

**TEACHERS' EFFECTIVENESS STRATEGIES AND STUDENTS'
ATTITUDE TO LEARNING IN PUBLIC SECONDARY SCHOOLS IN
AKWA IBOM STATE, NIGERIA.**

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Abstract

This study examined Teachers effectiveness strategies and students' attitude to learning in Public Secondary Schools in Akwa Ibom State, Nigeria. Three research questions and three hypotheses were formulated to guide the study. A correlational research design was used for the purpose of the study. The population of the study comprised of 994,297 students for the 2020/2021 academic session in 242 public secondary schools. The sample size was five hundred and twenty (520) students selected using multistage random technique. The instruments used for data collection were Teacher Effectiveness Strategies Questionnaire (TESQ) and Students' Attitude to Learning Questionnaire (SATLQ). The TESQ had 15-items related to teachers' classroom planning, teachers' classroom instruction and teacher's classroom interpersonal relations while the SATLQ had 10-items related to students' attitude to learning. The instruments were subjected to face and content validation by six (6) experts while the reliability coefficient of the instruments stood at 0.82 and 0.72 respectively. The reliability was determined using Cronbach alpha reliability method. The data collected were analyzed using Simple Linear Correlation Statistical Tool at

.05 alpha level of significance. The result showed that teachers' classroom planning, teachers' classroom instruction and teacher's classroom interpersonal relations predicted students' attitude to learning significantly. Consequently, it was recommended among others that government should be very careful on teacher's recruitment, retraining and improvisation of infrastructures and instructional materials for sustainable education system in Nigeria. Student-teachers and teacher's student inter-personal relations should be cordial and teachers passionate about the student's future, love and protect the teaching profession as well.

Keywords: Teachers effectiveness, strategies, classroom planning, classroom instruction, classroom interpersonal relations, predicted, students' attitude

Introduction

In any country's development matrix, it is a common knowledge that the student's attitude to learning hinges on the teacher's strategies to instructional delivery. The Global Education Target No.4 and the National Policy on Education (FRN, 2013) Section, 83, 94 and 100 enjoins only professionally qualified and registered teachers; teachers duly trained in methods of technique of teaching be allowed to teach at all levels. But is this the situation in the school system? The National Policy on Education (FRN, 2013), section 20 provide the policy on instructional delivery that teaching shall be participatory, exploratory, experimental and learner-centered. Section 29, 65 (c), 94, 127 of the NPE stress that Government shall provide workshops to enhance teacher's capacity development for effective lesson delivery which will in turn impact on student's learning attitude.

Learners in Nigerian schools continue to rely almost entirely on their teachers and the available texts and so instructional strategies continue to be teacher-centered while students remain passive learners. Opportunities for students and teachers to exchange information across schools, cities, nations and the continents and so share experiences and accumulate knowledge remain limited. To Thomas (2017) and Bassey (2014), the quality of education needed by Nigerians is such that will help the learners to seek explanations, compare experiences, investigate problems, reflect, reason and so learn many concepts in the school curriculum to not only develop the spirit of self –reliance and confidence, but seek knowledge in and out of school to effectively use it which of course is the right attitude to learning.

The implication of this is that the education stake holders are not focus on the education system, it is more of rhetoric than implementation, monitoring, supervising to curb teachers laissez-faire attitude to work. Teacher's pedagogical strategies are not enhanced through training and retraining in various teaching skills, instructional aides and infrastructures are not provided to aid in teaching. Teachers may not attain the Continuing Professional Development (CPD) for teachers if they do not consciously upgrade their instructional knowledge, pedagogical skills and be passionate about the academic plight of the children knowing the future of the country depends on them.

To Abraham (2007), a teacher's effectiveness in term of teaching strategies was measured by student standardized assessment results. Thomas (2017) found that students taught by highly effective teachers, as defined by the student growth percentile (SGPS) and Value-Added Measures (VAMs), were more likely to attend college, be self -reliant and less likely to have children during their teenage years.

Ereh & Thomas (2016) discovered a mixed result regarding the relationships between teacher's interpersonal relationship and students' attitude to learning. To them, students who see their teachers as their role model, instructors and friend, were teachers who were apt to notice and attend to student's behavioural matters, apply good sense of humour while teaching, boost their ego, hold them in high esteem as well as encourage them to actualize in their academic pursuit as their favourites, hence Kpee (2003) and Akpakwu (2014) recognition of four broad categories attributes that appear to contribute to teachers' effectiveness as: experience, mastery of subject matter, lesson preparation, certification and devotion.

