

Analysis of Education Trust Fund Budget Allocation to Secondary Schools Classroom Construction Projects in Oyo State, Nigeria (1999 – 2004)

Idiake, J. E.
Department of Quantity Surveying
Federal University of Technology, Minna, Niger State.

ABSTRACT

This paper examines the impact of Education Trust Fund (ETF) classrooms construction projects on the academic performance of selected secondary school students in Oyo State of Nigeria. The objectives are to determine the inter-relationship existing between classroom expansion arising from ETF allocated fund, student population density and academic performance. Using the simple regression analysis techniques and working at 95% confidence limit, an extrapolation was made of the possible statistical linear and non linear relationships existing between the above stated researches variables. The results showed co-efficient of determination of 0.53% 0.94%, 91.82% and 91.82% for linear, logarithmic, quadratic and cubic models, respectively. This suggests that the impact of the Education Trust Fund classrooms construction project on the academic performance of students is not a linear relationship but non linear. It is therefore, suggested that the effort of the ETF should be doubled or tripled if its impact would be felt.

Key Words: Allocation, Classroom space, Population density and Academic performance.

INTRODUCTION

Inadequate infrastructure, coupled with urban bias in the provision of basic physical infrastructures has been a major hurdle in the provision of qualitative and quantitative education. This is particularly so in government owned public schools usually patronized by the poor in the society. The lack of facilities make a continuous expansion of appropriate services especially in public primary and secondary schools imperative. Improving quality will require more funds, better use of the available resources and greater accountability in administration (World Development Report, 1990).

Nigeria is blessed with natural material and human resources. Good and efficient

management of these resources enhances productivity, economic prosperity as well as, industrial and educational development. Many issues concerning organization and management of resources have resulted in planned development falling short of target and thereby distorting economic growth and development. This is especially the case with the educational sector whereby supplies of basic infrastructures (such as classrooms and teaching aids, etc) are grossly inadequate to meet the increasing demand. In view of the above assertion, Agatha (1993), explained that many States in order to satisfy the appetite for education, have devoted lion share of their budget spending to the sector. However, in spite of this, education in this country has

remained largely under developed and the problem of insufficient infrastructural facilities continues to persist. For instance, in some places, children in primary and secondary schools receive lessons under trees.

In order to put an end to this, the Federal government introduced Education Trust Fund (ETF) via the Education Tax Act NO.7 of 1993 and amended by Act NO. 40 of 1998, with the objective of using funding to improve the quality of education in Nigeria. This is to be achieved through prudent project management. To enable the E.T.F to achieve the above objective an annual levy of 2% Education Tax was imposed on assessable profits of all registered companies in Nigeria. The Federal Inland Revenue Services (FIRS) is empowered by the Act to assess and collect Education Tax. The E.T.F administers the proceeds from tax collected by disbursing the amount to the educational institution at the Federal, State and Local Government levels. It also monitors the project executed with the funds allocated to the beneficiaries.

EDUCATION TRUST FUND (E.T.F) AND ITS OBJECTIVES

The Education Trust Fund (formerly Education Tax Fund) was established under Education Tax Act No. 7 of 1993 and amended by Act No. 40 of 1998 with the objective of using funding through project management to improve the quality of Education in Nigeria.

The rapid expansion of the education systems

Analysis of Education Trust Fund Budget Allocation to Secondary Schools Classroom Construction Projects in Oyo State, Nigeria (1999 - 2004) Idiake, J. E.

in the eighties, coupled with the global crisis and more competing demands for Government funding have left many institutions with insufficient funds in relation to the huge demands made by them. The impact was very severe because all institutions depend solely on Government for funding and for many years they suffered a long period of neglect. (Idris, 2004)

This serious state of affairs prompted the Federal Government to inaugurate the committee on review of higher Education in Nigeria (Longe Commission) in 1990. After a thorough review of the situation, the Longe commission recommended that drastic solutions were imperative and that there was an urgent need for a system of rehabilitation, restoration and consolidation of the educational sector of Nigeria. Thus, E.T.F was introduced, being as it were a product of negotiations between stakeholders in the education sector and Federal Government of Nigeria when it became apparent that there was need for additional sustainable source of funding for the purpose of consolidating educational sector in the country.

