

CONTEMPORARY ISSUES TO EFFECTIVE ADMINISTRATION OF PUBLIC SENIOR SECONDARY SCHOOLS IN SOUTH-SOUTH REGION, RIVERS AND BAYELSA STATE

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ABSTRACT

The study investigated contemporary inhibiting factors to effective administration of public senior secondary school in South-south region Rivers and Bayelsa State. Four research questions and hypotheses guided the study. The population of this study comprised all the 13193 teachers and principals in the 435 public senior secondary schools in Rivers and Bayelsa State. The sample size of the study was 1406 (130 principals and 1276 teachers) respondents. Non proportionate sampling technique was used to arrive at the sample. A self-designed instrument titled "Contemporary Inhibiting Factor to Effective Administration of Public Senior Secondary Schools in Rivers and Bayelsa State Questionnaire (CIEAPSSS)" was used for data collection. Face and content validities were ensured by experts. The Cronbach alpha was used to get the reliability coefficient of CIEAPSSS to be 0.88 while the subscales of Lack of ICT, Low staff Morale, Inadequate Facilities and Inadequate Funding were 0.81, 0.71 and 0.76 respectively. Mean and standard deviation were used to answer the research questions while z-test was used to test the null hypotheses at 0.05 level of significance. It was found that principals and teachers agreed to a high extent that lack of ICT, low staff morale, inadequate facilities, and inadequate funding influence effective administration of public senior secondary schools in Rivers and Bayelsa State. It was recommended that The Ministry of Education, State and Local government should provide basic ICT facilities such as computer, printer, flash, modem among others can enhance effective administration. The Ministry of Education should use reward systems such as recognition and delegation for professional development in order to enhance the morals of staff of secondary schools in Rivers State.

Keywords: *Contemporary issues, School Administration, Public Senior Secondary School, Rivers and Bayelsa State.*

INTRODUCTION

Educational administration is a discipline within the study of education that examines the administrative theory and practice of education in general and educational institutions and educators in particular. Effective school administration therefore implies the application of administrative theory and practice on education as it relates to the school, teachers and students.

The school administration is therefore narrowed to personnel administration, personnel management also known as human resources management is the life wire of any organization. Therefore it is the effective mobilization of people in the organization to achieve the desired goals in the constituted organizations. Effective school administration has become the only way to stay innovative and a viable means to provide qualitative and functional education, specifically for the less developed countries like Nigeria (LDC), the prime purpose of the school is for effective teaching and learning so that individual can become a better citizen and contribute meaningfully to the growth and development of the state. There is no doubt whatsoever that a lot of factors have hindered this laudable objectives from the original purpose it was established for.

The concept of a school as a social system is central to our proper understanding of the nature and dynamism of school administration the relationship between the various component is central to the several of the whole organizations. The administrator issue that is central to the school as a social system is the issue of equipping the school with modern facilities that can promote teaching and learning; and how teachers can be at right frame of mind to implement the curriculum. These facts came to the fore, when Agabi (2004) affirmed that "The basic administrative challenges in the school system are to ensure a proper functioning of various component parts to ensure that school goals are met. He further stressed that "a poor response to action or inactions of teachers, students, and so on can jeopardize the proper functioning of the school. The basis essence of school management is to co-ordinate the use of both human and material resources in implementation of the overall school task to achieve the overall school objectives.

Practically, school administration is essential for healthy functioning of the school system. The school provides the society very vital opportunities to prepare its youths for eventual management of its economy in every sphere of the nation's life. The school transmits the acceptable value and norms of society to learners. However, Abraham (2003) affirmed that "the school is a complex organization that has goals, it set out to achieve. Also the products of the school are human being.

Most importantly, there is a paradigm shift in knowledge globally, and Nigeria educational system must change with the rest of the world since the school administration become very necessary for school survival. It is consequences upon this, that effective school administration becomes critical issues worthy of consideration. The success or failure of school rest upon a number of factors, and school administration is one. Surpass to say that human resources and all facilities is critical elements in safe guarding the administration of the school system. A great numerable of problems that plague our school system today are traceable to poor application administrative challenges. Our educational administrators as a matter of fact are ill-equipped for the job. In this technology of advancement age most school administrators and teachers are yet to boot a computer.

