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RESOURCE UTILIZATION AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN SOUTHWEST, NIGERIA

**Ekundayo, Haastrup Timilehin; Afolabi, Olujide Akinwumi &
Bamikole, Oloruntoba Ige**

Department of Educational Management

Faculty of Education, Ekiti State University, Ado-Ekiti

Email: haastrup.ekundayo@eksu.edu.ng;

Olujideafolabi2011@yahoo.com

& oloruntobaiqe@gmail.com

Abstract

This study examined the relationship between resource utilization by principals and academic achievement of secondary school students in Southwest, Nigeria. The study examined the extent to which the principal utilizes resources in the schools and how this tells on the academic achievement of students. The study adopted the descriptive survey research design. The population of the study consisted of all the 2,719 principals and 72,676 teachers in all public secondary schools in Southwest, Nigeria. The sample for this study was 990 respondents, comprising 90 principals and 900 teachers from 90 public secondary schools in Southwest, Nigeria. Multi-stage sampling procedure which involved, simple random, stratified, proportionate and purposive sampling techniques were used to select the sample for the study. Three set of instruments tagged: "Principals Resource Utilization Questionnaire (PRUQ)", "Students Affective and Psychomotor Domain Questionnaire (SAPDQ)" and an Inventory on Students' Academic Performance (ISAP) were administered on respondents in the study. The three instruments were validated by experts. PRUQ and SAPDQ had reliability coefficients of 0.76 and 0.74 respectively. The data were analyzed using descriptive and inferential statistics. The descriptive statistics of frequency counts, percentages, mean and standard deviation were used to answer the research questions while the only hypothesis in the paper was tested using inferential statistics such as Pearson's Product Moment Correlation at 0.05 level of significance. The study revealed that the extent of principals' resource utilization and the level of academic achievement of secondary school student in secondary schools in Southwest, Nigeria were moderate. The study also revealed

that principal resource utilization is significantly related to academic achievement of secondary school students. Based on the findings of the study, it was recommended that effort should be put in by stakeholders to ensure prudent and efficient utilization of resources in the secondary schools towards enhancing better students' academic achievement.

Keywords: Principal, Resource utilization, Academic achievement, Secondary schools

Introduction

All over the world, education is considered as the basis of literacy, skill acquisition, technological advancement and ability to harness human and material resources towards the accomplishment of societal goals. The importance of education spells out the reasons why the nations of the world place high premium on the development of education sector and why huge investment is made in the sector year in year out. The importance of education has made the Federal government to state that the broad aims of secondary education is preparation for useful living within the society and for higher education (FRN, 2014). It seems that one of the major obstacles to the development of secondary education in Nigeria and especially in Southwest is the observed persistent poor academic achievement of secondary school students.

Academic achievement refers to how an individual is able to demonstrate his or her intellectual abilities, character development and level of skill acquisition. Bello, Bukar and Ibi (2016) commented on the scholastic standing of students argued that academic achievement is a measure of output and that the main outputs in education are expressed in terms of learning, that is, changes in knowledge, acquisition of skills and attitudes of individuals as a result of their experiences within the school system.

Students' academic achievement comprises cognitive domain, affective domain and psychomotor domain. Cognitive domain aims to develop the mental skills and the acquisition of knowledge of the individual. The cognitive domain encompasses of six categories which include knowledge: comprehension: application: analysis, synthesis and evaluation. Knowledge includes the ability of the learner to recall data or information. This is followed with comprehension which assesses the ability of the learner to understand the meaning of what is known. This

is the case where a student is able to explain an existing theory on his or her own words (Anderson, Krathwohl, Airansian, Cruikshank, Mayer, Pintrich, Raths and Wittrock, 2017). This is followed by application which shows the ability of the student to use the abstract knowledge in a new situation. The analysis category shows the ability to integrate different elements or concepts in order to form a sound pattern or structure to help establish a new meaning. The category of evaluation shows the ability to come up with judgements about the importance of concepts. The cognitive domain reflects academic performance of students. Academic performance basically referred to how well students perform in their school work, namely the curricular programme.

