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ADMINISTRATIVE STRATEGIES FOR SCHOOL PLANT MAINTENANCE IN SECONDARY SCHOOLS IN KADUNA STATE: *FOCUS ON SCHOOL BUDGETING.*

Dr. Isaac N. Nwankwo & Dennis Christopher Kazahchat
Department of Educational Management and Policy
Nnamdi Azikiwe University, Awka
in.nwankwo@unizik.edu.ng; doctorisaacnwankwo@gmail.com

ABSTRACT
The purpose of this study was to identify budgeting strategies for school plant maintenance in secondary schools in Kaduna State. It was a descriptive survey research conducted in Kaduna State. The population consists of 5034 public secondary school teachers in the 123 public secondary schools in Kaduna State. The sample size for this study consisted of 600 secondary school teachers sampled through proportionate stratified sampling technique. Data for the study will be collected by means of questionnaire developed by the researcher. The instrument is titled "Questionnaire on Principals' Administrative Strategies for School Plant Maintenance" (QPASSPM). Face validity of the instrument was established using the opinions of experts. Data collected were analyzed using Cronbach Alpha to determine the internal consistency of the instrument and a co-efficient of 0.83 was obtained. The researchers and five research assistants administered copies of the questionnaire on the respondents at sampled schools. The data collected was analyzed using the arithmetic mean and standard deviation to answer the research question while Analysis of Variance (ANOVA) was used to test null hypotheses at 0.05 level of significance. Findings indicated that there is no significant difference in the mean ratings of principals on budgetary strategies for school plant maintenance in secondary schools in Kaduna State based on years of experience. In view of the above, it was among others recommended that principals and teachers alike should be exposed to relevant seminars and workshops that could build their capacities in organization strategies to facilitate school plant maintenance in secondary schools.

Keywords: Budgeting; Strategies; School; Plant Maintenance.

Introduction

Budgeting is an educational plan with an estimated receipts and expenditures necessary to finance it for a defined period of time. It is a technique used by school administrators to help determine how many financial resources will be needed and how they will be used. Although the budget controller (principal) is responsible for planning and coordinating the budget, full and meaningful participation of managers and their subordinates should be sought in budget planning. Principals should not take budgeting strategies with levity as it could make or mar effective administration and management of the school system. This is because budgeting guarantees effectiveness of school administration by ensuring that only planned programmes are pursued, unnecessary spending is avoided and that all proposed expenditures are matched towards the expected revenue, leaving no room for deficit but rather creating a greater room for budget surplus.

Budgetary practices in organizations, firms and institutions had been a sensitive issue over the years. This is because the government and the public are interested on how funds are planned, controlled, and applied for specific assignment to achieve specific objectives. In educational

institutions, the realization of desired educational goals and objectives depend largely on the efficient planning and management of school funds by the school administrators. In view of this, Amuseghan (2010), regretted that it is quite unfortunate that the little resources available are not effectively managed in Nigerian schools. One thing is to raise fund, but the other is to ensure that the fund raised is well utilized by the school managers. However, to ensure judicious spending of funds and accountability, school administrators (principals) plan and prepare budget for their schools. Budgeting according to Olufidipe cited in Oboegbulem and Kalu (2013), is a process of preparing and using budgets to achieve management objectives. Budget on the other hand, is a comprehensive and coordinated plan, expressed in financial terms, for the future. Oboegbulem and Kalu (2013) regarded budget as a plan quantified in monetary terms, prepared and approved prior to a defined period of time, usually showing planned income to be generated and expenditure to be incurred during that period. Budgeting has been a very important and useful part of administrative strategy of organizations such as educational institutions right from ages. It has the fundamental importance of controlling the financial behaviour of the administrators in the school system. Budgeting prevents wastage or reckless spending of funds provided for various educational services.

