

SCHOOL MAPPING AND QUALITY EDUCATION IN SECONDARY SCHOOLS IN NIGERIA

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ABSTRACT

This study examines school mapping and quality education in secondary schools in Nigeria. It is one thing to establish a school and it is another to effectively allocate educational facilities proposed in the plan. Educational administrators should be in a good position to systematically allocate educational facilities to the established school maximum advantage. It is imperative that facilities such as land, buildings, roads, water electricity libraries, laboratories and workshops/studios and so on, are considered before the establishment of a secondary school. The required knowledge on how, where, when and why schools are to be located should be given the prompt attention it deserves. This implies that quality should not be compromised in the systematic effort of school plant. Effective management is all about quality, con pretence or efficiency in establishment of schools and allocating educational facilities for effective operation of the school. In doing this certain steps need to be taken by policy makers voz: selection of the unit for the exercise, assess educational development in the selected area, assess number of students to be enrolled, among others. School mapping at the micro level takes care of how to interact bring together the community for a common cause, how to deal with the existing social hierarchy in a given locality aimed at coveted educational goals. It was concluded that school mapping need not to be compromised with adequate educational facilities for effective operation of the school recommendation was that proper implementation be done by policy makers to make for effective school mapping and quality education by establishing and releasing educational facilities in the schools to achieve predetermined educative objective.

INTRODUCTION

School mapping is a term often than not misunderstood by many who think that it simply refers to the process of taking a large scale map of a state or a country, and indicating on the map where the different categories of educational institutions are located; (e.g) preprimary, Primary, Primary secondary, tertiary and vocational institutions. In other words, many sees school map as a kind of photograph of the existing state or national school network that can be updated by addition of newly established educational institutions of deletion or closed and phased out ones.

In fact, this exercise which is actually what is practiced by many trained officials in many departments or ministries of education is a worthwhile one because it serves to inform and to provide documentation to educational planners who must consider the present state of affairs at a future date.

Apart from misunderstanding the concept of school mapping, it is also true that, in Nigeria, allocation of secondary schools has since been an issue of discretion. This implies that, proper steps and techniques are not followed when allocating schools. Going by this, quality is therefore compromised in the sense that facilities such as land, buildings, roads, water, electricity, libraries laboratories and workshops/studios etc are not considered before the establishment of a secondary school.

More so, the policy makers and the managers also lacks the prerequisite knowledge on how, why and where schools are to be located. However, if these basic elements are not met before allocation of a school, it implies that quality is compromised. Most of the managers are not aware of effective planning or have poor understanding of the knowledge of school mapping (Sabir and Sadaf 2011). This paper therefore examines the concept of school mapping and quality in education, steps in school mapping, school mapping at the micro level. It also considered the relevance of school mapping to education and challenges to quality school mapping in secondary in Nigeria

The Concept of School Mapping

The term school mapping has its origin from a French word (*Carte Scolaire*) meaning the process of location planning in education. It involves the process of identifying the communities and places where educational facilities proposed in the plan are to be located. It requires systematic effort designed to locate educational facilities to their maximum advantage. (Kaufman and Herman, 2002). Similarly, Sabir (2013) sees school mapping as the dynamic process of identifying logically and systematically the communities and sites where educational facilities provided in the plan are to be located.

Igwe (1998) in Mbamara (2010) describes school mapping as a process of educational policy decision making and planning of the location and spacing of educational institution of different levels taking into consideration the demographic, pedagogical, economic, geographical, social, administrative, linguistic and political variables of the area as well as the characteristic peculiar to each level of education. Supporting Igwe, Okunamiri (2005) acknowledged that the basic objective of school mapping is to locate educational institution at the most advantageous sites for easy accessibility to the clientele which is the learner. It is to say that the main objective of the administration of school mapping is to establish a system or network which will meet efficiently and equitably way possible to meet the future demands for education.

School mapping incorporates spatial and demographic dimensions into the educational planning process. The major question answered by the school mapping exercise is where to locate educational facilities. Location of educational facilities depends on the norms and standards developed by the public authorities. Even within the norms and standards, many geographical areas may be eligible for opening of new schools. School mapping technique helps us to identify the most appropriate location of schools or their alternatives so that more number of children can be benefited from the same level of investment.