Apparently, in every organization there is need to galvanize the actions of human resources (personal) to achieve the pre-determined goals well motivated workforce put in their best for the survival of the organization. To achieve some meaningful goals effective school administrative is imperative.

Secondary school in Nigeria is being headed with a leader (principal) who manages and oversees all activities within the school. Managerial constraints is refers to school administrators (principal) inability to perform his administrative functions effectively. For instance most school principal cannot make clear the school objective for which the school was primary set up to accomplished.

Practically, it has been rightly observed that the relationship that co-exist between the school administrator and his subordinates can result in increase and decrease in their job performance. Most principal do not have good atmosphere relationship with its staff due to selfish interest they intend to achieve. It is pertinent to note that for school to achieve its goals, it requires the collective efforts of an individual, to enable smooth functioning of school. But now days principal does the work of vice principals, teachers and so on. Collections of charges and procurement of instructional facilities is been handled by the principal.

Research studies has proven that teachers and other staff not involvement in decision making process in school by the school administrator limits the school chance of accomplishing quality education delivery. One noticeable of aspect of this act by the principal on the side of teachers and others staff is that, it will reflect in teachers low commitment in discharging their duties effectively. Hoy and Miskel (2008) asserts that involvement of teachers and others staff in decision making in school will make them create more ideas for the organizational wellbeing.

Statement of the Problem

It is quite glaring that effective school administration is essential for a healthy school functioning. It appears that, there are a lot of factors inhibiting the system from achieving its goals. These problems ranges from low staff morale, which has resulted in teachers low commitment to duty, lack of ICT's which has hindered teachers and learners in exposing them to the world of work, student's indiscipline, which has resulted to breakdown of law and orders in school, and inadequate funding which has limit in procurement of modern facilities that would facilitate teaching and learning. It is in the light of the above that this research was carried out to find out whether these variables listed are actually contemporary inhibiting factors to effective school administration in public senior secondary school in South-south region Rivers State and Bayelsa State.

Aims and Objectives of the Study

The aim of this study is to find out the contemporary inhibiting factors to effective administration of public senior secondary school in south south region Rivers and Bayelsa State and offer result to it.

Specifically, the study sought out to attain the following objectives:

1. to determine the extent lack of ICTs influence the effective administration of public senior secondary school in Rivers and Bayelsa State.
2. to examine the extent to which low staff morale influence the effective administration of public senior secondary school schools in Rivers and Bayelsa State.
3. to find out how inadequate facilities influence the effective administration of public senior secondary school in Rivers and Bayelsa State.
4. to establish the extent inadequate funding influence the effective administration of public senior secondary school in Rivers and Bayelsa State.

Research Questions

The following research question was used to guide the study:

1. to what extent does lack of ICTs influence effective administration of public senior secondary school in Rivers and Bayelsa State?
2. to what extent does low staff morale influence the effective administration of public senior secondary school in Rivers and Bayelsa State?
3. to what extent does inadequate facilities influence the effective administration of public senior secondary school in Rivers and Bayelsa State?
4. to what extent does inadequate funding influence the effective administration of public senior secondary school in Rivers and Bayelsa State.

Hypotheses

- H₁: There is no significant difference between the mean scores of principals and teachers on the extent to which lack of ICT influence the effective management of public senior secondary school in Rivers State.
- H₂: There is no significant different between the mean scores of principals and teachers on the extent to which low staff moral influence the effective management of public senior secondary school in Rivers State.
- H₃: There is no significant difference between the mean scores of principals and teachers on the extent to which inadequate facilities influence the effective administration of public senior secondary school in Rivers and Bayelsa State.

Concept of School Administration

School administration is harnessing of all the resources for implementation of education objective. It involves condition of individual's efforts to achieve educational objective. Conceptualizing school administration Johnson (2013) saw school administration as the school main governing body, and it plays a major role in making decisions related to students, faculty and the school's overall status.

Administration according to Peretomode (2003) is the component of the management concerned with facility accomplishment of the objective of an organization like school through the systematic management of constraints and careful utilization of available limited resources like human, material, finance and so on. Okeke (2004) sees secondary school administration as involving the provision and maintenance of necessary manpower to those who teach children with a view to bring about the desired change in the children's behavior. The school administrative encounter numerous administrative problems which militate against operate running of their schools. These include inadequate and low staff moral inadequate funding to maintain schools and paying teachers salary. Others include indiscipline behavior on the part of teachers and students, where the school administrator fails to arrest these situations, the smooth running of the school will be impede.

