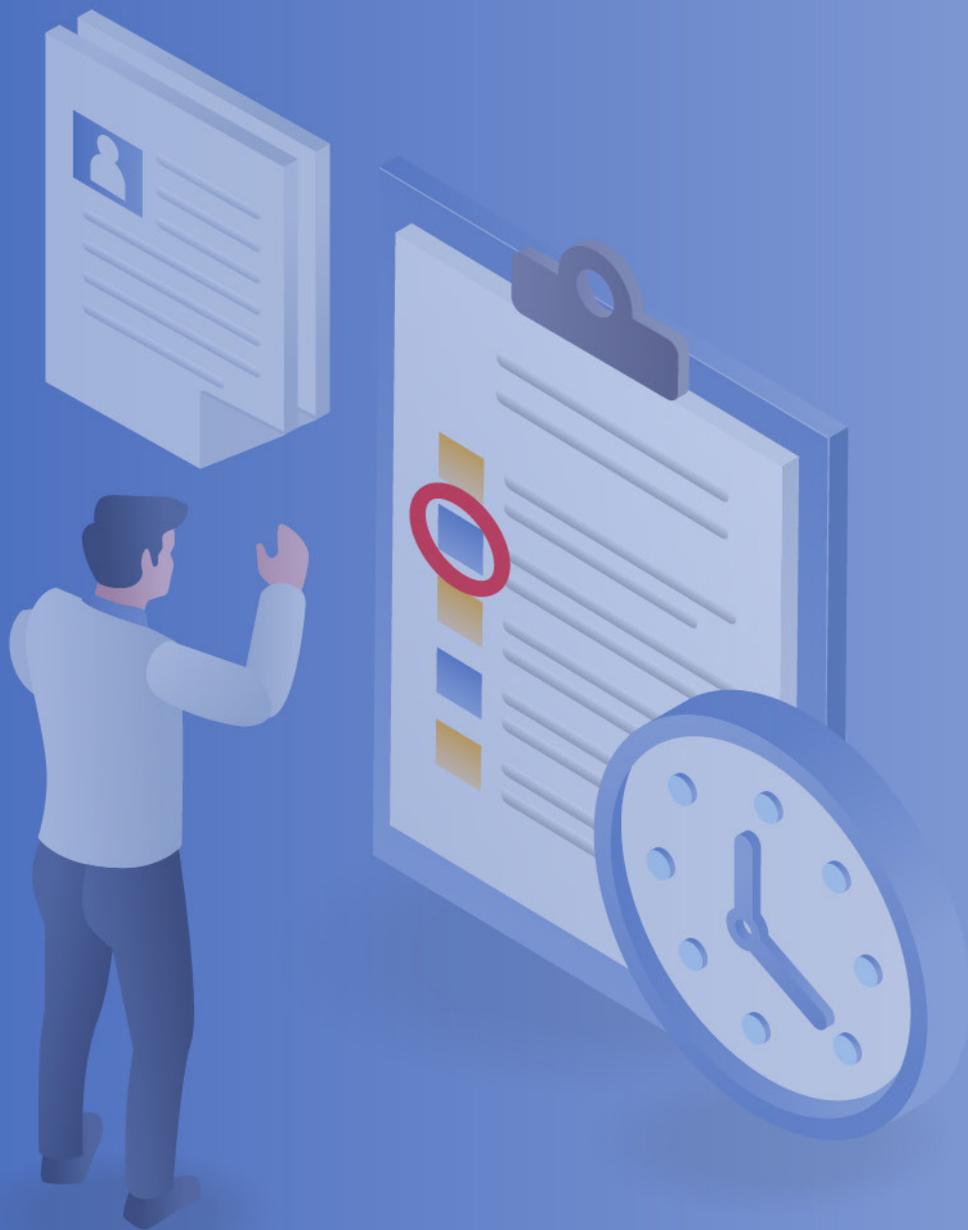




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Exploring the Effectiveness of Supervision in Enhancing Management of Educational Facilities in Secondary Schools in Akinyele Local Government of Oyo State