Durusaro (2012) also see 'Teachers' effectiveness' as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation. The influence of teachers' effectiveness on the students' attitude to learning as measured by students' academic performance has been the subject of several studies (Durusaro (2012); Ozurumba (2016)). The above studies suggest that effective teaching is a significant predictor of students' attitude to learning. Therefore, effective teachers should inculcate in students good learning culture.

Student's study attitude according to Etuk (2016) does not only depend on the teacher's classroom instruction but on the administrator's supervisory and evaluative role performance. In a study on 'The accuracy of school administrators' evaluation of teachers' effectiveness', Ozurumba (2016), using value- added approach, posit that, there is a positive correlation between principals' assessment of effective teacher and students' achievement. The

above study suggested that administrator's rating be one of the comprehensive evaluation system to measure teachers' effectiveness in secondary schools. Akpakwu (2014) discovered that teachers' attribute have significant relationship with students' academic performance. Such attributes to Akpan and Udo (2009) include teachers' classroom planning, teachers' classroom instruction and teachers' classroom interpersonal relationship.

Classroom teachers are planners and managers of human resources and so ought to be in control of the lesson all through its duration for effective students learning attitude, but today, to Etuk (2016), Babalola (2004), classroom planning is the most neglected area in the school system. Some teacher's instructional strategies are very traditional, they are not creative, not innovative, do not add values to occupational skills and competences required for sustainable living.

Teaching is a very complex activity, a cordial inter-personal relationships between the teacher and the students should not be contested Thomas, (2017). Some teachers, according Ozurumba (2016) and Kpee (2003), prefer a rigid and autocratic environment while others prefer a democratic classroom atmosphere where learning is interactive, students feel safe to take risks and be creative,. Effective teacher- student relationships should be characterized by specific teacher's behaviour such as: exhibiting appropriate levels of dominance, exhibiting appropriate levels of cooperation and being aware of high needs of students. (Babalola 2004).

Attitude to Bassey (2014), Thomas and Itighise (2015) refers to a learned tendency of an individual to respond positively or negatively towards an object, situation, concept or a person. Attitudes, behaviour, and feelings are interrelated in such a way that people's attitudes determine their behaviour towards objects, situations, and people. On the learner's levels of goal setting, problem solving abilities, beliefs towards learning, internal and external motivations in the process of learning are all important determiners of attitudes.

To Durusarou (2012), attitude has three main components: affective, cognitive and behavioural. The components are interrelated. The ABC (Affective, Behavioural and Cognitive) model is used to investigate the students' attitude to learning and the Walberg's theory of productivity to interpret results about the factors influencing a like or dislike of learning concepts and those impacting students' attitude. Walberg's theory postulates that student's psychological attributes and the psychological environments influences cognitive, behavioural and attitudinal learning outcomes. This theory was relevant for this study because it is a suitable lens through which we can explain the reasons for the attitudes that students form when learning. In line with the ABC model, the study focuses on investigating student's

attitude including: students' self-confidence in their ability, anxiety, enjoyment, perception about the usefulness of learning concepts and intrinsic motivation. Based on the above assertion, this study therefore aimed at finding out whether teachers' effectiveness strategies can predict students' attitude to learning in Public Secondary Schools in Akwa Ibom State.

Statement of the Problem

Teachers' effectiveness is viewed as the ability of the teacher to employ appropriate strategies to impart knowledge, skills and competencies for the desired learning attitude in the learners. For an education that emphasizes practicality, experimentation, scientific approach to problem-solving, teachers are supposed to see student's problems and issues in a broader and clearer perspective. They are supposed to adopt good classroom planning, good instructional planning and sound inter-personal relationship to predict student's attitude to learning. Several researches, seminars and conferences have been conducted by government for teachers to help boost teachers' effectiveness to predict students' attitude to learning. Government intermittently hold meetings with All Nigeria confederation of Principals of Secondary Schools (ANCOPS) to address the importance of supervisory role for effective productivity, but student's attitude to learning is still below average. Research have been carried out though focusing primarily on the developed economy and very few in Nigeria, but findings have it that most teachers do not upgrade their intellectual capacities nor create good interpersonal relationship to help student's develop appropriate attitude to learning. The educational stakeholders are worried about the teacher's strategies, hence this study on teacher's effectiveness strategies and student's attitude to learning in Akwa Ibom States.