It is disheartening to find out that this important aspect of schooling is faced with series of challenges. Common among the challenges that brings to light the poor academic performance, which is the abysmal outing of students in senior school certificate examination. The issue of poor academic performance of students in senior secondary schools in Southwest, Nigeria has been a source of concern to parents, teachers, government, guardians and students themselves considering the huge investments that are allocated to the sector by parents and government to educate the learners. It appears that when learners are unable to recall, comprehend, apply, analyze and integrate differs elements and ability to harness crucial concepts which are all categories of cognitive domain, the consequent result is the poor academic performance.

The academic performance of secondary school students in external examination conducted by the West African Examination Council (WAEC) in recent time was not encouraging and this has caused a lot of dissatisfaction among the general public (Owadie, 2012). Report on academic performance of students in the senior school certificate examination (SSCE) conducted by West African Examination Council (WAEC) in Nigeria was poor in 2015 where 39 percent obtained five (5) credits and above including English Language and Mathematics (Eguridu, 2015). In 2016 May/June West African Senior School Certificate Examination, only 878,040 candidates representing 39.19 percent obtained credits in five (5) subjects and above including English Language and Mathematics. In 2017 May/June West African Senior School Certificate Examination, of that number, 923,486, candidates

representing 41.22 percent obtained minimum number of credits in five (5) subjects and above including English language and Mathematics (National Bureau of Statistics, 2021). In 2018, out of the number, 1,572,396 that sat for the examination, a total of 786,016 candidates representing 38.98 percent obtained credits and above in a minimum of five subjects including English Language and Mathematics. When compared with what was obtained in the same examination in 2016 and 2017, the result showed a decline. In 2019, 50.18 percent obtained credits and above in minimum of five (5) subjects including English Language and Mathematics (National Bureau of Statistics, 2021). And this is below the expectation of the general public. However, to compare the candidates performance for 2018 and 2019 examination with that of 2016, which was 39.19 percent and in 2017, 41.22, it appears that the academic performance of secondary school students' was fluctuating, just as it was declining.

In Ekiti State, the percentage of students who obtained credit level passes in five subjects including English Language and Mathematics in West Africa Examination Council was 20.33 percent in 2015, 25.06 percent in 2016, 27.19 percent in 2017 and 30.18 percent in 2018 in all public secondary schools (Federal Ministry of Education, 2020). In 2019, the state took 12th position out of the 36 states and Federal Capital Territory which was to the dissatisfaction of the state government and the entire stakeholders. In Lagos State, the percentage of candidates who obtained credit level passes in five subjects including English Language and Mathematics in West Africa Examination Council was 37.27 percent in 2015, 63.0 percent in 2016, 65.50 percent in 2017 and 60.72 percent in 2018 in all public secondary schools (Federal Ministry of Education, 2020). In 2019, Lagos State took 10th position making the state as the only state in Southwest that made top 10 (National Bureau of Statistics, 2021). The story is almost the same in every state of the Southwest part of Nigeria.

Meanwhile, in 2020, the analysis of the statistics of the performance of candidates in the examination shows that out of 1,538,445 candidates that sat for the examination, 1,338,348 candidates representing 86.99% obtained credit and above in a minimum of five subjects with or without English language and Mathematics in Nigeria and the Southwest states are not left behind

(Aregban, 2020). This is just little deviation from the normal occurrence.

The implication of the persistent decline in academic performance of students in West Africa Examination Council results indicated that majority of the students might not have the opportunity to gain admission into higher institutions. In other words, poor academic performance as recorded in recent years was so great that many students fall short of the requirements necessary for admission into tertiary institutions.