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ABSTRACT

The study explored the effective use of supervision of educational facilities management in bringing effective and efficient teaching and learning processes in schools in Akinyele local government. Ex-post facto design was adopted. Multi-stage sampling technique was used to select fifteen principals, thirty vice-principals, forty-five heads of departments and one hundred and fifty students making two hundred and forty participated in the study. Two validated instruments were employed, and data collected were analyzed by frequency count and Pearson correlation. 119 (49.6%) of the respondents indicated bimonthly supervision of their school, followed by 62 (25.8%) monthly, 46 (19.2%) weekly, and 13 (5.4%) never indicated that their schools have never been supervised. There is a high positive correlation between education supervision and availability of facilities in schools ($r = 0.770$; $P = 0.000$). There is a high positive correlation between education supervision and access to facilities ($r = 0.838$; $P = 0.000$). There is a high positive correlation between education supervision and usability of facilities in schools ($r = 0.863$; $P = 0.000$). 196 (81.7%) proper utilisation of education facilities top the roles of supervisors in management of educational facilities as indicated by respondents. Watch dog follows this for lazy teachers 184 (76.7%). School and education supervision affect the availability, adequacy, access to as well as utilization of education facilities; therefore, school supervision should be continuous with a view to making the availability of education facilities more adequate, accessible, and utilized.

INTRODUCTION

The importance of educational facilities supervision and management lie is to improve the property of confidence reposed in education in accordance with Sustainable Development Goal 4, which provides inclusive and equitable quality education to promote lifelong learning opportunities for all. In addition, many actors interested in education are still trying to justify their direct or indirect investments in education, and they ask why education should be a priority of the government among other competitors struggling for scarce resources. One of the investors in education is the Oyo state government of Nigeria.

The Policy of the administration in Oyo State is to deliver free education to all residents of the state who are desirous of attending public primary and secondary school has greatly increased the enrolment into schools in the state. This has greatly affected existing educational facilities in the schools negatively. Many of the school educational facilities have been overstretched (Eze & Aja, 2014; Mwangi *et al.*, 2022). In order to meet the needs of students, government has increased the provision of educational facilities to schools. For these facilities to be durable and efficient when used in the achievement of the educational goals there is a need to have effective supervision of these facilities (Eziuzo, 2014).

UNESCO (2012) reported amelioration in the good education is achieved by working towards good financial management of the school, good management of human resources. Effective management of school facilities

is vital to make school a pleasant, safe and conducive place for students to reach their maximum potential in extracurricular programs and activities (Lyons, 2012). Teaching and learning process aim to cause desirable change in behaviour in learners via deep thinking. This process does not take place in a vacuum but rather in an environment structured to facilitate learning.

Sufficiency, utilisation and management of educational facilities depended on the standard of supervision and management. Improving the excellence of education is accomplished by targeting a good financial management of schools, the management of human resources and the adequacy of physical structures and learning resources, improving teaching and learning processes, and improving exam results (Ajayi, 2007; Abdulkareem & Fasasi, 2010; Usen, 2016). The quality of education provided and the results achieved by the school depend on the quality of the facilities provided to students to develop their potential. Educational facilities can be defined as all school facilities that school administrators, teachers and students operate, distribute and use for the smooth and efficient running of any educational institution (Asiyai, 2013). Similarly, Abdulkareem and Fasasi (2012) describe educational facilities as physical resources that facilitate effective learning. These resources include classrooms, a writing table, a laboratory, a workshop, a library, equipment, consumables, water, toilets, electricity, visual and audio aids, desks, tables, chairs, a playground, and a field. Many schools in Nigeria face a lack of these facilities. The few schools that have some of these facilities are having

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problem of adequately maintaining them. To be able to have these facilities and also adequately maintain them, there is the need for supervising and reporting on their status to the various stakeholders.

Supervision can be thought of as one out of the many uses in which the head of school may carry out to meet up with set goals and to ameliorate the standard of classroom teaching and learning processes. To achieve this effectively, school leaders must go for preparation leading to ameliorating their supervision practices via intensive refresher courses. As a school leader, the director has the duty to change the attitudes of the staff and to motivate them to do their best to reach the educational goals via a commendable teaching-learning process.