The idea was developed as a variable performance driven arrangement co-ordinating the involvement of the private sector in the funding of education in Nigeria given that they are the major beneficiaries of product of public subsidized educational institutions. The objectives of the E.T.F. therefore, are to, provide funding for

educational facilities and infrastructural development, promote creative and innovative approaches to educational learning and services, stimulate, support and enhance improvement activities in educational foundation areas like teacher education, teaching practice, library development etc and also to champion new literacy-enhancing programmes such as scientific, information and technological literacy. (E.T.F., 2004).

EDUCATION TRUST FUND AS AN INTERVENTION AGENCY

E.T.F acts as an intervention agency through the funding of projects in various institutions of learning across the nation. The allocation formulae for the disbursement of fund to the beneficiary institutions are as stipulated in the E.T.F enabling Act. The Act provided for the distribution of tax accruing to the fund as follows: 30% for primary education, 20% for secondary education and 50% for tertiary institutions to be shared in ratio 2:1:1 between Universities, Polytechnic and Monotechnics.

The E.T.F, which is a project funding institution, is different from the P.T.F, which is a project-undertaking institution. Therefore, E.T.F is involved in funding through stage disbursement of funds for approved projects and monitoring/supervision to ensure that beneficiaries implement the projects in time with approved guidelines. The ETF in the past six years i.e. 1999 to 2004 has provided statutory interventions of about N56.155

billions in various levels of education. (E.T.F 2004)

It is however to be noted that once allocation of funds is made to beneficiaries by E.T.F, the beneficiaries determine the project to be undertaken and the award of contracts. The E.T.F will only monitor the project implementation to ensure that funds committed are judiciously spent for intended purposes. The E.T.F only allocates funds to beneficiaries and does not award contracts but utilizations of new allocations would only be allowed if previously allocated funds are utilized and projects completed. As a result of the adoption of this system, it was discovered that most beneficiaries are behind schedule in respect to projects execution. (Idris, 2004).

CLASSROOM EXPANSION, POPULATION AND POPULATION DENSITY

A classroom is a place within a building where a class of students are taught. The Longman Dictionary of Contemporary English (1992) defines a classroom as a room in a school, college etc in which a class meets for a lesson. The size of class is determined by the number of students being taught in a classroom and the floor area in meter square. Aseidu (1992) also explained that the classroom is an important and complex place in the school. It is a place of social intimacy: children live closely together; even though they live with people before coming to school, they learn to live and work

with a larger number of their peers in the classroom than outside. It is difficult for a child to live in isolation: they are all subject to the same rules and regulations and their stay there is involuntary. Children in the classroom are also held for the same purpose to be able to read and write and also achieve the purpose of the school. However, a closer look at the above assertion shows that most of our secondary school classrooms do not meet the standard. A survey conducted by Oyewobi 2006, revealed that most public schools in Oyo state are not decorated as expected with educative posters and even charts.

Population density is defined as the size of a population in relation to the area, which is expressed as the number of individual per unit area. Wilkins. (1976), explained that with regards to the height of secondary school classrooms, it should not be less than 3.00 metre for general-purpose classrooms and one square metre of floor area per student and usual size for classroom 76.48 square metres. Taylor, (1973), also states that a classroom of 76.48 square metres for 50 students is high density and since this means overcrowding in the classroom, he suggested that the classroom should be large enough and should be about 8 by 10 meter for a class of 30 students.

Will and Ovresat. (1978), recommended that, classroom sizes for elementary schools range from 76.5 square meter to 103.5 square meter and the number of students in a classroom should not exceed 30.

He also specified that the standard size for secondary schools buildings range from 67.5 to 81 square metre with maximum capacity of 25-30 students per classroom. He stressed further, that the area of classroom is increasing with the realization that small classrooms of the past have been the greatest handicap to the educational program.