The major objective of school mapping is to create equality of educational opportunities by leveling off of the existing disparities in the distribution of educational facilities. This technique is useful to plan all levels of education. However, it is more widely used for planning for facilities at the compulsory levels of education. School mapping is not confined to locating

formal schools; location of alternatives to formal schools is a part of the school mapping exercise. Sabir (2013, 18) expressed that the process of school mapping covers some specific areas for expansion and improvement of facilities Rationalization of existing facilities by:

- Shifting, closure or amalgamation of institution;
Optimum utilization of teaching and non-teaching staff;
Optimum utilization of buildings, equipment's, furniture, etc.
- Provision of new or additional facilities by:
Opening of new schools or upgrading of existing ones;
Providing additional teaching and non-teaching staff;
Providing new or additional buildings, furniture and equipment in institutions.

The Concept of Quality in Education

Literally, quality emphasized a degree of excellence, a worth of a thing or material, It is a distinguishing attribute. However, in educational vernacular, quality entails much more to mean effective management of the educational system. Effective management conveys the sense of quality and of competence or efficiency in the whole process or in any part of it that has been selected for study. Quality is the principle measure of the effectiveness of education. It is what makes education worthwhile and is the most vulnerable attribute.

That is to say, it is the first thing to suffer when anything goes wrong with the system. School, at recent time became the place where children go so that their parents would have some peace during the day time. Unless a greater coverage is accompanied by greater resource input, quality will continue to drop for any level of efficiency, unit resource input can only be reduced, with the same level of quality maintained, if the management efficiency rises or if, for whatever reasons, price drop. Both are unlikely in Nigeria, so, greater coverage means greater resource input for the same level of quality.

Management is the keyword in quality control Nwachukwu 1(2006:3) management is the coordination of all the resources of an organization through the process of planning, organizing, directing and controlling in order to attain institutional or organizational objectives. It is the guidance of or direction of people towards organizational goals or objectives. It is getting things done with or through others for the achievement of desired organizational goals (David-West and Kaegon, 2017) issues that borders on quality demands competence, prudence, meticulous approach and quality supervision.

Steps in Quality School Mapping

Step 1:

One of the first steps in school mapping is to select a unit for the exercise. The school mapping exercises help identifying the most ideal locations to open schools. Given this primary purpose school mapping exercises cannot be undertaken for one village or habitation. A cluster of villages or a block can be an ideal unit for school mapping activities.

Step 2:

The next step involved is to diagnose or assess the educational development in the selected area. The effort is to analyze the present status of education in an area/region to identify strength and weakness of the system and to understand the geographical distribution

of educational facilities in the selected locality. For diagnosing the educational situation it is better to collect data on the selected items during the previous 4-5 years or a decade.

We may require data on population, literacy enrollment, teachers, building, flow rates of students, infrastructure etc. The population data are very important in school mapping exercises. Data on total population by sex, caste and age group for at least two points of time are minimum requirements. We may also need to have data on population of age groups 6-11 and 11-14 For diagnosing educational situation data on important indicators like literacy rate, enrollment ratios, retention rates and :dropout -rates are required.

The present status of teacher's position is important and in this respect data on number of teachers by qualification, experience, training and sex are required. Similarly, teacher-pupil ratio is also important to assess the present situation. Another set of information required is on buildings and infrastructure facilities. Information on the condition of building, number of rooms, type of building and on other facilities in schools like blackboard, water, toilet, electricity, playground, etc. are useful to prepare school specific plans.

Step 3:

The next step in school mapping exercise is to assess the number of children to be enrolled. This estimate is to be made on the basis of catchments area of school and it requires projection of total and school age specific population. There are various methods of population projection. Method of population projections are classified into three categories namely Mathematical, Economic and Component methods. Keeping in view scant demographic data at the block and district level, it is not possible to undertake detailed population projection exercise.

Therefore, growth rates and ratio methods of population projection are more commonly used at this level.

Enrolment projections are important to decide on the opening of new schools, up- gradation of existing schools and to estimate the number of teachers required. The techniques of enrolment projections can broadly be classified into two-mathematical and analytical methods. Mathematical methods require aggregate enrolment data at least for five to ten years, and only total enrolment can be projected.

