

sport and games field, land scape, farms and gardens, security post, cleaning materials, physically challenged facilities, information and communication technology.

Over the years, school managers have emphasised that physical resources available for teaching and learning are grossly inadequate due to lack of proper funding. Available facilities in most schools may well be regarded as obsolete in terms of quality and quantity. The issue of resources maintenance is haphazardly addressed at all levels of educational system. Maintenance takes place only when resources break down (Kingsley, 2019). Therefore, there is the need for educational managers to take appropriate preventive and routine maintenance of physical resources in the school to ensure effectiveness.

Several studies have been conducted in the area of physical resources and school effectiveness. Adegoke and Adegoke (2013) carried out facility management usefulness in tertiary institutions in Nigeria. Usman (2016) discussed essential educational resources and effective school administration in Nigeria. Anastasia and Pawan (2006) investigated management of human resources and organisational performance. Mputhia (2014) conducted a research on management of resource by head teachers for implementation of integration programmes in Maara, Kenya primary schools. Xaba (2012) investigated qualitative analysis of facilities maintenance in South Africa. Sample of 13 principals, and three vice principals were selected for the study. The findings revealed that school generally do not have organisational structures for planned facilities maintenance. Odediran, Gbadegesin and Babalola (2015) carried out a research on management facilities practice in public universities. Data were collected from both technical and managerial officers.

Descriptive and inferential statistical tools were used to analyse the data collected. The findings showed that Nigeria public universities are found lagging behind private

universities on facilities maintenance practice. However, none of the authors quoted in this study recognised the importance of preventive and routine maintenance as critical measures of physical resource management. Another obvious gap that warranted this study is that the locations or areas of study of the aforementioned studies differ considerably from the present study. Also, the past studies could not actually explain the relationship that exists between preventive maintenance, routine maintenance and Universal Basic Education effectiveness in North-central Nigeria. Therefore, this study endeavours to fill the gaps left by the previous scholars. The following objectives have been formulated to guide the conduct of the present study:

- 3) To examine the relationship between preventive maintenance and Universal Basic Education effectiveness in North-central, Nigeria.
- 4) To determine the relationship between routine maintenance and Universal Basic Education effectiveness in North-central, Nigeria?

Research Questions

- 3) Does preventive maintenance bring about Universal Basic Education effectiveness in North-central, Nigeria?
- 4) Does routine maintenance enhance Universal Basic Education effectiveness, North-central, Nigeria?

Research Hypotheses

The following research hypotheses were formulated to guide the conduct of this study.

- (3) There is no significant difference between the mean scores of principals and teachers on preventive maintenance and Universal Basic Education effectiveness in North-central, Nigeria.
- (4) There is no significant difference between the mean scores of principals and teachers on routine maintenance and Universal Basic Education effectiveness in North-central, Nigeria.

Literature Review

Physical Resource Management

School physical resources generally are both human and material resources designed to serve specific purposes in the school. Management generally is an act of making use of available resources judiciously for the purpose of preventing waste and effective maintenance of the resource in order to realise organisational goals. Management also refers to provision of resources and optimal and maximum utilisation of these resource towards the actualisation of stated organisational goals and objectives (Abdullahi, 2020). Management is the application of rational and efficient scrutiny of available resources and optimal exploitation of these resources towards the accomplishment and attainment of the specified goals and objectives (Abdullahi, 2017).

Physical resource management refers to the application of scientific planning, organising, coordinating and controlling of the physical resources in an environment of learning for the realisation and attainment of the educational goals and objectives (Asiabaka, 2010). It involves the provision and arrangement of both human and material resources available for education as well as optimal and systematic utilisation of the resources for realization of educational objectives (Kingsley, 2019). Physical resource management refers to the human beings in the school and community, visible objects such as display boards and chalk, school buildings, books, and writing objects which facilitate effective teaching and learning (Usman, 2016). This means that it is the administration of materials and fundamental resources to enhance organisational activities and processes towards the improvement and achievement of organisational goals and objectives. Physical resource management in this study refers to the preventive and routine maintenance of available visible resources toward Universal Basic Education effectiveness.