Supervision and interaction with the teaching and learning environment occurs and thus allows making informed decisions, recommendations and reports for the overall improvement of the learning environment. School supervision has many goals, but its main goal is to improve the education by ensuring compliance with the basic operational minimum of excellence. Onyeike (2016) described the logic of school supervision contained in the UBE curriculum manual such as improving the morale of teachers, discovering the ability to the teacher: supervision exercises help, among other things. Providing sensitive help to teachers, encourage regular training and retraining, promotes spirit of professionalism in teachers and guiding the teacher in the use of instructional materials. The supervision of the various educational facilities rest on the school administrator, the parents (P.T.A), the community (SBMC), the inspectorate of education (standard and Quality Assurance), and the ministry of education. All the above have to work in synergy to bring about an effective supervision of educational facilities to enhance positive teaching and learning in the schools.

It has been reported severally that there is an association between the physical infrastructure in the learning environment and the academic performance of students. Reported by Ajayi and Ayodele (2001) is the study that justified that adequate provision of school facilities has significant effects on student achievement and improves the school effectiveness. A high degree of adaptation and use of school structures by teachers, as argued by Frankie-Dolor (2002), is necessary to achieve educational goals. Schools inspection and supervisory services have in the time past revamped the quality of teaching and learning as well as maintenance of facilities at all levels education. However, recent major problem facing effective teaching and learning today is absent, inadequate or poorly maintained educational facilities. School administrators find it difficult to maintain these facilities where they are provided due to some reasons beyond their capacity. Efforts have been put in place to rescue and salvage the ugly situation through the introduction many interventions all to no avail.

Despite the empowerment of many agencies to manage and monitor school facilities and likes, many learners were found in terrible cases of accidents arising from

bad education facilities others are afflicted with health challenges via the same bad situation. To guarantee the quality and standards of education in our schools, the problem of educational structures requires an urgent investigation. Similarly, there appear to be dearth literature on the supervision and management of educational facilities in the exterior part of the heart of a city like Ibadan. Therefore, this study explored how effective use of supervision of educational facilities management would bring about an effective and efficient teaching and learning processes in schools in Akinyele local government area.

Theoretical Background

In order to ensure the quality and standards of education in our schools, the problem of educational structures has been justified. Research is conducted by a knowledge production model. In this case, the business model of knowledge production assumes that the school is a business that takes inputs (students, resources and teachers) and processes them into educational outputs such as diplomas. The production model has been used by many governments, including its promoters (Coleman, 1966; Fuller, 1985). Coleman *et al.* (1966) used this model in America to measure the contribution of various factors to academic success.

The basic model that emerged from this research is very simple: the result of the educational process - the success of individual students - is directly linked to the inputs directly managed by policy makers (eg. from schools, teachers, programs, etc.) and family and friends, and students' internal gifts or learning abilities that are not controlled. Although success can sometimes be measured internally time is a cumulative learning process. Admissions used in the past may affect current student achievement levels.

MATERIALS AND METHODS

This study adopted an ex post facto research design. Specifically, the study is a correlational research type. This will enable the researcher to collect information, relate the independent and dependent variable without manipulating either the independent or the dependent variable. The target population for this study consisted of all senior secondary schools principals, vice-principals, heads of departments and students in Akinyele Local Government Area of Oyo state, Ibadan. Multi-stage sampling technique was adopted for this study. There are three zones in Akinyele Local Government Areas in Oyo State (Akinyele North, Akinyele East and Akinyele South). In the first stage, five schools each were randomly selected from each of the three zones in Akinyele making fifteen secondary schools randomly selected. From these schools selected, a random sampling technique was adopted in selecting ten (10) students each. Purposive sampling technique was used to select a principal, two vice principals and three heads of department each from the selected schools. The reason for this selection is that

principals, vice-principals and head of departments are directly involved in management of education facilities in the schools. In all, fifteen principals, thirty vice-principals, forty five heads of departments and one hundred and fifty students making two hundred and forty participated in the study.

Two (2) instruments were developed and used to generate data for this study by the researcher. These are: Administration of Education Facilities Questionnaire (Administrator) and Administrator of Education Facilities Questionnaire (Students). The administration of education facilities questionnaire (Administrator) was designed by the researcher to elicit information from principals, vice principals and heads of departments on administration of education facilities. The instrument has three (3) sections A, B and C. Section A elicited information on the administrator's bio-data such as designation, gender, age, years of experience, educational qualification, frequency of supervision and sources of facilities in schools. Section B elicited information on availability and adequacy of educational facilities. It is a twenty items scale where respondents were asked to indicate numbers of named educational facilities required, number available or not available at all. Respondents were also asked to respond to number of user and whether adequate or not. Section C elicited information on accessibility and usability. Respondents were asked to indicate whether accessible or restricted and whether the named educational facilities are usable and functional, usable not functional or not usable at all.