Academic achievement constitutes not only cognitive domain. Affective domain and psychomotor domain are also components of academic achievement. It appears that over the years, the emphasis of schools has been on the cognitive domain at the expense of the affective and psychomotor domains. Bandele (2002) argued that the affective and psychomotor domains exert great influence on the cognitive domain as well as making beneficiaries of the educational system live a fulfilled life and contribute meaningfully to the development of the society.

Affective domain which has to do with character development includes punctuality in school, attentiveness in class, neatness, honesty and relationship with others. Observation shows that secondary school students are not punctual in school, students are not attentive in class and look unkempt most of the time. It also appears that secondary school students are dishonest and have poor relationship with others as this reflected in their involvement in examination malpractices in various schools. It appears that when secondary school students are punctual in school, listen attentively in class and have good relationship with their teachers and fellow students, it improves their academic achievement. Otherwise, when secondary school students are not punctual in school, do not listen attentively in class and lack good relationship with others, this aspect of academic achievement might suffer a setback.

Psychomotor domain is another component of academic achievement. Psychomotor domain which has to do with practical skills includes skills development, sports/games, club/societies, fluency and hand-writing. It appears that when secondary students developed in skills, participate in sporting activities, speak fluently and have good hand-writing, they are said to achieve academically. Hence, when

secondary school students are not well developed in skills, in a situation where recreation centre for sports and games are not provided, students will not have access to sporting activities. Also, observation by the researcher revealed that most secondary school students are not fluent in speaking languages while the hand-writing of some are poor. It appears that when secondary school students are developed in skills, engaged in sporting activities, clubs, with good hand-writing and can speak fluently, it enhances their reasoning capacity and the consequent result is improved academic achievement. Hence, where all these are not readily accomplished, academic achievement may be impeded.

Resulting from the observed fluctuation in the academic achievement of students in public secondary schools, one marvels if the high rate of the students' poor academic achievement is not a reflection of the extent of resources utilization by principals in the schools. In other words, the inability of the principal to effectively and efficiently utilize the resources could be responsible for the observed poor academic achievement of secondary school students. The school principal who is the administrator has a role to play to ensure effective utilization of resources in the school.

The principal is the main actor of the school, saddled with the responsibility of effective and efficient utilization of resources. In discharge of this responsibility, the school principal is expected to plan, control, organize, coordinate, and direct both human and material resources in order to achieve the goals and objectives of the school. The use of teaching resources is crucial because they motivate the learners to learn as they offer stimulus variation and assist in sustaining learners' attention throughout the lesson (Agosiobo, 2007). Proper utilization of resources in schools is as important as the attainment of educational goals and objectives. Academic achievement of students is not likely to be accomplished without appropriate use of the resources actively and correctly. Utilization of available resources is more crucial than quantity. Hence, it is not making resources available to school that is more essential but getting those resources properly utilized by the principal, teachers and students. According to Oyesola (2016), in educational institutions, resources constitute essential inputs, which create favourable learning environment, facilitate interaction and enhance achievement of educational objectives.

In education institutions, resources constitute essential inputs, which create favourable learning environment, facilitate interaction and enhance achievement of education objectives (Oyesola, 2016). In essence, the school curriculum would not be meaningful and functional if required facilities are not provided in adequate quality and quantity at appropriate times through the principal's administrative finesse (Uko and Ayuk, 2014). In managing resources, and for them to meet the objectives, caution must be taken in the usage, that is, resources must not be underutilized nor over-utilized, but optimally used. That is, maximum utilization occurs when resources are put into effective use in line with the primary objectives – otherwise, it would be counter-productive.

Adeboyeje (2015) stated that the utilization of resources is of various degrees depending on the extent to which an item has been put into effective use. This includes non-utilization, underutilization, maximum utilization, optimum utilization and over-utilization. Non-utilization occurs when a facility is not put into use at all, when a facility is not used to its fullest capacity, underutilization occurs. There is over-utilization, when a facility is used more than its capacity. All of these require the ingenuity of the principal to balance the usage and maintenance of available resources.