However, bigger classrooms can be made to take care of higher population density, as increase in building size reduces cost of construction. Seeley. (1983) while supporting this assertion maintained that increase in size of buildings usually reduces unit cost, per square meter of floor area. The prime reason of this is that on-cost is likely to account for a smaller proportion of total cost with a larger project, or expressed in another way, they do not rise proportionately with increase in the plan size of a building.

Classroom expansion cannot be discussed in isolation without a mention of population density, which necessitates the expansion of the classrooms. Lewis. (1982) defined population density as the number of people living in a unit area. He expresses it mathematically as follows: **Population density = Total estimated population per total area.** He posited further, that an area could be densely populated, sparsely populated or moderately populated.

Onokerhoraye, (1985) opined that the density of population is an expression of the ratio between population and a given unit size. He

also emphasized the different types of population densities, which include crude, room, occupational, nutritional, man or land use and agricultural density. General purpose classroom as we have in secondary schools have a smaller student requirement; and could be designed for reasonable comfort to carry a reasonable number of students without imposing distress on individual occupants. This suggests that there may be a lower limit to the space that should be available to every student in a classroom. Neufert and Neufert, (2000) indicate the following amounts of space per student in general purpose classroom: 0.80 – 0.95meter square in average comfort and 0.60meter square under the most cramped conditions. Education psychologist have a more generous idea of spatial allocation in a classroom. Wilkins, (1976) requires a classroom to provide 1metre square of floor area per student. The population density of a given classroom therefore affects the space that is available to each student in the classroom; the rule is that the higher the population density, the lower the space available to each student in the classroom and the lower the classroom population density the greater the space available to each student in the classroom.

Blair et al (1975), stated that no organism, regardless of its potential and basic qualities, could survive in the absence of a favourable environment. Therefore, classroom expansion, which is an environmental factor, is crucial to

the academic survival and performance of secondary school student. The population density in a classroom could have an impact on the overall grade of the student being taught in that classroom. The reason behind this is that classroom size has been established to affect the learning process, and a student's performance in any subject is a product of how well the subject has been learned.

In a highly populated classroom, the lack of familiarity increases tension and concentration on other issues like manners and body language. This condition inhibits learning. Also the learning of names and faces of fellow students defuses the anxiety of class participation and learning. (Kornfeld, 1994)

Research studies indicated that class size (human and physical) should not be studied in isolation. Problems related to goals, curriculum teacher's skills and class procedures must be considered in determining the effects of class size on learners' growth.

In his contribution **Cohen, 1991**, added that the quality and usefulness of school rooms for transmission of verbal information depends on two basic parameters: form and quantity of reverberation time, and profitable line measurements of the school from the acoustic point of view. It is well accepted in the scientific community that prolonged exposure to high-intensity in community or work settings is often harmful to the health and behaviour of large segments of the exposed population. Noise in the learning environment

can originate from within as well as outside the school building. Both forms of noise can have major effects on student behaviour and academic performance.

ACADEMIC PERFORMANCE

Academic Performance is used to refer to a child or student's ability to perform in school. The measure of performance is usually done based on the result of certain tests the student undertakes. While some people believe that this performance is the measure of the child's intellectual ability, others are of the Opinion that tests are a poor way to measure a child's ability. In the Nigerian context however, a child is said to be of average intelligence if he can score above 40% of the total test score. There are a number of other methods which purport to measure intelligence, the most famous which is perhaps the IQ or intellect Quotient' test. Alfred Binet was the pioneer of this method and started in the early 20th century in Paris, as part of Alfred Binet's efforts to educate children with learning difficulties. Those that obtained a score below their age were considered "retarded". IQ is a "psychometric" test, meaning it measures mental ability.

However defining intelligence is far from simple. There are two main schools of thought. The first believe in an inherited, genetically determined intellect that can be measured. The second group of psychologists believes in much intelligence, the development of which

may be the result of our social background. They also think that measuring these intelligences is also problematic. The modern day IQ tests measures a variety of different types of abilities such as verbal, mathematical, spatial, memory and reasoning, they seek to measure the level of intelligence expected of a particular age group with how intelligent the person really is. (Jeffery, 1994).

Generally there are quite a number of factors that affect a child's academic performance. There are internal and external factors. The internal factors are those like the child's self concept, emotional stability while some of the external factors include teaching methods, quality, the curriculum, distance from home to school, etc.