Preventive maintenance is an integral part of the management function in the school system where maintenance culture is well established. Preventive maintenance used to be considered as the upkeep carried out on school resource to keep them away from breakdown and ensures an excellent performance of the facilities (Asiabaka, 2010). It saves cost and time of the managers in an educational setting. Routine maintenance is the upkeeping carried out intermittently as planned by the school administrator. Resources may additionally be serviced monthly, quarterly or annually relying on the scheduled line of actions (Kingsley, 2019).

School Effectiveness

School effectiveness involves optimal resources utilisation, improving creativity as well as obtaining and increasing result to meet the expectations of the society (Abdullahi, 2017). It is a way of understanding the functioning of the school and its effect on the students (Botha, 2010). The effectiveness of school managers to increase educational efficiency, manage physical resource and provide conducive learning environment contributes to school effectiveness (Agih, 2015).

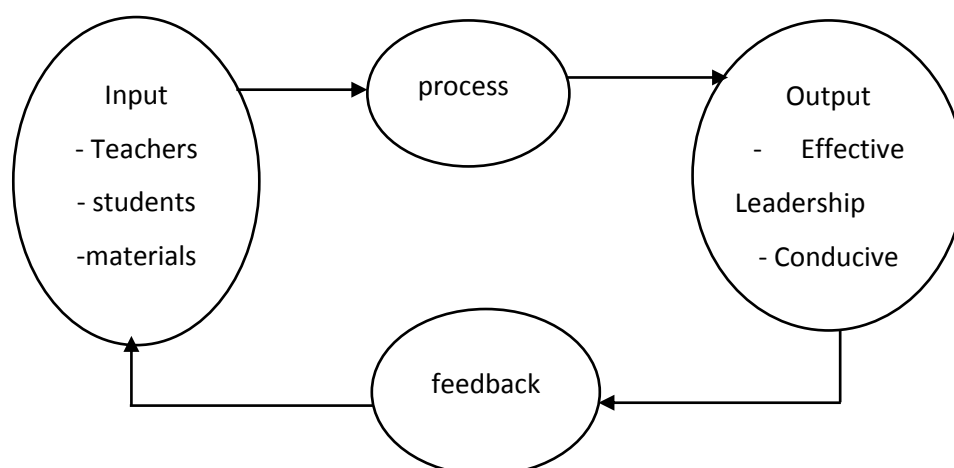
Effective leadership is about creating and planning, securing appropriate resources and efficient use and maintenance of available resource in order to achieve educational goals and objectives (Swati & Shyamalendu, 2017). This implies execution of school vision by setting the tone and culture for achieving the stated educational goals. Conducive learning environment entails putting up appropriate physical resources to catch learners' interest and creating a communal environment so as to maintain positive classroom climate (Ahmad, Shaari, Hashim & Keriminia, 2015).

Theoretical Framework

The theoretical basis of this study is based on Parson's (1977) system theory as cited by (Abdullahi, Tijani & Mafara, 2020). This theory defines a system as the sum total of parts working independently and working together

to achieve required results based on needs. Parson considered a system as a collection of people, resources, procedures and concepts intended to perform some stated functions or

goals. A system is made up of inputs, process and output surrounded by the environment.



Source: Adapted from Abdullahi (2015)

This theory is applicable in the educational setting such that school receives input from external environment in the form of human (teachers & students) and material resources (buildings, equipment & technology), process the resources and send them into the society as finished products and services (output). The quality of the products bears a direct relationship with the quality and management of resources deployed in the process of the production. The relevance of the theory to this study is that it considers an organisation as a social system in which survival depends on the system's ability to maintain the relative consistency of its process and relationship within and outside the system.

Methodology

Research Design

The quantitative research design was used in this study. The design was considered appropriate because it will allow the researcher to observe the interaction that occurs between preventive maintenance, routine maintenance and school effectiveness. In addition, it provides the opportunity to

obtain the view of the sampled population, using suitable data analysis technique to analyse the data collected so as to reach a cogent conclusion about the findings.

Population and Sampling Techniques

This study focused on public Junior Secondary Schools in North-Central, Nigeria which comprised 2,338 Junior Secondary Schools in North-Central. The target population of this study consisted of 2,338 principals and 19,449 teachers in Public Junior Secondary Schools in North-Central. Sample of 331 principals and 384 teachers were selected with the use of Research Advisor (2006) table of determining sample size of known population. Proportional random sampling technique was used to select sample of 331 principals and 384 teachers in each State by choosing the sample proportionally from the population as shown in Table 1. Stratified random sampling technique was used to select junior secondary school principals and teachers from the sample schools in order to guarantee that every member of the population has equal right and chance of being selected.

