

School Resource Availability and Planning as Correlate of Students' Attitude to Learning in Senior Secondary Schools in Education Zone B and C of Yobe State, Nigeria.

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Abstract:-The study investigated school resource, availability and planning as correlate of students' attitude to learning in senior secondary schools in the education zone B and C of Yobe State, Nigeria. 3 purposes 3 research questions guided the study. 2 H₀ were formulated and tested at 0.05 level of significance. The population of the study was 5322 school administrators and classroom teachers of senior secondary schools in Yobe State. The Sample size of 359 elements computed using Taro Yamane's method. A structured questionnaire using five likert format rating scale was used. The statistical tool used in the analysis of the three research questions were mean and standard deviation while linear regression analysis was used to test the hypotheses at 0.05 level of significance. Findings from this study showed that availability of school resources, school resources planning and students' attitude to learning is high in senior secondary schools in Yobe State. The result of this study also revealed that there is a statistically significant correlation between availability of school resource, school resource planning and Students' attitude to learning in senior secondary schools in Yobe State, Nigeria. The study recommended that Government should provide and manage school resources and principals and teachers should be trained on how to manage the available school resource in the school

Keywords:- School Resources, Availability and Planning and Students' Attitude to Learning

I. INTRODUCTION

Attitude is a life patent developed as a result of one's involvement in situations and can have either negative or positive influence on that person. (Mensah et al, 2013). Attitude is a view about a situation or experience and responses to challenges in human life (Marianne & Elaine,

2005). This implied that attitudes can influence the direction of human behavior in school. This includes: feelings, thinking and beliefs, state of action and experiences. (Hogg & Vaughan, 2005). This implies that the students' attitude towards learning is understood as beliefs, thoughts and opinions about school and learning in its environment, emotions and a relationship with school resources. Attitudes towards school and learning are associated with academic achievement. Students with poor academic performance have a negative attitude towards learning and believe that school resources will help them to be successful in their future academic achievement (Candeias, Rebelo & Oliveira, 2010).

Fakeye (2010) states that attitude is positive or negative feelings that an individual holds about objects or ideas and the achievement of any learner will to a great extent depend on his attitude towards the learning materials. According to Fakeye (2010) a positive attitude more often than not leads to a successful learning. Thus, students' attitude is one of the variables that affect the learning of the language. This means that a favorable attitude could enhance learning achievement. Resource management practices in the Nigerian education system involve the management of human and non-human materials in various educational institutions in order to achieve the desired educational objectives. This implies that schools leaders need adequate knowledge for efficient planning and utilization of school facilities in the school system (Oboegbulem 2004). Students' attitude to learning and their performance, which helps in the assessment of an individual's effort and weaknesses in the execution of one's assigned roles and responsibilities, cannot be separated from school resource management. (Maio & Haddock, 2010). The student can develop a positive attitude towards any subject when he or she learns how to associate positively with an experience teacher, or events (Mensah et al, 2013).

Attitude towards learning could be formed by like or dislike for the subject. This means that the ability of a child to develop a love for a subject increase positive attitude for the usefulness of the subject. (Zan and Martino 2007). Zan and Martino (2007) believed that students' behavior towards learning is just like their emotional state of mind towards the subject. This implied that attitude towards learning interprets students behavior towards any subject in school as well as their behaviour towards teachers which influence students' social thought and help them to achieve goals and objectives in a wide range of contexts in school (Zan and Martino, 2007).

Zan and Martino (2007) confirmed that the student's success in any subject determines their ability and willingness to learn the subject, work on a variety of assigned tasks and their persistence in the tasks under study. In general, the conceptions of students hold about sciences or arts determines how they approach learning tasks leading them into either productive or non-productive orientations and determines their behavior toward the learning. Mato and De La Torre (2010), in a study with secondary school students showed that those who are better academically have more positive attitudes towards subjects they offered than those with low academic performance hence repeated failures in subject's leads to unfavorable attitudes. This implies that Student's attitude towards learning may be considered as both input and outcome variable towards the subject can be related to educational achievement in ways that reinforce higher or lower performance where school resource management plays a paramount role in motivating students' attitude to learning in schools.