The reason is that the operators of budget are compelled to follow the appropriate estimate in spending funds. Budgeting has the technical function of authorizing expenditure and serves as a microscope in analysis of details. The budgeting practices in educational institutions follow a systematic procedure. This includes budget planning, budget defence, budget approval and adoption, budget implementation and budget evaluation. As a result of the organizational structure of the secondary education system in South-East Geo-political Zone, the budgetary practices are controlled at Ministry of Education and Secondary Education Management Board (SEMB) levels. These are boards responsible for the management of education at the secondary school levels.

The principals of schools are not involved in all the stages of the budgeting practices mentioned above. They are highly engaged in the planning, defence and implementation stages while the secondary Education Management Board and Ministry of Education carry out budget approval, adoption and evaluation. The ministry of Education and Secondary Education Management Board (SEMB) do these jobs through the account supervisors who monitor and verify the financial activities of educational administrators. Ezeocha (2015) defined supervisors as professionals outside or within school who work to improve the teaching/learning process. This shows that account supervisors are leaders who perform the periodic criticism, verification, clarification and justification of financial activities of the schools through checking of the financial account records kept in the schools, so that educational resources will not be misappropriated by fraudulent administrators.

In the Nigerian school system, many principals had been accused of poor budgeting practices by the supervisors, teachers and parents. For instance, it has been observed by some authorities that the principals do not follow budget procedures in planning and implementation of budget nor keep and use the necessary financial account records in Nigerian schools (Nzekwe, 2014). Little or no work is done on repairs of school buildings, provision of reagents and specimens for science practical, sports and games. Supporting this fact, Onyike (2019), regretted that poor budgeting has accounted for the seeming neglect and dilapidation of buildings and infrastructure in greater percentage of schools over a decade, particularly at secondary school level.

All the above cases breed mistrust and suspicion. The principals tend to lose their prestige as financial heads and also lose control on the staff and students. In extreme cases, the school heads (principals) are called to pay back part of the misappropriated fund and nothing is achieved in the school in such situations. Principals of Nigerian secondary schools need administrative qualifications that will make them competent and confident before the staff they advise and guide. They are supposed to be well equipped through training in educational administration. This knowledge will help them to handle school budgeting effectively. The reason is obvious. Budgetary practices and fund management are significant factors affecting school plant maintenance. Supporting this fact, Oboegbulem and Kalu (2013) suggested that the school leaders should be knowledgeable and competent in the techniques of management in the areas of budgeting, accounting and information management for efficient management of school plant.

Previous studies have shown a relationship between facilities maintenance and school outcome. For instance Ekpoh (2018) observed that proper maintenance of school facilities will boost teachers' moral through giving them a sense of personal safety, renewed hope and commitment, while lack of maintenance of facilities could engender a feeling of despair and frustration among teachers and students. Sani (2007) found that a significant positive and high relationship exist between school plant maintenance and student academic performance.

Oyedeji (2016) noted that there is a positive relationship between the quality of maintenance and the level of functionality of school plant. Studies have shown that a good school premises could have significant educational effect on students. Durasaro (2011) found out in his investigation that schools that are well planned and maintained have higher student's retention and are even more effective than others. Besides, functional and adequately maintained school facility provides atmosphere for students to settle down psychologically for serious academic work.

Fenker (2012) stated that school plants maintenance is a process which ensures that buildings and other technical systems are put in proper shape for the operation of an organization, especially to assist in actualizing educational goals. To Bakwai (2013), school plant maintenance involves "the keeping of the buildings, equipment and landscapes at their best condition of completeness and efficiency, either through repairs or replacement".

Facility maintenance entails providing clean and safe environment for teaching and learning. Kpee (2013, p. 312) describes school plant maintenance as the continuous efforts of checking, improving, repairing, renewing, repainting, remodeling, controlling the use, modifying and ensuring effective and regular use of school facilities in the teaching and learning processes, in order to make them continuously relevant and useful. According to Akpan (2011), maintenance involves all activities carried out to ensure that facilities and equipment are functional at all times and thus prevent them from becoming obsolete. It could be said that school plant maintenance involves all the activities carried out on any component of school plant such as equipment repairs or services to ensure that they are functioning and in good shape. Thus plant maintenance involve every work carried out on any component of school plant in order to keep it in an acceptable condition.