Table 1: Population Sample of principals and Teachers of Junior Secondary Education

S/N	North-Central States	Number of Selected junior secondary schools	of Selected principals	Number of teachers	of Selected teachers
1	Benue	526	74	3,709	73
2	FCT	77	11	2,764	54
3	Kogi	555	79	3,440	68
4	Kwara	330	47	3,302	65
5	Nasarawa	181	25	939	18
6	Niger	381	54	3,791	75
7	Plateau	288	41	1,554	31
	Total	2,338	331	19,499	384

Source: Universal Basic Education Commission (2017)

Instrument

A self-designed questionnaire titled “Physical Resource Management and School Effectiveness Questionnaire” (PRMSEQ) was used as an instrument for collecting data. A total number of 15 items were used to measure physical resource management two subscales: preventive maintenance (7 items) and routine maintenance (8 items). Also, the items of questionnaire regarding school effectiveness were adopted from Swati and Shyamalendu (2017) on effective leadership and Ahmad et al (2015) on conducive learning environment. It comprised 12 items with two components: effective leadership (6 items) and conducive learning environment (6 items). The principals and teachers responded to the items on a four (4) point Likert-type scale as follows: Strongly Agree (4), Agree (3), Disagree (2) and Strong Disagree (1). The criterion mean is given thus: $4 + 3 + 2 + 1 / 4 = 2.50$. The criterion mean describes that any item that is above or equal to the criterion mean value of 2.50 is agreed while the one below the criterion mean value is disagreed by the participants. According to

Bond and Fox (2015) the 4-point Likert scale answer format was simple and quicker to fill than 5 to 7-point scales answer format.

Validity and Reliability

The instrument was validated by two experts in the Department of Educational Management and two experts in Test, Measurement and Evaluation in Faculty of Education, University of Ilorin, Nigeria. They examined the questionnaire whether it measures what it is supposed to measure. The modification of items by rephrasing the statement was done according to the views of four academic staff who reviewed the instrument. Also, 30 corrected copies were further administered to principals and teachers who were not part of the sample to determine the internal consistency. Therefore, some recommendation made were corrected appropriately before sending out the final copies. Cronbach’s alpha test was used to test the reliability of the items. As shown in Table 2, the value for Cronbach’s alpha for this study was proved to be consistent and reliable.

Table 2: Reliability test for PRMSEQ

Variables	Sub-variable	No of Items	Cronbach’s Alpha	Decision
Physical Resource Management	Preventive maintenance	7	0.84	All items are reliable and dependable
	Routine maintenance	8	0.82	All items are reliable and dependable

School Effectiveness	Effective leadership	6	0.80	All items are reliable and dependable
	Conducive learning environment	6	0.86	All items are reliable and dependable

Table 2 shows the results of the reliability test for PRMSEQ physical resource management variables. The Cronbach's Alpha for the sub-variables are 0.84 for preventive maintenance and 0.82 for routine maintenance. Based on school effectiveness variables, the Cronbach's Alpha value for the sub-variables are 0.80 for effective leadership and 0.86 for conducive learning environment. Values above 0.70 are considered reliable and dependable (Leady & Ormrod, 2005; Denzin & Yvonna, 2000).

Data Collection Procedure

The questionnaires were distributed to participants of the sampled Public Junior Secondary Schools with the help of three trained research assistants. In order to guarantee optimal response rate, the objectives of the research and instructions on how to answer questions were clearly explained to participants. This effort brings about full participation of the participants. The exercise of data collection was smoothly completed within two weeks since questionnaires were personally administered by researchers, trained research assistants and with the help of colleagues in the seven States public Junior Secondary Schools. In the recommendation given by Brannen (2017), this study emphasised the ethical issues in ensuring

anonymity and confidentiality of their responses.

Data Analysis

Data collected for the study were analysed using descriptive and t-test statistical analysis. Statistical Package for Social Sciences (SPSS version 23) was used for statistical analysis. Descriptive statistics using means and standard deviation was used to answer the research questions which are aimed at analysing physical resource management in terms of two sub-variables, namely, preventive maintenance and routine maintenance. T-test statistical analysis was used to test the hypotheses at (0.5) significant level to determine the rejection or acceptance of the hypotheses

Findings

Research Question 1: Does preventive maintenance bring about Universal Basic Education effectiveness in North-central, Nigeria.