Bolaji (2002) suggested that resource management of school resources and students' performance walk hand in hand. In the event that where the school administrator fails in school resource management practices, students' academic performance would be affected. The effects of such outcome would be reflected in the students' attitude and academic achievement at the end of the academic program. This implies that human and non-material resources in the education sector in terms of quality and quantity contribute largely to the overall success of the education system in any given state. Bolaji (2002) posited that an important educational input is the human resource which has been noted that the efficiency and effectiveness of the school depends largely on the teachers' competence. By implication, teacher is the role model in typical teaching and learning situation which was supported by Waziri, Luka and Mohammed (2018) who believed that teachers' effectiveness and efficiency is a performance of a teacher in classroom management, extra-curriculum activities, teaching delivery and mastery of subject matter, in the school which involves the pupil socioeconomic background, the pupils' parental style and their characteristics. Waziri (2018) also stressed that teachers' effectiveness is the performance of a teacher in a classroom with respect to positive attitude which involves social interaction and interplay between the teacher and physical school structure.

Fasasi (2012) observed that when a material resource is available in schools is an important factor in quantity and quality education. This implies that adequate provision of resources in teaching and learning cannot be over-emphasized. Gbeinbo (2009) asserted that learning occurs through someone's interaction with the immediate environment (Human resources) is capable of generating learning from environment without being taught. Environment here means facilities or resources that are available to enhance students learning outcome. It includes: classroom setting, laboratories, libraries and games ground, etc. According to Adeogun and Osifila (2008) physical resources include laboratories, libraries, classrooms and a host of other physical infrastructure while material resources include: textbooks, charts, maps among others. Akisanya (2010) commenting on educational resources says they are important because the goal of any school depends on adequate supply and utilization of physical and material resources among others as they enhance proper teaching and learning the reason why this study is important. Mucai (2013) maintained that lack of learning materials can defeat the good attitude of students toward a subject or learning in general.

Owoeye and Yala (2010) stated that school facilities should be made available to all pupils at their convenience and all learning materials which are of interest and education in order to improve their learning behavior in school must be put in place. Owoeye and Yala (2010) further noted that as non-human resources library occupies a central and primary place in any school. According to Mucai (2013) a library must be up to date and at the same time allow access to learning materials. This implies that school facilities are essential to students and teaching for the success of any in senior secondary school. However, many secondary schools have inadequate human and non-human resources in the world that is why the World Bank (2008) revealed that human and non-human materials are not only inadequate but unevenly distributed among rural and urban schools mostly in Africa countries. Similarly Asiabaka (2008) stated that effective management of human and non-human resources in Nigeria is not a standard which has led to unequal distribution in different schools in Nigeria. This is because while some have well equipped human or non-human resources for functional teaching and learning others are poorly equipped and affect the attitude of the students towards learning. On the same vein Olaniyan and Ojo (2008) also noted that poor school materials was one of the difficulties facing success in Nigerian secondary schools. Chiriswa (2002) who noted that a functional teaching or learning depends on good allocation of human and non-human school resources which enhance good performance in school.

Maiyo (2009), observed that in Africa schools, the allocation of human and non-human school resources were unequal for the different schools and some schools do not have physical school facilities. Mutai ((2006) asserted that learning is strengthened when there are adequate teaching and

learning materials where academic achievement will be achieved. Olagunju and Abiola (2008) opined that the allocation of human and non-human resources in the schools improve students' attitude towards learning because the student may enjoy school where the school is climate is conducive and has adequate facilities that motivate them. Adeoye and Papoola (2011) believed that for learning to take place, learners must have access to human and non-human resources and learners have to interact openly with the school facilities in order to improve their academic performance. Ajaja (2009) maintained that the lack of laboratory in school hinders science teachers to apply guided discovery inquiry approaches in their teaching and learning in school. Karimi (2011) noted that resource allocation of sufficient materials to school provides opportunities for students, which facilitate their attitude to learning in school. Similarly, Ashioya (2012) opined that school administrators do not make provision of school facilities, such as library, laboratory in secondary schools and in turn continued to affect the attitude of students' learning habit in school. However Kitheka (2005) confirmed that schools which has adequate human and non-human resources, but have poor administrative climate may not utilize the materials efficiently, weakens student's level of performance in schools, whereas school with conducive administrative climate may utilize limited resources efficiently and improve the students' level of performance. The daily nation and the standard newspapers of (March 2 2006.) emphasized that "the importance of optimum allocation of school resources because readers tend to use information sources that require the least effort to access and students will have access to information in schools".

Wanda (2013) stated that the first is planning of instruction material which includes identifying specific expectations or learning outcomes, selecting appropriate instructional materials to foster these expectations or outcomes and organizing learning experiences into a coherent, reinforcing sequence. The teachers plan the use of available instructional resources in order to foster effective teaching and learning in the school. According to Wanda (2013), planning helps teachers in five basic ways: By helping them feel comfortable about instruction and giving them a sense of understanding and ownership over the teaching they plan, by establishing a sense of purpose and subject matter focus, by affording the chance to review and become familiar with the subject matter before actually beginning to teach it, by ensuring that there are ways in place to get instruction started, activities to pursue, and a framework to follow during the actual delivery of instruction, by linking daily lessons to broader integrative goals, units, or curriculum topics and students' attitude toward learning improved.