The term 'academic achievement' has been described as the scholastic standing of a student at a given moment. Academic achievement is described as how an individual is able to demonstrate his or her intellectual abilities, develop in character and acquire skills. This scholastic standing could be explained as the grades obtained in a course or groups of courses taken (Omolayo, 2015). Bello, Bukar and Ibi (2016) commented on the scholastic standing of students argued that achievement is a measure of output and that the main outputs in education are expressed in terms of learning, that is, changes in knowledge, skills and attitudes of individuals as a result of their experiences within the school system.

Academic achievement therefore is largely identified by a range of statistical indicators. Bello, Bukar and Ibi (2016) supported this argument and reported that achievement is the level of attainment of a person in an examination, that is, how an individual is able to demonstrate his or her abilities in an examination, develop in character

and practical skills. Hence, achievement has been regarded as a measure of educational output.

Purpose of the Study

This study examined the relationship between resource utilization by the principals and academic achievement of secondary school students in Southwest, Nigeria. The study also examined the extent to which the principals utilize resources in secondary schools in Southwest, Nigeria and the level of academic achievement of secondary school students in Southwest, Nigeria.

Research Questions

The following research questions were raised to pilot the study:

1. To what extent do principals utilize resources in secondary schools in Southwest, Nigeria?
2. What is the level of academic achievement of secondary school students in Southwest, Nigeria?

Research Hypothesis

The research hypothesis was formulated to guide the study:

- iv. There is no significant relationship between principals' resource utilization and academic achievement of secondary school students in the southwest.

Methodology

The study adopted descriptive survey research design. The population for the study consisted of 2,719 principals and 72,676 teachers in all public secondary schools in Southwest, Nigeria. The sample for the study consisted of 90 principals and 900 teachers to assess their school principals' resources utilization. The samples were selected using multi stage sampling procedure. The respondents were drawn from 90 public secondary schools in Southwest, Nigeria.

In stage one, three states were selected from Southwest geopolitical zone using simple random sampling technique. Stage two involved simple random sampling technique to select two senatorial districts from each of the States. In stage three, simple random sampling technique was used to select 3 local governments from each senatorial district. In stage four, proportionate stratified random

sampling technique was used to select public secondary schools from each of the local governments. In Ekiti State, 4 public secondary schools were selected from each local government. In Ondo State, 5 public secondary schools were selected from each local government and in Osun State, 6 public secondary schools were selected from each local government. In last stage, proportionate stratified sampling technique was used to select 10 teachers from each school and purposive sampling technique was used to select principals with at least three years of experience from each of the ninety public secondary schools earlier selected.

In the study, three instruments were used to obtain data for the study tagged: 'Principal Resource Utilization Questionnaire (PRUQ), Students Affective and Psychomotor Domain Questionnaire (SAPDQ) and an Inventory on Senior Secondary Certificate Examination results in the May/June of 2015/2016, 2016/2017, 2017/2018, 2018/ 2019 and 2019/2020 academic sessions.

The instruments were subjected to face and content validity. The instruments were validated by experts to ascertain the appropriateness and representation of contents in measuring what it supposed to measure. Test-retest method of reliability was used, the two sets of responses were correlated and analyzed using Pearson's Product Moment Correlation to determine the reliability of PRUQ and SAPDQ and 0.76 and 0.74 were obtained for both instruments. Descriptive and inferential statistics were used to analyze the data collected. The only hypothesis for the study was tested at 0.05 level of significance.

Results

Research Question 1: To what extent do principal utilize resources in secondary schools in Southwest, Nigeria?

Table 1: Mean showing the extent of resource utilization by principals in secondary schools in Southwest, Nigeria.