Table 3 presents the mean and standard deviation of provision of preventive maintenance and Universal Basic Education effectiveness in North-central, Nigeria.

Table 3: Preventive Maintenance

S/N	Preventive maintenance	Principals Responses		Teachers Responses		Decision
		Mean	SD	Mean	SD	
1	Preventive maintenance reduces stress and negativity of maintenance.	2.83	1.013	2.88	0.981	Agreed
2	Improves productivity and performance in school.	2.94	0.922	2.89	0.788	Agreed
3	Improves the life span of resources for school effectiveness.	2.89	0.973	3.15	0.786	Agreed
4	Helps in ensuring that equipment is always in good working condition for safety.	2.85	1.035	3.20	0.792	Agreed
5	Reduces resources depreciation.	2.92	0.979	3.22	0.806	Agreed
6	Ensures safety condition for facility users	2.77	1.033	2.88	0.981	Agreed
7	Helps to sustain high level of users' satisfaction.	2.87	0.971	2.89	0.973	Agreed
	Overall Mean	2.87	0.989	3.02	0.872	

The overall perception of the principals and teachers on preventive maintenance as shown in Table 3 is interpreted as "Agreed" ($M = 2.87$, $SD = 0.989$) and ($M = 3.02$, $SD = 0.872$). This reveals that principals and teachers agreed that preventive maintenance brings about Universal Basic Education effectiveness in North-central, Nigeria. Also, all the responses obtained mean values higher than the criterion mean value of 2.50. This shows that the principals and teachers agreed that preventive maintenance i) reduces stress and negativity of maintenance ($M = 2.83$, $SD = 1.013$) and ($M = 2.88$, $SD = 0.981$), ii) improves productivity and performance in school ($M = 2.94$, $SD = 0.922$) and ($M = 2.89$, $SD = 0.788$), iii) improves the life

span of resources for school effectiveness ($M = 2.89$, $SD = 0.973$) and ($M = 3.15$, $SD = 0.786$), iv) helps in ensuring that equipment is always in good working condition for safety ($M = 2.85$, $SD = 1.035$) and ($M = 3.20$, $SD = 0.792$), v) reduces resources depreciation ($M = 2.92$, $SD = 0.979$) and ($M = 3.22$, $SD = 0.806$) vi) ensures safety condition for facility users ($M = 2.77$, $SD = 1.033$) and ($M = 2.88$, $SD = 0.981$). vii) helps to sustain high level of users' satisfaction ($M = 2.87$, $SD = 0.971$) and ($M = 2.89$, $SD = 0.973$).

Research Question 2: Does routine maintenance enhance Universal Basic Education effectiveness in North-central, Nigeria.

Table 4: Routine Maintenance

S/N	Routine Maintenance	Principals Responses		Teachers Responses		Decision
		Mean	SD	Mean	SD	
1	Routine maintenance helps to prolong the life expectancy of physical facilities.	2.85	1.035	2.99	0.971	Agreed
2	improves physical resources' appearance.	2.92	0.979	3.00	0.928	Agreed
3	Helps in optimising teachers productivity in teaching process.	3.15	0.785	2.88	1.023	Agreed
4	Improves health, safety and security of users' life.	3.19	0.809	2.87	0.964	Agreed
5	Reduces the operational cost and life cycle of physical resources.	3.19	0.806	2.92	0.930	Agreed
6	Improves the cleanliness, orderliness and safety of resources.	2.97	0.944	2.88	0.981	Agreed
7	Improves instructional efficiency and effectiveness.	3.17	0.758	3.19	0.778	Agreed
8	Provides end-users with comfortable and quality learning environment.	3.15	0.786	3.15	0.786	Agreed
	overall Mean	3.07	0.863	2.96	0.920	