According to University of Strathclyde (2012), planning resources in school by principals and teachers includes the following: Identifying the material resources to be used to foster instruction, accurately estimate time, and effort required to complete a task, identify and organize systems and required

resources, organize personal time to carry out responsibilities. Maintain adequate preparation time for scheduled. From the foregoing, it is imperative to state that planning of material resource to use for instructional delivery in the school setting in central to the academic achievement of the students. Material resource planning skills of preschool teachers, therefore, involve all efforts towards instructional material resource selection and arrangement in order to ensure effective teaching and learning of preschool children. School resources planning such as school site planning, instructional space planning, administrative space planning, space of convenience planning and circulation space planning are essential in teaching and learning process in the school system. This implied that these spaces may enhance better teaching and learning depends on their location, structure and facilities within the school premises. Oyesola (2007) opined that good allocation and planning of school resources will facilities functional teaching and learning process and enhance better learning outcomes of the students in schools. Poor allocation and maintenance of school resources in Nigerian schools has been so worrisom to stakeholders where the state fails to plan, allocate, administer and manage maintain and utilize the resources efficiently even where there is evidence of funding. Fan, bison, and Edu (2013) confirmed that the poor performance of students in schools in most states of Nigeria had been largely attributed to non-availability and poor planning of school resources. It is against this background that this study sought to investigate the school resource availability and planning as correlate of students' attitude to learning in Education Zone B and C of Yobe State, Nigeria.

➤ *Purpose of the Study*

The main purpose of this study is to determine the school resource management as correlate of students' attitude to learning in senior secondary schools in Yobe State, Nigeria.

The specific objective of the study is to determine:

- The availability of school resource as correlates of students' attitude to learning in senior secondary schools in Yobe State.
- The resource management as correlates of students' attitude to learning in senior secondary schools in Yobe State, Nigeria.

➤ *Research Questions*

This study was guided by the following research questions:

- What is the extent of the availability of school resources in senior secondary schools in Yobe State?
- What is the extent of resource planning in senior secondary schools in Yobe State?
- What is the extent of students' attitude to learning in senior secondary schools in Yobe State?

➤ *Hypotheses*

The following null hypotheses will be formulated and tested at 0.05 level of significance to guide this study.

H₀₁ There is no statistically significant correlation between availability of resources and students’ attitude to learning in senior secondary schools in Yobe State.

H₀₂ There is no statistically significant correlation between resource planning and students’ attitude to learning in senior secondary schools in Yobe State.

II. METHODOLOGY

➤ *Research Design*

The study adopted a correlation survey design. The area of the study was Yobe State. It is located in the North – eastern part of Nigeria. Latitude 12.1871° E and Longitude 11.7068° N. (National Geospatial-Intelligence Agency, Bethesda, MD, USA 2004) . The target population of this

study was 3522 subjects comprising principals and teachers of senior secondary schools within the three education zones of Yobe State. (Directorate for planning, research and statistics, Yobe State Teaching Service Board Damaturu, 2017). A stratified random sampling technique was use to draw the sample needed for the study in two education zones in the state. The sample size for this study was 359 subjects estimated using Taro Yamane’s Formula and two closed ended questionnaire with a five Likert format response scale were used by the researcher to generate data from the field. The research questions were answered using descriptive statistics (mean and standard deviation). The hypothesis was tested using linear regression at 0.05 level of significance.

III. RESULTS AND INTERPRETATIONS

➤ *Research question 1:*

What is the availability of school resources in senior secondary schools in Yobe State?