S/N	RESOURCES	SA	A	D	SD	MEAN
1.	Human Resource Utilization	359 (39.9)	393 (43.7)	91 (10.1)	57 (6.3)	3.17
2.	Financial Resource Utilization	299 (33.2)	398 (44.2)	134 (14.9)	69 (7.7)	3.03
3.	Material Resource Utilization	289 (32.1)	326 (36.2)	182 (20.2)	103 (11.4)	2.89
4.	Physical Resource Utilization	349 (38.8)	356 (39.6)	33 (3.7)	32 (3.6)	3.35
5.	Curriculum Content Resource Utilization	418 (46.4)	417 (46.3)	112 (12.4)	67 (7.4)	3.10
	Average					

Cut-off point = 2.50

Table 2 presents the extent of principals' utilization of resources in secondary schools in Southwest, Nigeria. The result depicts that, using a criterion mean score of 2.50 for the rating scale, all the items had mean scores above the cut-off point. This implies that the extent of principals' utilization of resources in secondary schools in Southwest, Nigeria was also high.

Research Question 2: What is the level of academic achievement of secondary school students in Southwest, Nigeria?

In order to answer the question, responses on items 1-10 in Section B of “Student Affective and Psychomotor Domain Questionnaire (SAPDQ) were obtained and subjected to statistical analysis involving frequency counts, percentages, mean and standard deviation. Also, SSCE results of the schools were obtained using an Inventory on WAEC SSCE Results and subjected to statistical analysis involving frequency counts and percentages. The results are presented in tables 2 and 3.

Table 2: Level of academic achievement of secondary school students (Affective and Psychomotor domains)

S/N	ITEMS	SA	A	D	SD	MEAN
	Affective domain					
1	Students value the cultural heritage of the society	420 (46.7)	270 (30.0)	160 (17.8)	50 (5.6)	3.18
2	Students are well disciplined	350 (38.9)	350 (38.9)	140 (15.6)	60 (6.7)	3.10
3	Students are obedient to school authority	410 (45.6)	270 (30.0)	160 (17.8)	60 (6.7)	3.14
4	Students are very respectful	310 (34.4)	380 (42.2)	170 (18.9)	40 (4.4)	3.07
5	Students are punctual in school activities	510 (56.7)	220 (24.4)	130 (14.4)	40 (4.4)	3.33
	Psychomotor domain					
6	Students display high level of skills in cultural activities	400 (44.4)	320 (35.6)	120 (13.3)	60 (6.7)	3.42
7	Students display high level of skills in sporting activities	440 (48.9)	420 (46.7)	20 (2.2)	20 (2.2)	3.31
8	Students display high level of skills in drama activities	400 (44.4)	410 (45.6)	60 (6.7)	30 (3.3)	3.43
9	Students display high level of skills in laboratory activities	550 (61.1)	230 (25.6)	80 (8.9)	40 (4.4)	3.32
10	Students display high level of skills for self development	500 (55.6)	230 (25.6)	130 (14.4)	40 (4.4)	3.18

Cut-off point = 2.50

Table 2 presented the level of academic achievement of secondary school students (Affective and Psychomotor domains). Using a criterion mean score of 2.50 for the rating scale, all the items on table 2 had mean scores above the cut-off point. This implies that the level of academic achievement of secondary school students in Southwest, Nigeria was high.

Table 3: Level of academic achievement of secondary school students (Cognitive domain)

Sessions	Students Enrolment for SSCE	5 credits & above with English Language & Mathematics	5 credits & above without English Language & Mathematics	4 credits	Below 4 credits
2015/2016	9743	5119 (52.5)	2333 (23.9)	1401 (14.4)	890 (9.1)
2016/2017	9665	5001 (51.7)	2353 (24.3)	1377 (14.2)	934 (9.7)
2017/2018	8466	4501 (53.2)	2179 (25.7)	1195 (14.1)	591 (7.0)
2018/2019	11680	6664 (57.1)	2648 (22.7)	1747 (15.0)	621 (5.3)
2019/2020	12421	7004 (56.4)	2822 (22.7)	1676 (13.5)	919 (7.4)
Total	51975	28289 (54.4)	12335 (23.7)	7396 (14.2)	3955 (7.6)
Average					3.24

Table 3 present the level of academic achievement of secondary school students (cognitive domain). Table 3 shows that, out of 51,975 students who enrolled for Senior School Certificate Examination (SSCE) between 2015 to 2020, 28289 students representing 54.4% obtained 5 credits and above with English Language and Mathematics, 12335 (23.7%) had 5 credits and above without English Language and Mathematics, while 7396 (14.2%) and 3955 (7.6%) students had 4 credits and less than 4 credits respectively. Therefore, level of academic

achievement of secondary school students in Southwest, Nigeria was moderate.