The administration of education facilities questionnaire

(Students) was designed by the researcher to elicit information from prefects and students on administration of education facilities. The instrument has three (3) sections A, B and C. Section A elicited information on the administrator's bio-data such as designation, gender, age, class, frequencies of supervision and sources of facilities in schools. Section B elicited information on availability and adequacy of educational facilities. It is a twenty items scale where respondents were asked to indicate numbers of named educational facilities required, number available or not available at all. Respondents were also asked to respond to number of user and whether adequate or not. Section C elicited information on accessibility and usability. Respondents were asked to indicate whether accessible or restricted and whether the named educational facilities are usable and functional, usable not functional or not usable at all.

In order to validate the two instruments, copies of the instruments were given to experts in the field of education, for necessary corrections, where irrelevant items were remove and others that need modifications were recast. In order to investigate its reliability, corrected copies of the instruments were administered on small sample outside the main sample. The result of the data collected were analysed for internal consistency using Chronach's Apha which yielded 0.86 and 0.88 respectively. The data collected were analyzed using frequency count and Pearson product moment correlation PPMC.

RESULTS AND DISCUSSION

Table 1 shows the frequency of education supervision in

Table 1: Frequency of Education Supervision in Akinyele LG Schools

S/N	Education Supervision	Frequency	Percentage
1	Weekly	46	19.2%
2	Monthly	62	25.8%
3	Bimonthly	119	49.6%
4	Never	13	5.4%
5	Total	240	100.0

Akinyele local government secondary schools. The table indicates that 119 (49.6%) of the respondents indicated a bimonthly supervision of their school, followed by 62 (25.8%) monthly, 46 (19.2%) weekly and 13 (5.4%) never

indicted that their schools have never been supervised. Going by the responses, it may be deduced that the frequency of education supervision in Akinyele local government school is high.

Table 2: Relationship between Education Supervision and Availability of Education Facilities

Variable	N	X	SD	R	p-value	Remark
Education Supervision	240	79.33	12.89	0.770**	0.000	Sig
Availability of Facilities	240	72.86	13.58			

Table 2 shows the association between education supervision and availability of educational facilities in schools in Akinyele local government area.

The table revealed that there is a high positive correlation between the education supervision and availability

of educational facilities in schools in Akinyele local government area ($r = 0.770$; $P = 0.000$) and it is statistically significant. This indicates that availability of educational facilities is significantly influenced by the education supervision.

Table 3: Relationship between Education Supervision and Adequacy of Educational Facilities

Variable	N	X	SD	R	p-value	Remark
Education Supervision	240	79.33	12.89	0.434*	0.000	Sig
Adequacy of Facilities	240	72.86	13.58			

Table 3 shows the relationship between education supervision and adequacy of educational facilities in schools in Akinyele local government areas. The table revealed that there is a moderate positive correlation between education supervision and adequacy of educational facilities in schools in Akinyele local government areas ($r = 0.434$; $P = 0.000$) and it is

statistically significant. This indicates that adequacy of educational facilities in Akinyele Local Government secondary schools is significantly related to education supervision. Meanwhile, constant supervision will leads to adequate provision of more education facilities in schools and vice versa.

Table 4: Relationship between Education Supervision and Access to Education Facilities in Schools

Variable	N	X	SD	R	p-value	Remark
Education Supervision	240	79.33	12.89	0.838**	0.000	Sig
Access to Facilities	240	78.99	6.81			

Table 4 shows the relationship between education supervision and accessibility to educational facilities in schools in Akinyele local government areas. The table revealed that there is a high positive correlation between

education supervision and access to educational facilities ($r = 0.838$; $P = 0.000$) and it is statistically significant. This indicates that access to education facilities in schools is significantly related to education supervision.