S/N	ITEM	Mean	SD	Remark
1	The School has landed for future expansion	4.6000	.49487	VHE
2	The school has source of electricity	4.3000	.58029	HE
3	The school enrollment is adequate	4.9400	5.67993	VHE
4	The school has enough classrooms	3.5600	1.09096	HE
5	The School has sufficient staff rooms	4.1200	.32826	HE
6	The school has equipped laboratories	4.0900	.48587	HE
7	The school has equipped library	4.4800	.50467	HE
8	The school has land for school farm	3.3800	1.17612	M
9	The school has relevant text book in the library	3.9400	.79308	HE
10	The school has available workshops	4.2200	.54548	HE
11	The school has sufficient instructional materials	4.6000	.49487	VHE
12	The school acquired whiteboard	4.3000	.58029	HE
13	The school has sufficient attendance registers	4.9400	5.67993	VHE
14	The school has desk in the classrooms	3.4800	.61412	M
15	The school has table for teachers	4.2000	.80812	HE
16	The school has tables for practicality in the laboratories	3.9600	.49322	HE
17	The school has an available field for games	4.4600	.50346	HE
18	The school has school bus	4.7000	.58029	HE
19	The school has available hostels	5.3400	5.63375	VHE
20	The school has available mattresses in the hostels	3.5600	1.09096	HE
21	The school has an administrative office	4.2000	.40406	HE
22	The school has sufficient staff quarters	3.9800	.47337	HE
23	The school has enough staff room	3.9400	.93481	HE
24	The school has a functional clinic	4.4600	.50346	HE
25	The school has examination hall	3.8600	.90373	HE
26	The school has a kitchen	2.8000	.98974	M
27	The school has a dining hall	4.1200	.32826	HE
28	The school has sufficient teachers	4.6000	.49487	VHE
29	The school has weakly diaries	4.6000	.49487	VHE
30	The school has scheme of work	4.6000	.49487	VHE
	GRANT MEAN	4.2103		HE

Table 1:- Mean Rating of Principals’ and Teachers’ Opinion on the Availability of School Resources in Senior Secondary Schools in Yobe State.

Table 2 shows the mean rating of Principals and Teachers’ opinion on the extent of the availability of school resources in senior secondary schools in Yobe State. A grand mean of 4.2103 indicates that the availability of school resources in senior secondary schools in Ybe State is high.

➤ *Research question 2:*

What is the extent of resource planning in senior secondary schools in Yobe State?

S/N	ITEM	Mean	Std. D	R
1	Modern school facilities are adequately provided in the schools	3.6622	1.50278	H
2	Schools are not located to noisy places	3.9797	1.01494	H
3	Schools’ enrolment is considered when planning school facilities	3.9392	1.06549	H
4	Classrooms are well brightened by sunlight in this school	2.5270	1.45647	M
5	Staff rooms are available for teachers in the school	3.2770	1.21472	M
6	The schools environment is safe for instruction	3.5068	1.16733	H
7	Schools have sufficient teachers in the school	3.1419	1.40705	M
8	Enough money is allocated to the school	4.1149	.87932	H
9	Schools have required teachers for all subjects	3.8885	1.20918	H
10	Modern school facilities are adequately provided in the schools	3.7297	1.05184	H
GRAND MEAN		3.578	H	

Table 2:- Mean Rating of Principals’ and Teachers’ Opinion on the Extent of Resource Planning in Senior Secondary Schools in Yobe State.

Table 1 shows the mean and standard deviation of Principals and Teachers’ opinion on the extent of school resources planning in senior secondary schools in Yobe State. A grand mean of 3.578 indicates that the resource planning in senior secondary schools in Yobe State is high.

➤ *Research question 3:*

What is the extent of Students’ Attitude to Learning in senior secondary schools in Yobe State?

S/N	ITEM	Mean	SD	REM
1	Conducive school building arouses students’ interest and attend class regularly	4.2600	.66425	H
2	location of school has improves students’ performance in class	4.1600	.68094	H
3	overcrowded classroom affects negatively students’ performance	4.4800	.50467	H
4	Students should be involved in more practical work than the theoretical	3.4800	.61412	M
5	lack of hard work on the part of students results in poor performance	4.2000	.80812	HE
6	Students lack interest in school with insufficient teaching aids	3.9600	.49322	HE
7	Students lack interest in school which has insufficient classrooms for instructions	4.4600	.50346	HE
8	Enough money is allocated to the school	4.7000	.58029	HE
9	Students’ have interest in lesson with a teacher who master his subject matter	5.3400	5.63375	VHE
10	Students have interest in school with equipped laboratories	3.5600	1.09096	HE
11	Students have interest in school which libraries have enough reading materials	3.5200	1.16479	H
12	Available staff room motivate teachers to update students record	4.1000	.95298	H
13	School has sufficient workshops	4.2000	.98974	H
14	Sufficient classrooms for instructions motivate students regular attendance to class	3.9600	.96806	H
15	Cracks on buildings encourages students’ absenteeism to class	4.0800	.98644	H
16	Broken desks are discourages students’ participation in classroom activities	3.9600	.57000	H
17	School computers encourages students’ regular attendance to class	4.4800	.50467	H
18	Upgraded school libraries enhances students to complete their assignments	3.9000	.99488	H
19	Available school facilities motivates students’ punctuality to class	4.0400	.72731	H
20	Conducive school building arouses students’ interest and attend class regularly	3.9000	.81441	H
GRANT MEAN		4.1370	HE	

Table 3:- Mean Rating of Principals’ and Teachers’ Opinion on the Extent of Students’ Attitude to Learning in Senior Secondary Schools in Yobe State.