Therefore, secondary schools in Nigeria rely on certain sources for their financial support. According to Akpakwu (2016) a school is an organization of its own, therefore human, financial and material resources are to be harnessed for the purposes of achieving its objectives. However, it has become abundantly clear that government

sources alone cannot meet the country's educational requirements due to the drop in oil price and the rapid changing society. It has become necessary to exploit other sources for generating school funds as well as embark on the cost saving devices to be followed by prudent management. These include: i) government grants; ii) school fees; iii) Parent Teachers Association (PTA) levy; iv) external aids; v) other sources; vi) school activities

According to Taiwo (2010) there is yet the problem of lack proper co-ordination among the different fund giving agencies like the central government, the state government and the local government and other bodies. While it may be quite clear that the government may be turned to for salaries and allowances, it is not very certain these days the agencies that should be responsible for school buildings, laboratories and equipment. More often than not the agency, the school administrators go to when problems arises is the Parents Teachers Association (PTA) at times the money is not realized from them and this because a problem. Lack of close supervision of the bursas and account clerks by principals poses another problem. In support of this, Sywaibatul, Abdul, Fatin and Mariah (2011) stressed that a good budget does not on its own wonders. It is the effective supervision, administration and control of the activities in the budget by the school head that yield the desire results.

Taba (2012) also stressed that school resources are scares and in most cases insufficient because enough funds may not be made available for the acquisition of such resource. Hence, the available funds must be used with prudence. Mohammed, Anas, Abubakar and Aminu (2015) discovered more difficulties encountered in financing educational institutions in Nigeria to be sources of funds being inadequate. Nigeria depends mainly on oil revenue to fiancé almost all its projects including education. The emphasis and reliance on oil revenue has led to the utter neglect of agriculture and other possible sources of revenue for education.

Gender and school ownership can be an influencing factor on the opinion of teachers on the administrative strategies for school plant maintenance. Gender according to Musaazi (2012) is the varied socially and culturally constructed roles, qualities, and behaviours that are ascribed to women and men in different societies. It is important to note that the opinion of male teachers may differ from their female counterpart regarding administrative strategies. For instance, Ogbonna (2013) and Nwafukwa and Odey (2018) revealed in their studies that male teachers responded that principals perform better in administrative strategies such as supervision and planning. Conversely, studies of Asiyat (2012) and Ifeyinwa (2019) revealed that female teachers debunked such assertion.

Another important factor to be considered is school ownership. In this study school ownership is categorized into public and private secondary schools. Public schools are managed and owned by the government. They are directly administered and controlled by the Ministry of Education and maintained by its minister. Private schools on the other hand, are owned by either individuals or private bodies or groups. The study of Samoei (2014) found out that principals in private secondary schools have been found to do well in internal supervision strategies, financial management strategies and conflict management strategies when compared to public secondary schools. But studies of Amirize and Ololube (2018) and Nwankwo, Nwokafor, Ogunsanwo and Ighalo (2015) opposed such assertions. This inconclusive investigation prompts the researcher to examine the influence of gender and years of experience on principals' administrative strategies. It is against this backdrop that this study seeks to investigate administrative strategies for school plant

maintenance in secondary schools in Kaduna State with emphasis on budget.

Statement of Problem

Most public secondary schools in Nigeria and Kaduna State in particular are in a state of disrepair. The state of physical facilities in secondary schools is in a deplorable condition. Babayemi (2012) and Emenalor (2017) asserted that, there are broken, decayed and battered facilities in schools which may not be as a result of old age but simply out of neglect. Most public secondary schools in Kaduna State look like abandoned construction site. There is hardly a public secondary school in the area that does not have blown-off building, just as most of them cannot boast of well-equipped laboratories. The classrooms are full of potholes due to licking roofs, just as most of the classrooms do not have doors and windows. In some of the schools the teachers stay under the tree in place of staff room. Commenting on the state of school plant in secondary schools in Kaduna State, Suleiman, Mustapha, and Ibrahim, (2019) pointed out that Federal Government needs to give attention to schools in Kaduna State because of the destructive effects of insurgency in most remote area of the state. Despite the present educational situation in Kaduna State, one must not forget in a hurry that there are some factors that influence the principals' administrative strategies for school plant maintenance. Such factors include years of experience.