RESEARCH METHODOLOGY

Data for the study were collected from primary and secondary sources. The primary data on the floor area were obtained from physical measurement of the public secondary schools' classrooms by using measuring tape. The data obtained were expressed in square metres. The sample size covered all public secondary schools in the state under review.

The data for E.T.F allocation, student population, and academic performance were all secondary data obtained from Planning, Research and Statistics Department, Ministry of Education in Oyo State. The data available for this research span a period of six years from 1999, which was the year of operation for

Education trust fund to 2004. The study did not take into consideration private secondary schools in the state. The academic performance was measured by selecting those students who had minimum of five credits including English and Mathematics for the period under study. The data obtained were weighed and subjected

to statistical analysis based on Simple linear and non linear regression analysis.

DATA ANALYSIS RESULTS AND DISCUSSION

Figure 1 shows the chart of E.T.F fund allocation to secondary schools and students population in Oyo State.

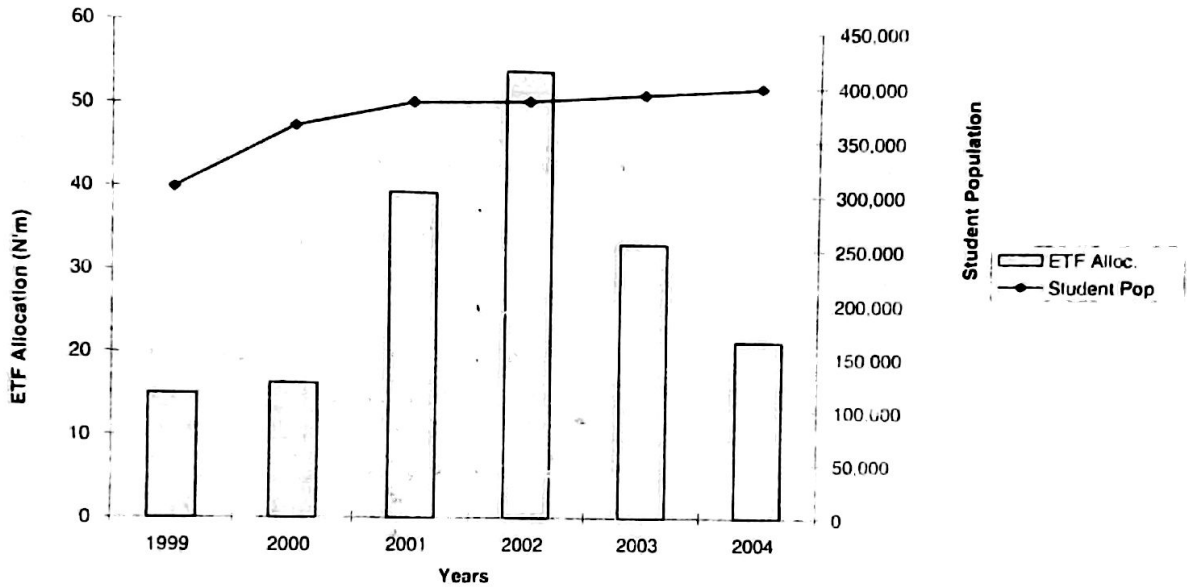


Figure 1: ETF Allocation and Student Population in Oyo State (1999 - 2004)

The chart indicates that students' population over the period under review, maintained steady increase with E.T.F fund allocation rising between 1999 which is the year of operation and 2002 which is the year of highest

fund allocation. The fund allocation fell in the subsequent years which suggest that population was not one of the factors considered in fund allocation.