Table 3 shows the mean and standard deviation of Teachers’ opinion on the extent of Students’ attitude to learning in senior secondary schools in Yobe State. A grand mean of 4.1370 indicates that the Students’ attitude to learning in senior secondary schools in Yobe State is high.

H₀₃: There is no statistically significant correlation between resource planning and students’ attitude to learning in senior secondary schools in Yobe State

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	5.602	1	5.602	8.068	.006 ^b
Residual	35.415	51	.694		
Total	41.017	52			

Table 4:- Summary of ANOVA of School Resource Management and Students’ Attitude to Learning

- Dependent Variable: students’ attitude to learning
- Predictors: (Constant), School resource planning

➤ *Interpretation of results*

Linear regression analysis was conducted to test whether any significant correlation exists between School resource

planning and students’ attitude to learning. The results show that School resource management significantly predicted students’ attitude to learning, $F(1, 52) = 6.127, p = 0.006$. Therefore, the null hypothesis should be rejected since the p – value (0.006) is less than 0.05 levels of significance.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.370 ^a	0.137	0.120	0.83331

Table 5:- Model Summary

- *Predictors: (Constant), School resource management*

The result in Table 5 shows a model summary which shows how the independent variable explains the variance in the dependent variable. The result shows that the predictor (School resource management) explained 13.7% of the variance in learning. School resource management and

students’ attitude to learning were found to have moderate positive correlation which is indicated by r value = 0.370.

H₀₂: There is no significant relationship between availability of school resources and students’ attitude to learning in senior secondary schools in Yobe State

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	4.340	1	4.340	28.551	.000 ^b
Residual	7.753	51	.152		
Total	12.093	52			

Table 6:- Summary of ANOVA of Availability of School Resources and Students’ Attitude to Learning.

- Dependent Variable: Students’ attitude to learning
- Predictors: (Constant), Availability of school resources

➤ *Interpretation of results*

Linear regression analysis was conducted to test whether any significant correlation exists between availability of

school resources and Students’ attitude to learning. The results show that availability of school resources significantly predicted students’ attitude to learning, $F(1, 52) = 28.551, p = 0.000$. Therefore, the null hypothesis should be rejected since the p – value (0.000) is less than 0.05 level of significance.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.599 ^a	0.359	0.346	0.38990

Table 7:- Model Summary

- *Predictors: (Constant), Availability of school resources*

The result in Table 7 shows a model summary which shows how the independent variable explains the variance in the dependent variable. The result shows that the predictor (Availability of school resources) explained 35.9% of the variance in learning. Availability of school resources and Students’ attitude to learning were found to have a moderate relationship which is indicated by r value = 0.599.

IV. CONCLUSION

Students’ attitude to learning is a variable that is so significant to affect learning in senior secondary schools. This depends largely on the availability and planning strategies employed by the school administrator and effective utilization of the resources by the classroom teachers. This study found high availability of resources and has a high planning of the resources which facilitates students’ attitude to learning in senior secondary schools in Yobe state, it could also be so paramount if such study could be carried out in Primary Schools in Yobe State, Nigeria.

FINDINGS

- Availability of resource in senior secondary schools in Yobe state is high as revealed by the mean score of 4.2103.
- School resources planning in senior secondary schools in Yobe state are high as revealed by the mean score of 3.578.
- Students' attitude to learning in senior secondary schools in Yobe state is high as indicated by the mean scores of 4.1370.
- Availability of school resource and Students' attitude to learning were found to have statistically significant correlations in senior secondary schools in Yobe State, Nigeria, which is indicated by r value = 0.370 greater than 0.05 level of significance
- School resource planning and students' attitude to learning were found to have statistically significant positive correlation in senior secondary schools in Yobe State, Nigeria which is indicated by r value = 0.599 greater than 0.05 level of significance

RECOMMENDATIONS

- Government should ensure that all school resources are available and planned for instructional activities as this may enhance students' attitude to learning in senior secondary schools in Yobe State.
- Principals should be adequately trained and enlightened with more robust planning strategies where teachers should be involved in textbook selection;
- Principal and teachers should ensure decongestion of classrooms by providing conducive classrooms, provision of adequate educational materials,
- Staff should receive training in the rudiments of instructional supervision to equip teachers with the necessary skills, obtain from seminars, workshops and conferences organize in the schools.

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