Purpose of the Study

The main purpose of the study was to determine how Teachers' Effectiveness Strategies predict students' attitude to learning in Akwa Ibom State. Specifically, the objectives of the study were to determine the extent to which:

1. Teacher's classroom planning predict students' attitude to learning in Akwa Ibom State.
2. Teacher's classroom instruction predict students' attitude to learning in Akwa Ibom State.
3. Teacher's classroom interpersonal relations predict students' attitude to learning in Akwa Ibom State.

Research Questions

The following research questions were raised to guide the study.

1. To what extent does Teacher's classroom planning predict students' attitude to learning in Akwa Ibom State?
2. To what extent does Teacher's classroom instruction predict students' attitude to learning in Akwa Ibom State?
3. To what extent does Teacher's classroom interpersonal relations predict students' attitude to learning in Akwa Ibom State?

Hypotheses

The following null-hypotheses were formulated for the study

1. Teacher's classroom planning does not significantly predict students' attitude to learning in Akwa Ibom State.
2. Teacher's classroom instruction does not significantly predict students' attitude to learning in Akwa Ibom State.
3. Teacher's classroom interpersonal relations does not significantly predict students' attitude to learning in Akwa Ibom State.

Methods

The study adopted simple prediction research design. This was because the researcher investigated how teacher's classroom planning, instructional planning and interpersonal relation when treated singly predict students' attitude to learning. The study was carried out in Akwa Ibom State, Nigeria. The study area according to Akpan & Udoh, (2009) is plagued by complaints of teacher's non-effectiveness and students' poor attitude to learning. The population of the study comprised of 994,697 students for the 2020/2021 academic session in the 242 public secondary schools in Akwa Ibom State (source: Akwa Ibom State Secondary Education Board, 2021). The sample size for this study was five hundred and twenty (520) students comprising of male and female students selected using multistage random sampling technique.

The instruments used for data collection were Teacher Effectiveness Strategies Questionnaire (TESQ) and Students Attitude to Learning Questionnaire (SATLQ). Each of the instruments had two sections; A and B. Section A contained items on the demographic variables of the respondents, Section B of TESQ had 15-items related to teachers' classroom planning, teachers' classroom instruction and teacher's classroom interpersonal relations. Each of the teachers' effectiveness strategies had five items. Lastly, Section B of SATLQ contained 10 items on different aspect of students' attitude to learning. The instruments were scored using a four point rating scale: Very High Extent (VHE)= 4 points, High Extent (HE)= 3 points, Low Extent (LE)= 2 points, Very Low Extent (VLE) = 1 point.

The instrument was subjected to face validity by six experts. Two from the Department of Educational Management and Planning, University of Uyo, two from Department of Educational Foundations, Measurement and Evaluation, University of Uyo while two were from Faculty of Education, Akwa Ibom State University. The purpose of the study and the research questions were made available to them at the time of the validation. Two of the experts suggested that opened-ended items should be eliminated as it could confuse the respondents. The other four pointed out items that needed to be reworded or dropped. Based on these suggestions, some items were reworded and others dropped. All their comments were incorporated in the final copy of the instrument used to collect data for the study.

To determine the internal consistency of the instrument, the researcher randomly selected 25 students in one public secondary school in Akwa Ibom State of Nigeria who were not part of the study sample to respond to the instrument. Data generated was subjected to inter-item analysis using, Cronbach Alpha Reliability Coefficient Statistics. Cronbach Alpha Reliability Coefficient of TESQ and SATLQ were 0.87 and 0.72 respectively. The researcher used three research assistants in administering the instrument. The research assistants were briefed of the purpose of the study and the modalities to employ in assisting the respondents to fill the instrument correctly. Both the researcher and the research assistants visited the selected public secondary schools in Akwa Ibom State, Nigeria to administer the instrument. The purpose of the study was explained to the respondents that took part in the study after permission was granted. The instrument were administered and collected after several days. The data was collated for analysis. The rate of questionnaires retrieved from the field work was 100 percent. Data collected were analysed using Simple Linear Regression Statistics in SPSS (Statistical Package for Social Science) software Windows version 25.

Decision rule for the interpretation of the R-value was between 0 and 1 in Kpee (2003) gave the following scale to determine the relationship and direction of the regression coefficient values. 0.00 - .19, Very weak relationship (prediction).20.39, Weak relationship (prediction).40 - .59, Moderate relationship (prediction).60 - .79, Strong relationship (prediction) .80 - 1.0, Very strong relationship (prediction),0, No relationship (prediction) 1.0 and Perfect positive relationship (prediction)

Results

Answering the Research Questions

Research Question One: To what extent does Teacher's classroom planning predict students' attitude to learning in Akwa Ibom State?

