using analysis of variance. The decision rule applied was that any hypothesis which p-value was greater than or equal to the significance value of 0.05 was rejected but any one whose p-value was less than the significant value of 0.05 was accepted.

Table 7, the result showed that F= 2.151, within a p = 0.118. Since p is greater than the level of significance ( $\alpha = 0.05$ ) the test is not significant. Hence we do not reject the null hypothesis which states that there is no significant difference in the mean responses of administrative, academic and non-academic staff on the influence of preventive maintenance on the administration of Colleges of Education in North central Nigeria. This shows that both administrative, academic and non-academic staff do not differ in their response on the influence of preventive maintenance on the administration of Colleges of Education in North Central Nigeria.

4.2.1 Hypothesis One

There is no significant difference in the mean responses of administrative, academic and non-academic staff on the influence of preventive maintenance on the administration of Colleges of Education in North central Nigeria.

4.2.2 Hypothesis Two

There is no significant difference in the mean responses of administrative, academic and non-academic staff

on the influence of routine maintenance on the administration of Colleges of Education in North central Nigeria

**Table 8: ANOVA of differences of the mean responses of administrative, academic and non-academic staff on the influence of routine maintenance on the administration of Colleges of Education in North central Nigeria**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.462	2	.231	2.021	.134
Within Groups	35.006	306	.114		
Total	35.469	308			

Table 8, the result showed that  $F = 2.021$ , within a  $p = 0.134$ . Since  $p$  is greater than the level of significance ( $\alpha = 0.05$ ) the test is not significant. Hence we do not reject the null hypothesis which states that there is no significant difference in the mean responses of administrative, academic and non-academic staff on the influence of preventive maintenance on the administration of Colleges of Education in North central Nigeria. This shows that both administrative, academic and non-academic staff do not differ in their response on the influence of routine maintenance on the administration of Colleges of Education in North Central Nigeria.

#### 4.2.3 Hypothesis Three

There is no significant difference in the mean responses of administrative, academic and non-academic staff on the influence of emergency maintenance on the administration of Colleges of Education in North central Nigeria.

**Table 9: ANOVA of differences of the mean responses of administrative, academic and non-academic staff on the influence of emergency maintenance on the administration of Colleges of Education in North central Nigeria**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.062	2	.031	.379	.685
Within Groups	24.891	306	.081		
Total	24.952	308			

Table 9, the result showed that  $F = 0.379$  within a  $p = 0.685$ . Since  $p$  is greater than the level of significance ( $\alpha = 0.05$ ) the test is not significant. Hence we do not reject the null hypothesis which states that there is no significant difference in the mean responses of administrative, academic and non-academic staff on the influence of emergency maintenance on the administration of Colleges of Education in North central Nigeria. This shows that both administrative, academic and non-academic staff do not differ in their response on the influence of emergency maintenance on the administration of Colleges of Education in North Central Nigeria.

## V. DISCUSSION OF FINDINGS

The first finding of the study revealed that preventive maintenance has influence on the administration Of Colleges of Education in North Central Nigeria. The finding is also supported by Okafor's study in 2003 on the evaluation of school plant in terms of adequacy, usage and maintenance. He emphasized the need for adequate supply of school plant facilities and maintenance of these facilities. This maintenance can be carried out by regular inspection of the buildings and immediate repair of minor damages and deterioration.

The second finding of the study revealed that routine maintenance has influence on the administration of Colleges of Education in North Central Nigeria. This is also in line with Isaac and Musibau (2010) who reported that poorly maintained buildings, untidy walls, leaking roofs, overgrown weeds may suggest that education within the buildings follow the same pattern of the poorly maintained school plant. This is also in line with Carter and Carter (2001) who emphasized that routine maintenance strategy allows for the continued use of space for its intended purpose and serves as an additional manifestation of ownership and caring.

The third finding of the study revealed that emergency maintenance has influence on the administration of Colleges of Education in North Central Nigeria. This agrees with Ihuoma (2008) who maintained that emergency maintenance may take place due to unforeseen occurrences which may be as a result of lack of maintenance culture. Udosen (2015) in his study on assessment of the provision and maintenance of school plant lends support to this finding by stressing the need to urgently upgrade school plants to meet up with modern demands of schools which can be done by regular school inspection and good maintenance of school plant. This has to be done because breakdown of school plant facilities and equipment appear to be very common in colleges where maintenance culture is not well established.

## VI. CONCLUSION

Based on study findings, it is concluded that school plant maintenance has influence on the administration of Colleges of Education in North Central Nigeria. Hence, the indices of plant maintenance such as preventive, routine, emergency, structural, predictive and corrective maintenances have positive influence on the administration of Colleges of Education in the study area.

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