Testing of Hypothesis

Hypothesis 1: There is no significant relationship between principals’ resource utilization and academic achievement of secondary school students.

In order to test the hypothesis, scores relating to principals’ resource utilization were computed using items 1-25 in Section B of “Principals’ Resource Utilization Questionnaire (PRUQ)” while academic achievement of secondary schools was obtained by using items 1-10 in Section B of “Student Affective and Psychomotor Domain Questionnaire (SAPDQ)” as well as an Inventory on WAEC SSCE results. These sets of scores were subsequently subjected to statistical analysis involving Pearson’s Product Moment Correlation at 0.05 level of significance. The result is presented in table 4.

Table 4: Principals’ resource utilization and academic achievement of secondary school students

<i>Variable</i>	<i>No of schools</i>	<i>Mean</i>	<i>SD</i>	<i>r</i>	<i>P</i>
Principals’ resource utilization	90	158.00	12.11	0.486*	0.000
Academic achievement of secondary school students	90	36.16	4.14		

***p<0.05**

Table 4 showed that the computed r value (0.486) is significant at p<0.05 level of significance. The null hypothesis was rejected. There is a correlation between principals’ resource utilization and academic achievement of secondary school students. This implies that there was significant relationship between principals’ resource utilization and academic achievement of secondary school students in Southwest, Nigeria.

Discussion

The study showed that the extent to which principals utilize resources in secondary schools in Southwest, Nigeria was high. It implied that resource utilization was good enough to enhance academic achievement. What could be responsible for this finding might be the fact that both government and school principals were making concerted efforts to ensure that resources were made available in schools and the available resources were effectively put into use to enhance academic achievement. In education institutions, resources constitute essential inputs, which create favourable learning environment, facilitate interaction and enhance achievement of education objectives (Oyesola, 2016).

The study showed that the level of academic achievement of secondary school students in Southwest, Nigeria was moderate. This implies that students were doing well in their cognitive domain, affective domain and psychomotor domain, hence, the academic achievement of the student was good. When teaching and learning activities in the schools are going on well, good results of the students will be guaranteed. Bello, Bukar and Ibi (2016) commented on the scholastic standing of students argued that achievement is a measure of output and that the main outputs in education are expressed in terms of learning, that is, changes in knowledge, skills and attitudes of individuals as a result of their experiences within the school system.

The study showed that there was significant relationship between principals' resource utilization and academic achievement of secondary school students. This by implication means that principals' resource utilization is given a needful attention. What could be responsible for this finding might be the fact that the secondary school management has realized that students' achievement will be guaranteed if the resources are effectively and efficiently utilized by the school principals. The finding is in agreement with the views of Hargreaves, Earl, Moore and Manning (2014) that the need for effective management of school resources leads to shift in the conception of principalship from managerial and administrative perspective to that of instructional leadership whereby the principal acts as a leader in all aspects of the school curricula, imparting and enforcing on the intellectual and emotional development of the teachers, changing the instructional

climate of the school and affecting and transforming the students learning and achievement behaviour and attitude.

Conclusion and Recommendations

Based on the findings of this study, it was concluded that principals' resource utilization and academic achievement of secondary school students were good. It was therefore recommended that the education stakeholders such as school administrators and teachers should ensure prudent and efficient utilization of resources in secondary school such as human, financial, material, physical resources and curriculum content for better academic achievement of students. It was also recommended that government should make available the needed resources in the school towards enhancing students' academic achievement.

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