Administration involves the application of rules, procedures and policies already planned to accomplished the organizational goals. It is a concern with applying rules procedures and policies in a way that allows the achievement of defined objectives within an organizational setting. Administrative ensure that predetermined objectives of organization actualized. Administration has the duty to organize the people with which various tasks in the various unit will be performed. The available tools and equipment for executing planned of action rest with it. It has the duty of harmonizing human and material resources at the minimum cost inputs. Akpakwu (2008) view it as a process of using methods, principles and practices to establish, develop and execute goals, policies, plan and task oriented.

Administration is the means by which formal goals are achieved through cooperative human effort. It is the art and science of getting things done efficiently. (Nwankwo, 1987:7) considers administration as the careful and systematic arrangement and use of resources, situation, and opportunity for achievement of specific objectives of a given organization. Therefore the study will be reviewed under the following, lack of ICT, inadequate funding, lack of facilities and low staff morale.

Lack of Information and Communcation Tecnologies (ICTs)

Education as a field of study has been affected by the ICTs. Most teachers cannot operate and manipulate computers. Modern day teaching and learning cannot be achievable without ICTs. ICT's have the capability to fast track, enhance and improve quality. ICT's helps to widen student mental ability and expose them to the world of work – ICT plays a key role to depend skills, to motivate and engage students, to help relate school experience to work practices create economic viability for tomorrows workers, as well as strengthening teaching and helping school change. In a changing world, basic education is important for an individual to be able to access and apply information. The economic commission for African has indicated that the ability to access and use information is no longer a luxury, but necessity development.

Ideally, the need for ICT in public senior secondary school cannot be overemphasized in this technology driven age. Every one requires ICT to survive and meet up to the latest trend. The ability to use computers effectively has become a serious concern, essential part of every one's education. Skills such as clerical work bookkeeping, administrative work, stock taking and so on constitute a set of computerized practices that form the core ICT skills package. Spreadsheets, word processors and database most public secondary schools lack computer literate teachers and experts that would support and manage the application of computing in teaching learning process.

Apparently, all over the globe it has been rightly observed that information and communication technologies (ICT) has influenced the daily lives of people of all walks of life in the daily lives of people all walks of life in this 21st century. Secondary education cannot be left out. Today, information and communication technology (ICT), which enables fast access to information from anywhere, has become an indispensable part of our lives.

According to Aktumen and Kucar (2003) asserts that, using a computer and internet connection in the classroom increases students' success. However, some other studies have proven that there are no positive effects of using technologies in the classroom can have a positive effect on the student's success levels academically.

Low Staff Morale

Outrightly, teachers has remained the centerpiece of every educational system. No educational system can ascend higher than the superiority of its teachers. The teacher has always been main stays of intellectual and cultural progress of any society, and the cornerstone of personal happiness of every students that is why the Federal Republic of Nigeria (2004), asserts that teachers education will continues to be given a major emphasis in all educational planning. The success of instructional programme depends on the teachers, this is so because the teacher is the key agent of curriculum implementation.

Practically, teachers who are not in the right frame of mind cannot execute their job as anticipated in the school structure. According to Uche (2009), stated that condition of service of teachers, efficiency, and morale are the basic relevant thing that can affect teacher rate and can only decides their level of their commitment. Also Olaintain (2006) stated that if human beings are properly managed by what they see as rewarding to their task. Teachers lack of support, irregular salary poor pay parcel, public view of their job have weaken the morale of teachers in performing their task when teachers are not given incentives their strength of task pledge can be downsized and the purpose of school becomes unrealistic. Fadipe (2003) suggested that teachers, apart from the students, are the most essential tools or machinery in transforming of an educational institution. He goes further to say that teacher to a large extent determine attainment of school productiveness.

Nevertheless, low staff morale can be harmful in the school system and can lead to how productivity discontent, lateness to school and absenteeism. Low staff moral in an organization causes a separation between employers, educational managers and the school. Continuous rising of low staff morale can eventually leads to breakdown in an organization. Well motivated teachers enjoy bringing new concept to the organization on how to increase organization workforce.