Table 5: Relationship between Education Supervision and Usability of Education Facilities

Variable	N	X	SD	R	p-value	Remark
Education Supervision	240	79.33	12.89	0.863*	0.000	Sig
Usability of Facilities	240	78.99	6.81			

Table 5 shows the relationship between education supervision and usability of educational facilities in schools in Akinyele local government area. The table revealed that there is a high positive correlation between education supervision and usability of educational facilities in schools in Akinyele local government area

($r = 0.863$; $P = 0.000$) and it is statistically significant. This indicates that usability of education facilities in schools is significantly affected by education supervision. Meanwhile, frequent supervision of schools and teachers will lead to better use of education facilities by both the teachers and the school and vice versa.

Table 6: Roles of Supervision in Management of Education Facilities

S/N	Roles of Supervision	Frequency	Percentage
1	Proper utilisation of facilities	196	81.7%
2	Supervising school activities	166	69.2%
3	Investigating available facilities	169	70.4%
4	Ensuring safe keeping of facilities	180	75.0%
5	Watch dog for lazy teachers	184	76.7%
6	Receiving officers for complaints on facilities	163	67.9%
7	Ascertaining the effectiveness of teaching and learning process	159	66.3%
8	Making stakeholders accountable	157	65.4%
9	Ascertaining areas of school's needs	155	64.6%
10	Observing smooth running of teaching and learning process	152	63.3%

Table 6 shows the roles of supervision in the effective management of educational facilities in schools in Akinyele local government. The table indicates that 196 (81.7%) proper utilisation of facilities top the roles of supervisors in management of educational facilities as

indicated by respondents. This is followed by watch dog for lazy teachers 184 (76.7%). Also indicated in the table is 180 (75.0%) ensuring safe keeping of facilities and 169 (70.4%) of the respondents indicated investigating available facilities as role of supervisors in management

of educational facilities. 166 (69.2%) of the respondents indicated that supervising school activities is one of the role of supervisors in management of educational facilities and 163 (67.9%) of the respondents indicated that supervisor acts as receiving officers for complaints on facilities. 157 (65.4%) of the respondents reported that making stakeholders accountable is one of the roles of supervisor in management of education facilities and 152 (63.3%) of the respondents indicated observing smooth running of teaching and learning process as another role of supervisor in management of education facilities.

The result on frequency of education supervision in Akinyele local government secondary schools showed that majority of the respondents indicated a bimonthly supervision of their school, followed by monthly, weekly and few indicted that their schools have never been supervised. Going by the responses, it may be deduced that the frequency of education supervision in Akinyele local government school is high.

This result is in line with that of Chike-Okoli (2016) who indicated that a school principal must not only be trained in the act of administration, but also must be proficient in the principles that lead and control the supervision processes to increase the frequency of the administration school supervision. As a school leader, the principal has the task of changing the attitudes of the staff and motivating them to do their best to achieve the educational goals through an effective teaching-learning process.

The finding on the association between education supervision and availability of education facilities in schools in Akinyele local government area revealed that there is a high positive correlation between the education supervision and availability of educational facilities in schools in Akinyele local government area and it is statistically significant. This indicates that availability of education facilities is significantly influenced by the education supervision. This finding is consistent with Mgbor (2015) who observed that the availability of teaching facilities is the pivot for the quality of teaching in universities. Therefore, the facilities provided by the government for the implementation of educational programs in Nigeria are inadequate and inconsistent as shown by the many labor conflicts in the education sector. According to Mgbor (2015) the importance of facilities, equipment and materials for the successful operation of physical education curriculum has been emphasized many times in the literature. In addition, the level of success of most programs in higher education institutions depends on the degree of availability of equipment and facilities, because these are the main purpose of these programs.

This finding is also consistent with that of Owoye (2011) who found that the availability of school facilities is a powerful factor in the quality and quantity of education. Owoye said the importance of providing educational facilities for teaching and learning in the education sector cannot be overstated. Furthermore, Akindolarin *et al.* (2017) found that the availability of appropriate

teaching equipment and facilities is of vital importance for teaching physical education.

Result on the relationship between education supervision and adequacy of educational facilities in schools in Akinyele local government areas revealed a moderate positive correlation between education supervision and adequacy of facilities in schools in Akinyele local government areas and it is statistically significant. This indicates that adequacy of educational facilities in Akinyele Local Government secondary schools is significantly related to education supervision. Meanwhile, constant supervision will leads to adequate provision of education facilities in schools and vice versa.