Table 1: Simple Linear Regression Analysis of prediction of Teacher's classroom planning on Students' attitude to learning (n=520)

| Variables | R | R ² | Extent of Prediction | of Adjusted R ² | Remarks |
|--|-------|----------------|----------------------|----------------------------|---------------------|
| Teacher's classroom planning Students' attitude to learning | 0.537 | 0.281 | 28.1% | 0.281 | Moderate Prediction |

In Table 1, the results reveal that R-value is 0.537 and R² is 0.281. The R-value of 0.537 indicates positive and moderate strength of prediction, while R² value of 0.281 which is the coefficient of determination show the extent of prediction of teacher's classroom planning and Students' attitude to learning. In addition, 28.1% variance in Students' attitude to learning is predicted by teacher's classroom planning. This means that teacher's classroom planning moderately predicts Students' attitude to learning.

Research Question Two: To what extent does Teacher's classroom instruction predict students' attitude to learning in Akwa Ibom State?

Table 2: Simple Linear Regression Analysis of prediction of Teacher's classroom instruction on students' attitude to learning (n=520)

| Variables | R | R ² | Extent of Prediction | of Adjusted R ² | Remarks |
|---|------|----------------|----------------------|----------------------------|---------------------|
| Teacher's classroom instruction students' attitude to learning | .455 | .226 | 22.6% | 0.226 | Moderate Prediction |

In Table 2, the results reveal that R-value is 0.455 and R² is 0.226. The R-value of 0.455 indicates positive and moderate strength of prediction, while R² value of 0.226 which is the coefficient of determination show the extent of prediction of Teacher's classroom instruction and students' attitude to learning. In addition, 22.6% variance in students' attitude to learning is predicted by teacher's classroom instruction. This means that teacher's classroom instruction moderately predicts students' attitude to learning.

Research Question Three: To what extent does Teacher's classroom interpersonal relations predict students' attitude to learning in Akwa Ibom State?

Table 3: Simple Linear Regression Analysis of Prediction of Teacher’s classroom interpersonal relations on Students’ attitude to learning (N=520)

| Variables | R | R ² | Extent Prediction | of Adjusted R ² | Remarks |
|---|------|----------------|-------------------|----------------------------|---------------------|
| Teacher’s classroom interpersonal relations to Students’ attitude to learning | .447 | .194 | 19.4% | 0.194 | Moderate Prediction |

In Table 3, the results reveal that R-value is 0.447 and R² is 0.194. The R-value of 0.447 indicates positive and moderate strength of prediction while R² value of 0.194 which is the coefficient of determination show the extent of prediction of teacher’s classroom interpersonal and Students’ attitude to learning. In addition, 19.4% variance in students’ attitude to learning is predicted by Students’ attitude to learning. This means that teacher’s classroom interpersonal moderately predicts Students’ attitude to learning.

Testing the Hypotheses

Hypothesis One: Teacher’s classroom instruction does not significantly predict students’ attitude to learning in Akwa Ibom State.

Table 4: Result of Regressing students’ attitude to learning on Teacher’s classroom planning (n=520)

| Variable s | Sources of Variation | Sum of Square | Df | MS | F-cal | F-crit | Decision at p<.05 |
|---|----------------------|---------------|-----|-----------|--------|--------|-------------------|
| Teacher’s classroom planning students’ attitude | Regression | 84011.005 | 1 | 84001.009 | 335.74 | 3.86 | * |
| | Residual | 228439.468 | 518 | 250.087 | | | |

to learning

*= Significant at 0.05 alpha level.

The results on table 4 show that the calculated F- value of 335.74 is greater than the critical F- value of 3.86 at.05 level of significance with 1 and 518 degree of freedom. With this result, the null hypothesis: “Teacher’s classroom planning does not significantly predict students’ attitude to learning” was rejected. This means that Teacher’s classroom planning does significantly predict students’ attitude to learning.

Hypothesis Two: Teacher’s classroom instruction does not significantly predict students’ attitude to learning in Akwa Ibom State.

Table 5: Result of Regressing students’ attitude to learning on Teacher’s classroom instruction (n=520)

| Variable s | Sources of Variation | Sum of Square | Df | MS | F-cal | F-crit | Decision at p<.05 |
|--|----------------------|---------------|-----|-----------|--------|--------|-------------------|
| Teacher’s classroom instruction students’ attitude to learning | Regression | 67412.319 | 1 | 67332.310 | 252.21 | 3.86 | * |
| | Residual | 245178.237 | 518 | 264.248 | | | |

*= Significant at 0.05 alpha level.