Inadequate Facilities

As the name implies, it includes all the building and equipment in the school that help to enhance teaching and learning. Administration of secondary school is worrisome as a result of infrastructural facilities. Large number of secondary schools suffers an immense deprivation of facilities that aid teaching and learning. This kind of situation has consistently posed enormous challenges to school heads.

According to Jaiyeoba and Atanda (2003) posited that educational facilities are those things which enables skilled teacher to accomplished a level of instructional effectiveness. The state of infrastructural decay in many secondary schools today is a clear indication of poor funding of the school system. Ahmed (2003) revealed that in most of the nation's secondary schools, teaching and learning takes place under a most uncondusive environment, lacking the basic materials, thus hindered the school from realizing the goals of education.

Inadequate Funding

Just as the name implies, inadequate funding is a major challenge confronting achievement of quality education. The achievement of every educational system rest upon the finance available. Finance plays notable key roles in management of school, whereas without it the entire diverse important components in the school system cannot be acquired such like physical resources, remuneration of wages, and allowances. Keller (2012) asserts that inadequate funds to maintain schools and pay teachers salaries are among the factor inhibiting the smooth administration of secondary schools. This ugly situation puts pressure on school administrator to deliver quality education as expected. There is no doubt whatsoever, that the inadequate funding of the secondary school system has hindered the achievement of some of the aim and objectives of this level of education as it is stated in the national policy education. Effort for school administration to take its normal role prove abortive due above stated challenges.

Methodology

The design for this study was descriptive survey, the population of the study comprised all the 13,193 teachers and principals in the 435 public senior secondary schools in Rivers and Bayelsa State. There are 247 principals and 8452 teachers in Rivers State, while Bayelsa state has 188 public senior secondary school with 188 principals and 4306 teachers (Source: Rivers State Post Primary School Board: Research Planning and Statistics Department 2018 and Ministry of Education Bayelsa State, 2018), a sample size of 1406 (130 principals and 1276 teachers) respondents. The non-proportionate stratified random sampling technique was used to arrive at the sample. The 30% of 247 principals in Rivers gave 74 principals while the same percentage (30%) of 188 principals in Bayelsa State gave 56 principals. On the other hand, 10% of 8452 teachers in Rivers State gave 845 teachers while the same percentage (10%) gave 431 teachers from 4306 teachers in Bayelsa State. The respondents of this study responded to 16-item instrument titles; "Contemporary Inhibiting Factor to Effective Administration of Public Senior Secondary Schools in Rivers and Bayelsa State Questionnaire (CIFEAPSSS)" was used for data collection with a reliability coefficient of 0.88, design by the researcher in the modified 4-point likert scale Model. Mean (\bar{x}) and standard deviation (SD) were used in answering the research questions with the z-test statistics were used in testing the null hypotheses, at 0.05 level of significance.

Results

Research Question 1: To what extent does lack of ICTs influence effective administration of public senior secondary school in Rivers and Bayelsa State?

Table 1: Mean Score on the Extent Lack of ICT Influence Effective Administration

S/NO	Items	Principals = 30		Teachers = 1276	
		Mean	Decision	Mean	Decision
	Lack of ICT				
1.	Limits teachers performance in school	3.14	HE	3.04	HE
2.	Affect student exposure in school	2.81	HE	3.51	HE
3.	Influence quality education delivery	3.16	HE	2.76	HE
4.	Influence effective school management	2.76	HE	3.86	HE
	Aggregate mean	2.97	HE	3.29	HE

Table 1 revealed that items with serial numbers 1, 2, 3, 4 and 5 have mean values above the criterion mean value of 2.50 and were therefore, agreed by the respondents as the ways lack of ICTs can inhibit effective administration in secondary schools in Rivers. The aggregation mean values of 2.97 and 3.29 by the principals and teachers showed that lack ICTs influence effective administration to a high extent.

Research Question 2: To what extent does low staff moral influence the effective administration of public senior secondary school in Rivers and Bayelsa State?