Research Question

What are the budgeting strategies for school plant maintenance in secondary schools in Kaduna State?

Hypothesis1

There is no significant difference in the mean ratings of male and female principals on budgetary strategies for school plant maintenance in secondary schools in Kaduna State.

Hypothesis2

There is no significant difference in the mean ratings of principals on budgetary strategies for school plant maintenance in secondary schools in Kaduna State based on school ownership.

Research Method

The descriptive survey research design was adopted for the study. The study was conducted in Kaduna State. The population consists of 5034 public secondary school teachers in the 123 public secondary schools in Kaduna State. The sample size for this study consisted of 600 secondary school teachers. The proportionate stratified sampling technique was used for this study. Data for the study will be collected by means of questionnaire developed by the researcher. The instrument is titled "Questionnaire on Principals' Administrative Strategies for School Plant Maintenance" (QPASSPM). The instrument has two sections, A and B. Section A contains information on personal data of the respondents while section B contains seven items on budgetary practices. All the items are structured on a four scale response options of Strongly Agreed (SA); Agreed (A); Disagree (D); and Strongly Disagree (SD) respectively with values 4, 3, 2, and 1 respectively. Face validity of the instrument was established using the opinions of three experts. Data collected were analyzed using Cronbach Alpha to determine the internal consistency of the instrument and a co-efficient of 0.83 was obtained. The researchers and five research assistants administered copies of the questionnaire on the respondents at sampled schools. The researchers also briefed the research assistants on the modalities of administering the instrument. The data collected was analyzed using the arithmetic mean and standard deviation to answer the research question. In testing the null hypotheses, Analysis of Variance (ANOVA) was used to test null hypotheses at 0.05 level of significance.

Presentation of Results

Research Question: What are the budgeting strategies for school plant maintenance in secondary schools in Kaduna State?

Table 1: Mean and Standard Deviation Ratings of Budgeting Strategies for School Plant Maintenance

S/N	The principal in my school:	X	SD	Remarks
1	makes sure that various departmental needs are forwarded by heads of department for inclusion in the school budget	1.54	0.72	Disagree
2	involves experts like the school bursar or accountant in the preparation of school budget	2.56	0.56	Agree
3	seeks the input/advice of teachers on the most needed capital projects to be included in the school budget	2.32	0.52	Disagree
4	considers the expected revenue and the source(s) it is to be derived before preparation of budget	2.46	0.62	Disagree
5	sets up budget monitoring team in the school	2.36	0.71	Disagree
6	sources for funds from PTA/private sectors for budget implementation	2.54	0.57	Agree
7	prepares a supplementary budget when the need arises	2.41	0.86	Disagree
	Cluster Mean	**2.31**		**Disagree**

Data presented in Table 1 shows the item by item analysis of budgeting strategies for school plant maintenance in secondary schools in Kaduna State. The result revealed that items 1, 3, 4, 5 and 7 with mean scores 1.54, 2.32, 2.46, 2.36 and 2.41 were rated disagreed while the remaining items were rated agreed. The cluster mean of 2.31 summarized that respondents disagreed on budgeting strategies for school plant maintenance in secondary schools in Kaduna State. The standard deviation scores ranging from 0.52 – 0.86 show that teachers do not vary too much in their ratings on budgeting strategies for school plant maintenance.

Hypothesis1: There is no significant difference in the mean ratings of male and female principals on budgetary strategies for school plant maintenance in secondary schools in Kaduna State.