The results on table 5 show that the calculated F- value of 252.21 is greater than the critical F- value of 3.86 at .05 level of significance with 1 and 518 degrees of freedom. With this result, the null hypothesis that “Teacher’s classroom instruction does not significantly predict students’ attitude to learning” was rejected. This means that Teacher’s classroom instruction does significantly predict students’ attitude to learning.

Hypothesis Three: Teacher’s classroom interpersonal relations does not significantly predict students’ attitude to learning in Akwa Ibom State.

Table 6: Result of Regressing students’ attitude to learning on Teacher’s classroom interpersonal relations (n=520)

| Variables | Sources | Sum of | Df | MS | F-cal | F- | Decision |
|-----------|---------|--------|----|----|-------|----|----------|
|-----------|---------|--------|----|----|-------|----|----------|

| | of Variatio n | Square | | | | crit n | at p<.05 |
|---|---------------------|----------------|---------|---------------|-------------|-----------|-------------|
| Teacher's classroom interperson al relations students' attitude to learning | Regressi on | 59468.43 2 | 1 | 57469.4 86 | 218.75 8 | 3.8 6 | * |
| | Residual | 253511.0 55 | 51 8 | 274.928 | | | |

*=Significant at 0.05 alpha level.

The results on table 6 show that the calculated F- value of 218.758 is greater than the critical F- value of 3.86 at .05 level of significance with 1 and 518 degree of freedom. With this, the null hypothesis: “Teacher’s classroom interpersonal relations does not significantly predict students’ attitude to learning” was rejected. This means that Teacher’s classroom interpersonal relations does significantly predict students’ attitude to learning.

Discussion of Findings

In hypothesis one: Teacher’s classroom planning does not significantly predict students’ attitude to learning in Akwa Ibom State. From the results, the R-value of 0.537 indicates positive and moderate strength of prediction. With this result, the null hypothesis that “Teacher’s classroom planning does not significantly predict students’ attitude to learning” was rejected. This means that Teacher’s classroom planning significantly predict students’ attitude to learning. This result was expected because students tend to show poor attitude if a teacher does not plan his lesson before delivery. This finding agreed with the report of Bassey (2014) and Thomas (2017) that the relationship between teacher’s classroom planning is key to students’ attitude to learning.

Hypothesis two stated that Teacher’s classroom instruction does not significantly predict students’ attitude to learning in Akwa Ibom State. From the results, the R-value of 0.445 indicates positive and moderate strength of prediction. With this result, the null hypothesis that “Teacher’s classroom instruction does not significantly predict students’ attitude to learning” was rejected. This means that Teacher’s classroom instruction significantly predict students’ attitude to learning. This result was expected because students exhibit poor attitude if a teacher adopt poor instructional approach but are attentive and receptive if the teacher adopt practical oriented instructional strategy. This result agreed with the study of Babalola, (2004), Ozurumba (2016), Ereh & Thomas (2016), and Etuk (2016) that there is a significant

relationship between teacher's classroom instruction and students' attitude to learning.

Hypothesis three stated that Teacher's classroom Interpersonal Relations does not significantly predict students' attitude to learning in Akwa Ibom State. From the results, the R-value of 0.447 indicates positive and moderate strength of prediction. With this result, the null hypothesis that "Teacher's classroom instruction does not significantly predict students' attitude to learning" was rejected. This means that Teacher's classroom Interpersonal Relations significantly predict students' attitude to learning. Students perform better when the teacher shows concern/interest in them as persons and makes learning more practical. This is in consonance with Kpee (2003), Ereh and Thomas (2016); Etuk (2016) and Durusaro (2012) that teachers' relationship with students significantly correlate student's attitude to learning.

Conclusion

For teachers to predict student's attitude to learning based on the result of this study, they should adopt and apply good classroom planning, good instructional planning and good interpersonal relations strategies as teacher's effectiveness greatly depends on these variables.

Recommendations

Based on the findings and conclusion reached, it was generally recommended that:

- 1 There should be robust commitment on the part of government to the implementation of policies on recruitment, retraining and teacher's motivation for sustainable education system in Nigeria.
- 2 Student-teachers' relationship and students motivation by the teacher should be paramount to help develop students' attitude to learning.
- 3 Schools should be adequately supervised by stake holders to ensure the realization of established goals and identify teachers genuine problems.

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