Table 2: Mean Score on the Extent Low Staff Morale Influence Effective Administration

S/NO	Items	Principals = 30		Teachers = 1276	
		Mean	Decision	Mean	Decision
	Low staff morale				
5.	Constitute low standard of education	2.045	HE	2.881	HE
6.	Limit student performance	3.076	HE	2.548	HE
7.	Weaken school activities	2.971	HE	2.562	HE
8.	Limit teacher commitment to duty	2.856	HE	2.578	HE
	Aggregate mean	2.74	HE	2.64	HE

Table 2 showed that items 5, 6, 7 and 8 have mean values above the criterion mean value of 2.50 and was agreed by the respondents as the influence of low staff moral on administration of secondary schools in Rivers. The aggregation mean values of 2.74 and 2.64 by principals and teachers showed that low staff moral influences effective administration in secondary schools in Rivers State.

Research Question 3: To what extent does lack facilities provision influence the effective administration of public senior secondary school in Rivers and Bayelsa State?

Table 3: Mean Score on the Extent Lack of Facilities Provision Influence Effective Administration

S/NO	Items	Principals = 30		Teachers = 1276	
		Mean	Decision	Mean	Decision
	Inadequate facilities				
1.	Constitute poor academic performance of student	2.951	HE	2.881	HE
2.	Influence poor quality education delivery	2.708	HE	2.880	HE
3.	Limit teachers performance in the classroom	2.644	HE	2.662	HE
4.	Limit student area of specialization choice in school	2.868	HE	2.868	HE
	Aggregate mean	2.79	HE	2.82	HE

Research Question 4: To what extent does inadequate funding influence the effective administration of public senior secondary schools in Rivers and Bayelsa State?

S/NO	Items	Principals = 30		Teachers = 1276	
		Mean	Decision	Mean	Decision
1	Constitute poor performance of principal	3.001	HE	2.644	HE
2.	Limit accomplishment of aim and objectives in the school	2.722	HE	3.000	HE
3.	Teacher participation in examination malpractice	3.001	HE	2.856	HE
4.	Limit lack of instructional materials in schools	2.634	HE	3.010	HE
	Aggregate mean	2.84	HE	2.8775	HE

Hypotheses

H₁: There is no significance difference between the mean scores of principals and teachers on the extent to which lack of ICT influence the effective management of public senior secondary school in Rivers State.

Table 5: Z-test Statistics on the Mean Difference Between Principals and Teachers on the Extent to which Lack of ICT Influence Effective Management

Variables	N	Mean	Std	Df	z-cal	z-crit.	Decision
Principals	130	2.47	0.76				
Teachers	1276	3.29	0.51	1404	4.57	1.96	Rejected

Table 5 revealed that principals have mean and standard deviation scores of 2.47 and 0.76 while teachers have mean and standard deviation scores of 3.29 and 0.51 respectively. With degree of freedom of 1404, the calculated z-value of 4.57 is above the criterion value of 1.96. Therefore, the null hypothesis is rejected. By implication, there is a significant difference between the mean scores of principals that teachers on the extent to which lack of ICT influence the effective management of public senior secondary school in Rivers State.

H₂: There is no significant difference between the mean scores of principals and teachers on the extent to which low staff morale influence the effective management of public senior secondary school in Rivers State.

Table 6: Z-test on the Mean Difference Between Principals and Teachers on the Extent to which Low Staff Morale Influence Effective Management

Variables	N	Mean	Std	Df	z-cal	z-crit.	Decision
Principals	130	2.74	0.91				
Teachers	1276	2.64	0.94	1404	1.25	1.96	Accepted

Table 6 revealed that principals have mean and standard deviation scores of 2.74 and 0.91 while teachers have mean and standard deviation scores of 2.24 and 0.94 respectively. With degree of freedom of 1404, the calculated z-value of 1.25 is below the critical value of 1.96. Therefore, the null hypothesis is accepted. By implication, there is no significant difference between the mean scores of principals and teachers on the extent to which low staff moral influence the effective management of public senior secondary school in Rivers State.

H₃: There is no significant difference between the mean scores of principals and teachers on the extent to which inadequate facilities influence the effective administration of public senior secondary school in Rivers and Bayelsa State.