TABLE 1: STUDENTS' POPULATION DENSITY AND CLASSROOM EXPANSION IN THE PRE-ETF ERA. (1995 - 1998)

S/N O	YE AR	FUND ALLOCA TION ₦	STUDEN T POP. (ENROL MENT) Bi	CLASSR OOM EXPANS ION (M ²)	POPULA TION DENSIT Y	ACADEMIC PERFORMANCE (ENGLISH & MATHEMATICS) SSSE		
						AV.NO OF CANDID ATE FI	NO. OBTAIN SCORE BTW A1 -C6 FII	% PASSE D FIII
1	1995	-	315,166	410,816	0.77	97,873	12,000	12.26
2	1996	-	300,860	378,560	0.80	88,975	16,750	18.83
3	1997	-	291,040	310,072	0.94	62,100	7,163	11.54
4	1998	-	299,076	375,816	0.80	69,825	4,975	7.13

Source: Planning, Research and Statistics Department Ministry of Education Oyo State (2006)

TABLE 2: ETF FUND ALLOCATION TO CLASSROOM EXPANSION AND STUDENT POPULATION DENSITY. (1999 - 2004)

S/N O	YEA R	FUND ALLOCA TION ₦	STUDENT POP. (ENROL MENT) Bi	CLASSR OOM EXPANS ION (M ²)	POPULA TION DENSIT Y	ACADEMIC PERFORMANCE (ENGLISH & MATHEMATICS) SSSE		
						AV.NO OF CANDID ATE FI	NO. OBTAIN SCORE BTW A1 -C6 FII	% PASSE D FIII
1	1999	15.0M	300,100	381,080	0.79	84,438	8,863	10.50
2	2000	16.41M	358,105	381,640	0.94	61,716	7,705	12.49
3	2001	40.0M	382,185	390,512	0.98	63,013	8,147	12.93
4	2002	55.0M	385,202	367,226	1.05	35,893	3,552	9.89
5	2003	34.0M	392,536	364,896	1.08	25,573	1,340	5.24
6	2004	22.0M	398,946	434,064	0.92	34,223	3797	11.10

Source: Planning, Research and Statistics Department Ministry of Education Oyo

Table I shows the data for Pre-E.T.F classroom construction between 1995-1998 while table II shows the data for E.T.F era, which was used in the analysis of this research work. It shows the allocated fund, student population, classroom constructed by E.T.F, population density and student academic performance.

Table III, gives the summary of results of linear and nonlinear regression analyses carried out of 98% confidence level.

The first analysis shows a negative linear relationship between the variables tested. The R-square value for the linear regression is 15.07%, which means that only this percentage of the variation in classroom expansion could be explained by the allocated fund. Other transformation models showed R-square of 10.57%, 19.86% and 45.90% for logarithmic, quadratic and cubic respectively. The probability value (P-value) for both linear and non linear models ranges from 0.436 to 0.7124, which are higher than 0.05 level of significance adopted in the study. This means that there were no significant linear and non linear relationships between the variables studied.

The second analysis shows a very weak linear relationship between the variable tested. The linear relationship is positive considering the regression equation which is (SPERF=214453+000885 CLEXP). The result indicated that students' performance depends on classroom expansion but in the study, the student performance depends slightly on classroom expansion. The R-square value of 0.53% attested to this fact. The percentage explains that only 0.53% variation in student performance is accounted for by the classroom expansion.

TABLE 3: SUMMARY OF REGRESSION ANALYSIS OF RESEARCH VARIABLES

ANALYSIS NO.	VARIABLES		TYPE OF MODEL	RESULTS OF ANALYSIS					INFERENCES	
	X	Y		REGRESSION EQUATION	R ² (%)	F-tab.	F-Cal	P. value	STRENGTH OF RELATIONSHIP	REMARKS
1a.	FALLO	CLEXP	LINEAR	CLEXP = 405643.44 - 627.39 FALLO	15.07	7.71	0.710	0.447	Weak	N.S
1b.	FALLO	CLEXP	LOGARIT	CLEXP = 438619.53 - 15757.12 INFALLO	10.57	7.71	0.473	0.530	Weak	N.S
1c.	FALLO	CLEXP	QUADRATIC	CLEXP = 377010.74+1439.40 FALLO - 30.36 FALLO ²	19.86	9.55	0.372	0.7124	V. Weak	N.S
1d.	FALLO	CLEXP	CUBIC	CLEXP = 90340.47+32196.45 FALLO - 994.11 FALLO ² + 9.107 FALLO ³	45.90	19.20	0.566	0.689	V. Weak	N.S
2a.	CLEXP	SPERF	LINEAR	SPERF=2144.53+0.00885 CLEXP	0.53	7.71	0.021	0.809	V. Weak	N.S
2b.	CLEXP	SPERF	LOGARIT	SPERF = - 55243+4727 INCLEXP	0.94	7.71	0.038	0.855	V. Weak	N.S
2c.	CLEXP	SPERF	QUADRATIC	SPERF=- 935913.10+4.7124CLEXP- 5.8694E-06 CLEXP ²	91.82	9.55	16.84	0.023	Strong	S.S