Table 2: t-Test Significance in the Mean Ratings of Male and Female Principals on Budgetary Strategies for School Plant Maintenance in Secondary Schools

Variables	N	$\overline{X}$	SD	Df	t-cal	p-value	α-value	Remark
Male	633	17.27	3.58	1488	7.95	0.00	0.05	Significant
Female	857	19.85	3.57					

Data presented in Table 2 revealed that at 0.05 level of significance, the t-cal value is 7.95 with 1488df and p-value of 0.00. The result shows that the p-value of 0.00 is less than 0.05 ($p < 0.05$) at 0.05, this means that the null hypothesis is therefore rejected. Thus, there is a significant difference in the mean ratings of male and female principals on budgeting strategies for school plant maintenance in secondary schools in Kaduna State.

Hypothesis2: There is no significant difference in the mean ratings of principals on budgetary strategies for school plant maintenance in secondary schools in Kaduna State based on school ownership.

Table 3: ANOVA Test of significant difference in the mean ratings of principals on budgetary strategies for school plant maintenance

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	18.014	2	9.007	.807	.447
Within Groups	9051.313	1488	11.161		
Total	**9069.327**	**1490**			

The data presented in Table 3 revealed 0.05 alpha level, the F-value is 0.807 with 1488df and *p*-value of 0.447. Since the *p*-value (0.447) is greater than the alpha level of 0.05, p (0.447) > 0.05. This means that the null hypothesis is not rejected, thus, there is no significant difference in the mean ratings of principals on budgetary strategies for school plant maintenance in secondary schools in Kaduna State based on school ownership.

Discussion of Findings

The finding revealed that teachers disagreed on budgeting strategies for school plant maintenance in secondary schools in Kaduna State. This means that principals in Kaduna State do not put into practice some strategies such as making sure that departmental needs are forwarded by heads of department, does not seek input of teachers on the most needed capital projects amongst others. This finding agreed with that of Emenalor (2014) that principals neglected many issues in financial budgeting, obtained funding from many sources and did not engage in prudent disbursement of funds in schools. Situations where principals raised funds through several means but still fail to engage in proper budgeting and disbursement of funds imply that ineffective funds management characterized most schools.

The finding also revealed that there is a significant difference in the mean ratings of male and female principals on budgeting strategies for school plant maintenance in secondary schools in Kaduna State. This finding opposed the finding of Suleiman, Mustapha and Ibrahim (2019) that male and female principals do not differ in their ratings on fund management strategies for effective administration in public secondary schools in Bayelsa State. The difference between both findings could be as a result of respondents' varying opinions and geographical location.

The finding also revealed that there is no significant difference in the mean ratings of principals on budgetary strategies for school plant maintenance in secondary schools in Kaduna State based on years of experience. This finding agreed with Amirize, and Ololube (2018) that principals' budgetary practices based on years of experience does not significantly differ.

Summary of Findings

From the analysis, the following findings were made:

1. Teachers disagreed on principals' budgeting strategies for school plant maintenance in secondary schools in Kaduna State.
2. There is a significant difference in the mean ratings of male and female principals on budgeting strategies for school plant maintenance in secondary schools in Kaduna State.
3. There is no significant difference in the mean ratings of principals on budgetary strategies for school plant maintenance in

secondary schools in Kaduna State based on years of experience.

Conclusion

From the findings, it was concluded that teachers disagreed on budgeting strategies for school plant maintenance in secondary schools in Kaduna State. The finding also revealed that there is no significant difference in the mean ratings of male and female principals on planning strategies, supervision strategies, and school-community relationship strategies for school plant maintenance in secondary schools in Kaduna State.

Recommendations

The following recommendations were made:

1. Kaduna State government should provide periodic in-service training on planning for principals and principals should practice good communication skills.
2. Principals and teachers alike should be exposed to relevant seminars and workshops that could build their capacities in organization strategies to facilitate school plant maintenance in secondary schools.
3. Principals should be strictly monitored by the Ministry of Education so as to ensure that they continue to maintain accurate record-keeping because of its role in effective fund management in secondary schools.

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