On the other hand, analytical transition methods require promotion, drop-out, repetition and apparent entry rates. There are three simple methods of enrolment projections, namely, rate of growth, enrolment ratio and grade transition methods. The application of a particular method depends upon the requirements and the availability of data.

However, at the local level much information is required to make reliable projections are not available. Therefore, one may have to depend on the most probable approximations. For example, the projection method used to derive school age-group children in this exercise is based on the assumption of a fixed proportion of the total population.

Step 4:

The next step in the exercise is to specify norms, standards and catchment area. Opening of new schools or their alternatives are based on the norms regarding threshold population, which indirectly defines the potential number of children to be enrolled in a given locality. In India the norm that is followed is to open a secondary school in areas which have a population of 300 and above in plain areas and 250 or above in the remote or tribal areas (National Institute of Educational Planning and Administration, 1997).

Similarly, after the 1986 policy, the norm adopted for the number of teachers is a minimum of two teachers in all the secondary schools irrespective of the size of enrollment where as in Nigeria, the 2004 guideline for the establishment of secondary schools under the UBE Act, 2004 adopted one teacher per subject depending on the number of enrollment and subject. The other important norm is regarding the maximum permissible distance a child has to travel from home to school. This in the school mapping terminology means definition of catchment area of a school.

The catchment area of a school is the geographical area served by a school. It is defined as the maximum acceptable distance a child can travel from home to school. Normally catchment area is measured in terms of area of a circle or Hexagon. In Nigeria, especially in the remote areas, the settlement is in habitations. One may frequently come across situations in remote areas in Nigeria where one may not find any household for long distances and where habitations are located, it may have a cluster of households. The method to be adopted should as a matter of fact be alternatively a distance matrix method whereby the distances between habitations are measured.

Therefore, number of habitations and their distances from the school are considered to decide the catchment area of the school. It is easy to develop distance matrix. The only information required to develop such a matrix is the distances between habitations or villages. The distances are to be measured from the locations within villages or habitation where households are concentrated. These details can be obtained through a survey.

It is easy to locate schools based on the distance matrix method. As mentioned earlier, location of schools is based on the norms and resources available. If the public authorities have resources to open schools wherever they are required, then prioritization is a less meaningful technique.

However, schools are opened only in some selected locations. The norms form the basis to prioritize such decisions. Based on the distance norms and the resources available, decisions regarding opening of new schools, if any required, can be arrived at. As part of the school mapping exercise, one may have to assess the requirements of facilities in schools. While the facilities to be provided in the new school can be easily assessed, the same in the existing schools need to be based on an assessment of the existing facilities in these schools. Based on the population growth and potential growth in enrollment, additional infrastructural facilities may be required in the existing schools.

It may be important to incorporate not only the infrastructural facilities but also other requirements of teaching learning materials to be purchased in the school. Based on these requirements cost estimates can be made and proposals can be prepared for funding.

Statement of the Problem

Educational managers at every point in time in the school system co-ordinate the human and material resources through the function of planning, organizing, directing and controlling the activities of teaching and non-teaching staff as well as material and liquid resources for effective teaching and learning process aimed at learners' behavioural change. The school need to be properly located for accessibility of educational facilities by students. Over the years, school mapping as an approach or technique in education have suffered some serious setbacks which include: lack of accurate statistical data, poor funding, lack of trained

personnel, poor governance and corruption among others have affected the effective school operation of the school system in Nigeria.

The question is how can the school system organized to solve the problem of giving everybody to access he educational facilities in even interior communities? Are there qualified trained personnel to drive the vision of school mapping? Specifically, the concern of this study is to examine school mapping and quality education in secondary schools in Nigeria.

Aim and Objectives of the Study

The aim of the study is to examine school mapping and quality education in secondary schools in Nigeria. The specific objectives of the study is to:

- i. determine school mapping at micro planning level for quality education in secondary schools in Nigeria

School Mapping at Micro Planning Level for quality education in secondary schools in Nigeria

Planning at the lowest spatial unit can be termed as micro level planning. In the context micro level planning, means planning carried out at the village level or even at the habitation level. While selecting a unit for micro planning, one has to consider the availability of educational facilities like a school or a non-formal education center. In other words, while the education planner tries to develop micro level planning in education he may have to select a unit centering around an educational institution. For example, a secondary school which is already existing or planning to be opened. The objectives of the micro level planning are:

- 1) To mobilize local community to prepare village level plans.
- 2) To provide a support system to the schools and teachers so that schools become more functional.
- 3) To ensure that all eligible children from the locality attend the schools. The major objective of the micro planning exercise is not on issues pertaining to allocation of resources but on issues pertaining to better and efficient use of resources which are already allocated to a particular locality, area or school.