2d.	CLEXP	SPERF	CUBIC	SPERF=-935913.10+4.7124CLEXP-5.8694E-06 CLEXPANS ² +927.91CLEXPANS ³	91.82	9.55	16.84	0.023	Strong	S.S
3a.	SPOP	CLEXP	LINEAR	CLEXP=327313.51+0.1604SPOP.	5.48	7.75	0.232	0.655	V. Weak	N.S
3b.	SPOP	CLEXP	LOGARIT	CLEXP=-283208.97+52263.44INSPOP	4.87	7.75	0.205	0.674	V. Weak	N.S
3c.	SPOP	CLEXP	QUADRATIC	CLEXP=1648634.52-7.54 SPOP + 1.1065 E-05 SPOP ²	21.30	9.55	0.406	0.70	V. Weak	N.S
3d.	SPOP	CLEXP	CUBIC	CLEXP=789852.33+547.16 E-05 SPOP-1.0844 SPOP ² +2.1092 SPOP ³	22.61	9.55	0.438	0.68	V. Weak	N.S
4a.	PDENS	%PASS	LINEAR	%PASS=22.87-13.035 PDENSITY	23.97	7.75	1.26	0.324	Weak	N.S
4b.	PDENS	%PASS	LOGARIT	%PASS=9.847-11.149 IN PDENSITY	20.34	7.75	1.021	0.369	Weak	N.S
4c.	PDENS	%PASS	QUADRATIC	%PASS=152.464+365.489PDENSITY-202.078 PDENSITY ²	80.69	9.55	6.27	0.085	Weak	N.S
4d.	PDENS	%PASS	CUBIC	%PASS=-41.2375-259.3706PDENSITY+ 195.100 PDENSITY ² -142.7895 PDENSITY ³	80.69	9.55	6.27	0.085	V. Weak	N.S

SOURCE: RESEARCHER'S ANALYSIS, 2006

CLEXP = Classroom Expansion, FALLO = Funds Allocation, SPOP = Student Population, PDENS = Population Density, %PASS = Percentage Passed, SPERF = Student Performance, LOGARIT = Logarithmic, S.S = Statistically Significant, N.S = Not Significant.

The probability value (P-value) for the linear model is 0.89, which is higher than 0.05 significant level adopted in the study. This showed that there was no statistical significant linear relationship between the variables tested. A further transformation of the experiment showed that there was no significant logarithmic relationship between the variables but for the quadratic and cubic models, there were strong relationships. The coefficient of determination, R-square value for both models is 91.85% with probability value (P-value) of 0.023, which is, less than 0.05 level of

significance adopted. This means that there were strong statistical relationships between the variables.

The third analysis shows a positive but non-significant linear and non linear relationship between student population and classroom expansion. The coefficient of determination (R-square) value is 5.48%.

which means that only 5.48% of the total students' involvement (population) is influenced by the classroom expansion. The regression equation

CLEXP=327313.51x0.1604SPOP shows a

positive linear relationship between the variables tested with a positive value of 0.1604, this explains the fact that for every single unit increase in student population, about 16% increase in classroom expansion will be required. The probability value (P-value) for the linear model is 0.655 which is lower than 0.05 significant level. This shows that there was no significant relationship between the variable tested. Other models show weak and non significant relationship with the coefficient of determination of 22.6% for cubic and 4.87% for logarithmic.