The overall perception of the principals and teachers on routine maintenance as shown in Table 4 is interpreted as "Agreed" ($M = 3.07$, $SD = 0.863$) and ($M = 2.96$, $SD = 0.920$). This reveals that principals and teachers agreed that routine maintenance enhanced Universal Basic Education effectiveness in North-central, Nigeria. Also, all the responses obtained mean values higher than the criterion mean value of 2.50. This shows that the principals and teachers agreed that routine maintenance i) helps to prolong the life expectancy of physical facilities ($M = 2.85$, $SD = 1.035$) and ($M = 2.99$, $SD = 0.971$), ii) improves physical resources appearance ($M = 2.92$, $SD = 0.979$) and ($M = 3.00$, $SD = 0.928$), iii) helps in optimising teachers' productivity in teaching process ($M = 3.15$, $SD = 0.785$) and ($M = 2.88$, $SD = 1.023$), iv) improves health, safety and security of users' life ($M = 3.19$, $SD = 0.809$) and ($M = 2.87$, $SD = 0.964$), v) reduces the operational cost and life cycle of physical resources ($M = 3.19$, $SD = 0.806$) and ($M = 2.92$, $SD = 0.930$) vi) improves the cleanliness, orderliness and safety of resources ($M = 2.97$, $SD = 0.944$) and ($M = 3.22$, $SD = 0.806$) vii) improves instructional

efficiency and effectiveness ($M = 3.17$, $SD = 0.758$) and ($M = 3.19$, $SD = 0.778$) viii) provides end-users with comfortable and quality learning environment ($M = 3.15$, $SD = 0.786$) and ($M = 3.15$, $SD = 0.786$).

Hypothesis Testing

Ho₁: There is no significant difference between the mean scores of principals and teachers on preventive maintenance and Universal Basic Education effectiveness in North-Central, Nigeria.

Ho₂: There is no significant difference between the mean scores of principals and teachers on routine maintenance and Universal Basic Education effectiveness in North-Central, Nigeria.

Ho₃: There is no significant difference between the mean scores of principals and teachers on preventive maintenance and Universal Basic Education effectiveness in North-Central, Nigeria.

Table 5: Preventive Maintenance and Universal Basic Education Effectiveness

Variable	N	$\bar{x}$	SD	Df	T-cal	t-crit	Decision
Principals	331	2.87	0.989	713	0.82	1.96	Accepted
Teachers	384	3.02	0.872				

Table 5 indicates the t-test analysis between the mean scores of principals' and teachers' responses on preventive maintenance and Universal Basic Education effectiveness in North- Central, Nigeria. The t-calculated value of 0.82 is less than t-critical value of 1.96. This means there is no significant difference between the responses of principals and teachers on preventive maintenance and Universal Basic Education effectiveness. Therefore, the null hypothesis which states

that there is no significant difference between preventive maintenance and Universal Basic Education effectiveness in North-Central is accepted.

H₀₂: There is no significant difference between the mean scores of principals and teachers on routine maintenance and Universal Basic Education effectiveness in North-Central, Nigeria.

Table 6: Routine Maintenance and Universal Basic Education Effectiveness

Variable	N	$\bar{x}$	SD	Df	T-cal	t-crit	Decision
Principals	331	3.07	0.863	713	0.78	1.96	Accepted
Teachers	384	2.96	0.920				

Table 6 indicates the t-test analysis between the mean scores of principals' and teachers' responses on routine maintenance and Universal Basic Education effectiveness in North- Central, Nigeria. The t-calculated value of 0.78 is less than t-critical value 1.96. This means there is no significant difference between the responses of principals and teachers on routine maintenance and universal basic education effectiveness. Therefore, the null hypothesis which states that there is no significant difference between routine maintenance and Universal Basic Education effectiveness is accepted.

Discussion

The findings of this study revealed that physical resource management is related to school effectiveness. The result of research question one and findings in Table 3 show that preventive maintenance brings about Universal Basic Education effectiveness in North-Central, Nigeria in that preventive maintenance reduces stress and negativity of maintenance, improves productivity and

performance in schools, as well as improves the life span of resources for school effectiveness. It also helps in ensuring that equipment is always in good working condition and safety condition for facility users as well as helps to sustain high level of users' satisfaction. Results from hypothesis one show that there is no significant difference between preventive maintenance and Universal Basic Education effectiveness in North-central, Nigeria. The findings agreed with Fenker (2004) that preventive maintenance brings about effective management of physical resources.

This finding also, is in line with Szuba and Young (2003) that preventive maintenance creates a physical setting that is appropriate for teaching and learning. Furthermore, this finding conforms to Asiabaka (2008) that preventive maintenance of school resources plays a pivotal role in the attainment of educational goals and objectives.