Micro planning should not be seen as a one shot exercise. It is a continuous process and it unfolds itself in the process of implementing and operationalizing plans prepared either at the local level or at the higher levels. Micro planning focuses more on the operational details of achieving a specified plan target. Micro planning exercise can be undertaken by local people. In fact the object and subject of micro planning is local people. How to make schools community based? How do we ensure accountabilities of the school to the community it serves? What is the mechanism to channelize social forces towards education? These are important questions in micro planning exercise.

Micro planning exercise involves less of technical skills and more of social skills. How to interact with the community for a common cause? How to bring them together on a common platform? How are we going to deal with the existing social hierarchy in a given locality? These are the issues which make a micro planning exercise successful or fail. How to organize micro planning exercises in villages cannot be based on a single model. Each locality may have some characteristics which may make micro planning exercise different across localities.

The Steps Involved in operationalizing or Developing a Micro Planning Exercises at the Secondary School Level.

Step 1: Understanding the Village: This may be a first step to identify the problems faced by the village so that basic intervention strategies can be clearly understood.

Step 2: Preparation of a Village Map: A village may be having many facilities and educational facilities may be one among such facilities. It may be better if these facilities are plotted on a map so that people of the locality will be able to visually observe their village and allocation of the facilities in their village. A discussion based on such a map may be a meaningful exercise.

Step 3: Identification of Non-enrolled and Dropout children:

Normally household survey becomes a part of micro planning exercise. Household survey provides details about the children to be enrolled, retained in the secondary school or dropped out from the secondary school. This will be a very useful information to initiate activities under the micro planning efforts.

Step 4: Village Education Register: Based on the household surveys, one can develop a village education register clearly indicating the households which are not sending children to the secondary schools. This will help us to adopt corrective measures to encourage the parents of these households to send their children to secondary schools.

Step 5: The village may have a school: If the village has a secondary school then one has to relate the efforts made during the micro planning exercises with the facilities available at the secondary school level.

Step 6: Preparation of a Village Education Plan: Once the community inputs and the school inputs are identified then it is possible to prepare a village education plan focusing on the specific educational problems faced at the household level and at the school level. Preparation of such plans and monitoring of activities thus identified in a village plan make micro planning exercise an effective tool in making the best use of the resources available at the local level.

One of the major questions in micro-planning is: who will initiate a micro-planning exercise? Unfortunately, there cannot be a single answer to this question. The pattern may be varying in different localities, given their specific feature. The co-operation from the elected representatives, t9nctionaries and people at large are essential. Therefore the organizational arrangements need to evolve locally, rather than super-imposed from outside the village.

A common pattern found in areas where micro planning exercises are seriously initiated is to form a core group consisting of different segments of population of the village, orient them to the idea and help them in the initial stages, to organize some of the activities under the micro planning exercises.

The Relevance of School Mapping to Education

For a quality secondary school education to achieve its objective, a quality school mapping plan must be put in place or be energized if the existing one fail to achieve a desired result. However, a close examination on the relevance school mapping on quality development of education reveals in a study carried out by Galabawa, Agu and Miyazawa (2002) on the impact of school mapping in the development of education in Tanzania. The study examined the experiences of six districts where school mapping exercises were carried out. The key question that guided the study is what happened after school mapping.

Through a combination of instruments and/or techniques, interviews, questionnaires, focus group discussion, and document analysis, the study found that school mapping impacted in varying degrees positively on the development of education in the districts in terms of increased enrollment and attendance, decreased incidents of dropping out, improved information for decision making, and enhanced capacities' of field actors to plan and take action.