The fourth analysis shows a negative linear relationship between the classroom population density and percentage of number of students passed. The negative linearity could be seen from the regression equation $\%Pass = 22.87 - 13.035 Pdens$. This indicates a negative linear relationship between the variable tested, with a negative value of 13.035, the inference from the equation is that single units increase in the students' population density will reduce the number of students' pass by about 13%. The R-square value for the linear regression is 23.97%, which means that only 23.93% of the variation in students passed is accounted for by classroom population density. Other transformation models show R-square of 20.34%, 80.69% and 80.69 % for logarithmic, quadratic and cubic model respectively. The probability values (P-value) are 0.369, 0.085 and 0.085 for logarithmic, quadratic and cubic respectively which are higher than 0.05 level of

significance; which indicates that there was no statistical significant relationship between the variables studied.

CONCLUSION

The research work revealed that there was a non statistical relationship between classroom expansion and student population which explains the fact that an increase in students' population did not have a corresponding increase in space provision by E.T.F. It was also observed that 15.07% of the variation in classroom expansion could be explained by the allocated fund which means inadequacy in fund for the construction of more classrooms.

The percentage of students passed and classroom population density shows a negative linearity, which indicates the higher the population density the lower the academic performance. The present effort of ETF in providing classrooms blocks in secondary schools in the study area has a non-linear relationship with the academic performance which is pointing to the fact that the current effort should either be doubled or tripled.

RECOMMENDATION

Based on the research findings, it is therefore recommended that:

1. Student population should be given priority when allocating fund by E.T.F to secondary schools in the study area.

2. The percentage of classroom construction by E.T.F is currently low, therefore provision of fund should increase classroom space.
3. Population density should be kept low in the secondary schools by constructing more classrooms; this will improve the performance of students.
4. The current effort of E.T.F should be tripled if the objectives of the fund will be achieved.

Acknowledgement:

I acknowledge the effort of Mr. Luqman Oyewobi, who helped to supply the data used in this research work.

REFERENCES

Agatha. A. (1993), Gambling in Education of Leaders of Tomorrow, New Nigerian July 18th. Pp11.

Asiedu, A.(1992). The living classroom: The challenges of the primary school teacher. Ghana: cape Coast University. pp.67

Blair. G.M. Jones, R.S, Simpson, R.H, (1975). Education Psychology .4th Ed. New York: Macmillan. pp. 35,55.

Cohen, S. (1991). Non-auditory Effects of Noise on Behaviour and Health. Journal of Social Issues. Vol.23, Bostom.

E. T. F. (2004). Finance Department Office. Abuja.

Idris O.A.S (2004). Financing Education In Nigeria; The E.T.F. Perspective: The Education Trust Fund, Abuja. pp.1-5, 7-10.

Jeffery, L.A. (1994). The Impact and Role of the Physical Environment of the School on Learning, Teaching and Educational Outcomes. University of Wisconsin Publication.

Kornfeld E. (1994) Journals and Discussions in large classes Journal for Learning . Available from: <http://www.rohan.sdsu.edu/dept/jle/vol..html>.

Lewis, G.E.D (1982). Human geography for West Africa. London Hodder and Stoughton. pp.4-5.

Neufert, E. and Neufert, P. (2000). Architect's Data. 3rd ed., London: Blackwell science. pp314

Onokerhoraye, A.G (1985). Population studies. Benin University Press pp15.

Oyewobi L. O. (2006). 'The Impact of Education Trust Fund Classroom Construction Projects on Academic Performance of Secondary School Students in Oyo State (1999 – 2004)'. Unpublished B.Tech Thesis. Dept of Quantity Surveying, Federal University of Technology, Minna.

Planning, Research and Statistics Department Ministry of Education Oyo State (2006)

Seeley I. H. (1983) Building Economics 3rd Edition, Macmillan Publishers Ltd, London.

Taylor, R. (1973), Education and University Enrolment policies in China 1949-1971. Japan. united pub. Services Ltd, pp9.

World Development Report (1990). New York: Oxford Univ. Press. pp.82.

Wilkins E. 1976), Education in Practice. 2nd Edition, Ibadan: Evans brothers Ltd. pp 49-54.

Will, P, and Ovresat. R. C (1978). Elementary and secondary Education in J. Dechiara, J.H.