This result of the study corroborates that of Ajayi and Ogunyemi (2001) who reported 'when the facilities are large enough to meet the needs of the school system, not only do students have access to the reference materials cited by the teacher', but students also learn on their own. The net effect of this is an improvement in the overall academic performance of all students. Rather, inadequate learning and equipment are the cause of failure. According to him, a look at public schools in Nigeria and what is happening there shows that nothing good comes out of most schools because there are not enough and human resources to prepare candidates for the West African School Certificate Examination (WASCE). Similarly, Amadi (2014) tied the inability of curriculum reforms in Nigeria (CRN) to the non-initiators of the program to deploy enough resources (human, material and financial) to maintain changing the plan realistically.

This result also supports that of Hornby (2006) who found out that adequacy of educational facilities as a condition in which something is enough or good enough in quantity for a particular purpose or need is crucial in school. Adequate availability of equipment and facilities and their proper utilization have been positively correlated to good performance in examinations while poor performance has been blamed on inadequacies

The finding on the relationship between education supervision and accessibility to educational facilities in schools in Akinyele local government area showed that there is a high positive correlation between education supervision and access to facilities and it is statistically significant. This indicates that access to education facilities in schools is significantly related to education supervision. The finding of this study is in tandem with that of Asiyai (2012) who reported the importance of access to and availability of educational facilities for the successful implementation of the school program has been repeatedly emphasized in the literature. Furthermore, the success of most programs in higher education is highly dependent on the availability of equipment and facilities as a basis for the programs.

The finding on the relationship between education supervision and usability of educational facilities in schools in Akinyele local government area revealed that there is a high positive correlation between education supervision and usability of educational facilities in

schools in Akinyele local government area and it is statistically significant. This indicates that usability of education facilities in schools is significantly affected by education supervision. Meanwhile, frequent supervision of schools and teachers will lead to better use of education facilities by both the teachers and the school and vice versa.

The results of this study agree with the results of Obi, who found that the use of learning materials in teaching is a reliable way to achieve this goal. When real objects or their representations are employed to teach, students see, touch, and interact with these materials. Interacting with learning materials aids students not forget what they have learned. Meanwhile, Onyeika (2016) explains that the process of resource management and management is the use of resources. Onyeika also said that in school, the resources available should be used to achieve the objectives. Similarly, Wanjiku (2013) stated that the use of available educational resources is more important than quantity. According to Ugwuanyi (2017), one of the reasons why many school teachers do not use the available teaching materials is their lack of skills to use them. Ugwuanyi shows that the effectiveness of the materials depends on the teacher's performance.

The results on the roles of supervision in the effective management of educational facilities in schools in Akinyele local government indicated that majority proper utilisation of educational facilities top the roles of supervisors in management of educational facilities as indicated by respondents. This is followed by watch dog for lazy teachers. Also indicated is ensuring safe keeping of facilities and majority of the respondents indicated investigating available educational facilities as role of supervisors in management of educational facilities. Some of the respondents indicated that supervising school activities is one of the roles of supervisors in management of educational facilities and many of the respondents indicated that supervisor acts as receiving officers for complaints on facilities. Some of the respondents reported that making stakeholders accountable is one of the roles of supervisor in management of education facilities and some of the respondents indicated observing teaching and learning process smoothly as another role of supervisor in management of education facilities.

The result of this study tallies with that of Akinfolarin, Ajayi and Oloruntegbe, (2012) who argued that there has been an Overstretched or over used of space and facilities available due to large class number. Moreover, alternative uses to which school facilities could be put to use should always be explored. School facilities which could be made to serve double or multiple purposes should be used for the purposes. The dining hall, for example, could be used for holding school assemblies, staging dramas as well as a venue for the community's cultural and recreational activities.

CONCLUSION

"The findings of this study reveal that school and education supervision play a crucial role in the availability,

adequacy, access, and utilization of education facilities. The impact of supervision on these factors ultimately affects the effectiveness of instructional delivery. In fact, there was a noticeable correlation between supervision and the adequacy of education facilities. It is clear that proper supervision is essential in ensuring that education facilities are readily available for use. In light of these findings, it is imperative that school supervision be continuous to ensure the availability of education facilities. Frequent supervision is also necessary to increase access to these facilities. Additionally, timely supervision is crucial in promoting the proper utilization of education facilities. By prioritizing effective supervision, we can ensure that students have access to the resources they need for a successful education.

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