The authors conclusively argued that for the benefits of school mapping to be maximized and sustained, it should not be a one shot activity for data collection purposes only. Rather, it should be an on-going process of assessment, analysis, and action. However, the researcher is of the opinion that since this school mapping technique and procedure is capable of producing positive result in Tanzania, if applied in Nigeria using the same methodology, it will also produce similar result if not the same.

Factors Necessary for Secondary School Mapping

Educational facilities in this context refer to the entire school building, furniture, equipment and fixtures of an educational institution which generally make up the school plant. Since educational planning deals with decision making for future action in educational matter demographical factors according to Uwazuruike (1991) in Mbamara (2010) are such factors that relates to birth rate mortality rate, migration and immigration rate etc, so an expert administrator in school planning uses demographical data in order to estimate the school age population of a particular area or locating of a future.

The essence of this is to help the educational planner to adjudge whether or not an educational institution sited in that locality will have adequate clientele. For instance supposing that in 1998 the primary school age population of a particular town (age 6-12) is 1,000 and the demographic data show that these population increases by 49 each year. The 1998 population could be extrapolated to determine the estimated population of the locality in 10 years to come which will be about (1425) considering this statistical data in conjunction with other factors of school mapping. It will help in no small measure to determine the number and sizes of primary schools that should be sited in that area by the year 2008, 2009 respectively.

Another important aspect of the demographical factor is the consideration to classify the estimated school age population by sex as this classification will go a long way to help in determining whether to establish boys only or girls only or coeducational institutions. The factors of school mapping include;

Pedagogical Factors:

This relates to those factor or consideration made towards the planned or estimated period of utilization of the school building and the teaching force, class sizes, the possibility of shifts for students, the possibility of a variety of course offered by the school based on different types of terminal examinations.

An expert administrator has also to put into consideration the availability and adequacy of a locality as regards to special teaching facilities. For instance, it may be most appropriate to site a naval school in riverine area, a school of agriculture in an area with a vast area amble land. This consideration is necessary in order to be able to conveniently produce facilities for practical teaching.

Economic Factors:

This factor reminds the planner of adequate budgeting or such factors that relates to the cost of establishing a school or the cost of maintaining a student in a school. If for example a particular rural secondary school with a total enrollment of 78 pupils, has 6 classroom teachers, may be a Headmaster. With an average salary/allowance per teacher around ₦6, 000

per annum, it then means that a total salaries and allowances for the whole teaching staff would be ₦6,000.00 per annum.

When this amount is divided by total enrollment of the school, the average cost maintaining a pupil in the school will be obtained to be about ₦52, 000.00 divided by 78 which give ₦666.67. This explanation gives an idea of the cost of training pupils in the school. A part from this aspect even in the establishment of new industries the provision of good school near the industry may lead to the attraction of skilled manpower to the industry, in other words the establishment of a school in a community brings about material resources and employment to the community due to the increased economic activities that will be gingered by the school.

Geographical Factors:

This implies selection of site. For an entirely new school, their first problem is the population the school is to serve. If one had all the freedom to choose a site, then consideration should be given to such things as topography, nature of the soil, accessibility to safe distance from main highways, infrastructural connections (light, water, roads) and development potential for beauty and usefulness.

The size of the site will naturally depend upon the type and size of the school contemplated as well as the location. This will also reflect the standards approved by the relevant ministries of education. A contour survey and a master plan should follow the selection of an adequate site.

Social Factors:

Social factor involves the use of school mapping to satisfy social demand for education. This requires the need to consider the unique circumstances of a particular locality or community. Community schools are to be established only if the factors of school mapping justify their establishment. It may be remembered that during the second republic, some state governors, in the bid to satisfy the yearnings of some communities, established some school without much consideration of the factors of school mapping.

Some of these schools which proved to have been established purely on political grounds turned out to be unviable schools. Also, the government could use its programme on school to deliberately hold people in rural areas, and in this regard, the rural-urban migration is reduced. This ensures the pre sent of young people in the community where the school is located.

Administrative Factors:

These involved such factors that may affect the administration of a school; it may be difficult to ignore entirely the boundaries of existing areas in putting in place the catchments area of a school. Taking for example, a school whose catchments area falls two different administrative areas may have some difficulties created mainly by the political activities of locally elected representatives. It therefore becomes imperative that such administrative factors should be put into consideration in deciding whether, or not for a school to be located at a particular site.