Table 7: Z-test on the Mean Difference Between Principals and Teachers on the Extent to which Low Inadequate Facilities Influence Effective Management

Variables	N	Mean	Std	Df	z-cal	z-crit.	Decision
Principals	130	2.79	0.81				
Teachers	1276	2.82	0.85	1404	0.43	1.96	Accepted

Table 7 revealed that principals have mean and standard deviation scores of 2.79 and 0.81 while teachers have mean and standard deviation scores of 2.82 and 0.85 respectively. With degree of freedom of 1404, the calculated z-value of 0.43 is below the critical value of 1.96. Therefore, the null hypothesis is accepted. By implication, there is no significant difference between the mean scores of principals and teachers on the extent to which inadequate facilities influence the effective administration of public senior secondary school in Rivers and Bayelsa State.

H₄: There is no significant difference between mean scores of principals and teachers on the extent to which inadequate funding influence the effective administration of public senior secondary school in Rivers and Bayelsa State.

Table 8: Z-test on the Mean Difference Between Principals and Teachers on the Extent to which Inadequate Funding Influence Effective Management

Variables	N	Mean	Std	Df	z-cal	z-crit.	Decision
Principals	130	2.84	0.73				
Teachers	1276	2.88	0.79	1404	0.57	1.96	Accepted

Table 8 revealed that principals have mean and standard deviation scores of 2.84 and 0.73 while teachers have mean and standard deviation scores of 2.88 and 0.8795 respectively. With degree of freedom of 1404, the calculated z-value of 0.57 is below the critical value of 1.96. Therefore, the null hypothesis is accepted. By implication, there is no significant difference between mean scores of principals and teachers on the extent to which inadequate funding influence the effective administration of public senior secondary school in Rivers and Bayelsa State.

Discussion of Findings

Lack of ICTs Provision and Effective Administration

The study revealed that lack of Information Communication Technology influenced effective administration in secondary in Rivers State, Nigeria. There is a significant difference between mean scores of principals and teachers on the extent to which ICT influence the effective administration of public senior secondary school in Rivers and Bayelsa State. This study is supported by Kwache (2007) submitted that most public secondary schools lack computer literate teachers and experts that would support and manage the application of computing in teaching process, moreso, Aktumen and Kucar (2003) asserts that, using a computer and internet connection in the classroom increases students' success.

Low Staff Morale and Effective Administration

The study revealed that low staff moral influence effective administration in secondary in Rivers State, Nigeria. There is no significant difference between mean scores of principals and teachers on the extent to which low staff moral influence the effective administration of public senior secondary school in Rivers and Bayelsa State. Low staff moral in an organization causes a separation between employers, educational managers and the school. Continuous rising of low staff moral can eventually leads to breakdown in an organization. Uche (2009), stated that condition of service of teachers, efficiency, and moral are the basic relevant thing that can affect teacher rate and can only decides their level of their commitment.

Inadequate Facilities and Effective Administration

The study revealed that inadequate facilities influenced effective administration in secondary in Rivers State, Nigeria. There is no significant difference between mean scores of principals and teachers on the extent to which inadequate facilities influence the effective administration of public senior secondary school in Rivers and Bayelsa State. Expressing the importance of facilities in the exposition of skills were Jaiyeoba and Atanda (2003) who found that educational facilities are these things which enables skilled teacher to accomplish a level of instructional effectiveness.

Lack of Funding and Effective Administration

The study revealed that lack of funding influenced effective administration in secondary in Rivers State, Nigeria. There is no significant difference between mean scores of principals and teachers on the extent to which inadequate funding influence the effective administration of public senior secondary school in Rivers and Bayelsa State. Keller (2012) asserts that inadequate funds to maintain schools and pay teachers' salaries are among the factor inhibiting the smooth administration of secondary schools.

Conclusion

Based on the findings of this study, it was concluded that lack of ICTs, low staff morale, lack of facilities and inadequate funding lead to ineffective administration of secondary schools in Rivers and Bayelsa State.

Recommendations

The following recommendations were made:

1. The Ministry of Education, State and Local government should provide basic ICT facilities such as computer, laptop, printer, flash, drive, photocopying machine among others can enhance effective administration.
2. The Ministry of Education should use systems such as recognition and delegation for professional development in order to enhance the morals of staff of secondary schools in Rivers and Bayelsa State.
3. The non-governmental organization such as Tetfund, UNESCO should step on in their support for facilities provisions.
4. The school administrators should solicitate for alternative sources of funding

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