Educational planners plan education according to the directions given by the highest political authority in the country. School mapping as one of the basic functions of education considers such political factor as equity criteria. Equity means that education should as much as possible be equally shared, both by tribe, by rural, urban or even state or local government.

Manpower Factors:

Involves considering special requirement in terms of manpower in a given area. This determines the kind of vocational and technical schools that the area needed. Skills or occupations predominant with an area may also determine the type of vocational and technical schools that may be located in that particular area. All these factors outlined above are not considered in isolation. They are to be considered jointly.

Essence of school mapping according to Okunamiri (2005) is to set up a school network which will meet, in the most efficient and equitable way, the future demand for education and fulfill the objectives of a country in educational plan. Nevertheless, the objectives of education may be different in content from one country to the other.

Challenges Facing Quality School Mapping in Secondary Education in Nigeria

Over the years, school mapping as an approach or technique in education have suffered some serious setbacks. These setbacks will include; Lack of accurate statistical data, poor funding, lack of trained personnel, poor governance and corruption etc.

Lack of Accurate Statistical data:

The issue of unrealistic data is common in Nigeria. Data is either falsified or exaggerated. This kind of situation does not give the planner the opportunity or adequate information to plan for the future and to determine an institution in the best interest of the society.

Poor Funding:

Funding is crucial to the development and growth of every economy. In Nigeria, the story has always been that the education system in Nigeria is underfunded with reference to the UNESCO's (26%) recommendation for education in the budgetary allocation (Nnabugwu, 2013). The planner requires money to function effectively and efficiently, to determine economic growth and development.

Lack of Trained Personnel:

This is a serious challenges affecting mapping of secondary schools in Nigeria. Those who are responsible to perform this action lacks the prerequisite knowledge towards the establishment or improvement of the education institutions, for this reason schools are not established with the consideration of some crucial factors. If these factors are not in congruence the desired objective may be hampered.

Poor Governance:

In Nigeria, there is no true leadership. Policies are formulated but not implemented even when such provisions are made in the policy frame work. School mapping in the Nigeria context is not realistic due to the failure of government to address policy issues. Every Nigerian wants to satisfy him and his house hold instead of the general interest of the society.

Corruption:

Corruption is a pertinent issue of discuss in Nigeria. The leaders in this country have not realized the importance of education how much less school mapping. Financial and material provisions made in the policy frame work to enhance education through school mapping are embezzled and converted to private pockets.

CONCLUSION

School mapping need to be effectively matched with adequate educational facilities for effective quality secondary school education geared towards effective teaching and learning process. It aims at reforming the learner by discovering the learning needs and tailoring these needs for the benefit of society. Proper government funding of schools, provision of adequate infrastructure, payment of prompt and regular salaries to teachers and government monitoring school for effective quality delivery.

Way Forward

Proper Government Funding:

Any government that wants the good of the entire education sector of Nigeria must do well to fund the sector. In the same way, the resurrection of the standard of Nigerian secondary schools should start from funding by federal governments and various states of countries in Nigeria. It is the duty of every government to see to the good of the people they are leading including all the secondary schools.

Good infrastructure:

Can you compare the infrastructural level of secondary schools in Nigeria to that of United States of America? The difference is clear and the blind can even differentiate between the two. Both government and capable individuals should form a team to sponsor secondary schools by taking care of the infrastructural aspect. Doing this will enhance and upgrade the secondary schools in Nigeria and help students to comprehend more.

Good Salary:

Paying good and adequate salaries to secondary school teachers will make qualified and well educated Nigeria to get interested in teaching. When this is done, the students will find education interesting rather than puzzle or difficult task. If a qualified teacher that is well grounded in mathematics takes care of secondary school students, the students will find mathematics interesting and will not shy away from mathematics questions especially in a well furnished environment.

Government Monitoring:

Government should appoint or elect monitoring teams. These teams will be visiting secondary schools in Nigeria to examine the quality of teachers, infrastructural level and other important areas that need to be addressed in secondary schools. When these teams work activity is put in place, they will help to reduce the high level of corrupt practices going on in country.

Proper implementation of education policies should be ensured through sticking to the steps involved .in implementation processes.

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