The findings in Table 4 show that routine maintenance enhances Universal Basic

Education effectiveness in North-Central, in Nigeria. It also helps in prolonging the life expectancy of physical facilities, improves physical resources appearance, helps in optimising teachers' productivity in teaching process, improves health, safety and security of users' life, reduces the operational cost and life cycle of physical resources, improves the cleanliness, orderliness and safety of resources, improves instructional efficiency and effectiveness as well as provides end-users with comfortable and quality learning environment. Result from hypothesis two shows that there is no significant difference between routine maintenance and Universal Basic Education effectiveness in North-Central, Nigeria. The findings are related to Khan and Igbal (2012) that physical resource management is important in achieving school effectiveness. This finding is in line with Uko (2015) that effective management of physical resources facilitates and provides enabling academic environment thereby enhancing achievement of school effectiveness. This finding also, agreed with Adegoke and Adegoke (2013) that routine maintenance is one of the keys of achieving school effectiveness such that it is more efficient due to reliance on experts and infusion of new technology.

Implications

The findings of this study will be of advantage to principals, teachers, government and stakeholders in education. These findings may assist the principals, teachers and stakeholders to efficiently provide appropriate maintenance of physical resources to excellently improve Universal Basic Education effectiveness towards the realisation of educational goals and objectives. Furthermore, these findings will be of benefit to researchers as it would give a sound foundation for further research.

Conclusion

The findings concluded that participants agreed that physical resource management in terms of preventive maintenance and routine

maintenance brings about effective Universal Basic Education. It also concluded that preventive and routine maintenance of physical resource improve its life span.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Principals should continue to maintain preventive maintenance of physical resource for effective Universal Basic Education so as to reduce stress and negativity of maintenance, improve productivity and performance in schools, improve the life span of resources for school effectiveness, help in ensuring that equipment is always in good working condition and safety condition, reduce resources depreciation, ensure safety condition for facility users as well as help to sustain high level of users' satisfaction.
2. Principals should continue to ensure routine maintenance of physical resources in order to help prolong the life expectancy of physical facilities, improve physical resources appearance, help in optimising teachers' productivity in teaching process, improve health, safety and security of users' life, reduce the operational cost and life cycle of physical resources, improve the cleanliness, orderliness and safety of resources, improve instructional efficiency and effectiveness as well as provide end-users with comfortable and quality learning environment.

References

- Abdullahi, N. J. K., (2020). Instructional media and management of elementary school education in Kwara State, Nigeria. *Indonesian Journal of Elementary Teacher Education*, 1(1), 9-26.
- Abdullahi, N. J. K., Tijani, A. A., & Mafara, R. M. (2020). Managing quality assurance process for attainment of educational objectives in secondary school in Nigeria. *Proceeding on Engineering Sciences*, 2(1), 21-30.
- Abdullahi, N. J. K., (2017). Teacher job performance and school effectiveness in secondary schools in Kwara State, Nigeria. *Journal of Humanities and Education*, 2(1), 33-43.
- Abdullahi, N. J. K., & Abdulkareem, A. Y., (2015). Relationship between principals' managerial behaviour and school effectiveness in Kwara State secondary schools, Nigeria. *Journal of Education in Developing Area*, 23(2), 525-532.
- Ahmad, S. S., Shaari, M. F., Hashim, R., & Kariminia, S. (2015). Conducive attributes of physical learning environment at preschool level for slow learners. *Procedia-Social and Behaviour Sciences*, 201, 110-120.
- Adegoke, F. B., & Adegoke, J. O. (2013). Use of facilities management in tertiary institutions in Osun State, Nigeria. *Journal of Facilities Management*, 11(2), 183-192.
- Agih, A. A. (2015). Effective school management and supervision: Imperative for quality education service delivery. *International Multidisciplinary Journal*, 9(3), 62-74.
- Anastasia, A. K., & Pawan, S. B. (2006). Human resource management systems and organisational performance: A test of a mediating model in the Greek manufacturing context. *International Journal of Human Resource Management*, 17(7), 1223-1253.
- Asiabaka, I. P. (2010). Facilities management in schools. In I.L. anukam, P.O.O. Okunamiri & R.N.O. Ogbonna. (Eds.) *Basic text on educational management*. Imo State, EeHech Versatile Publishers.
- Asiabaka, I. P. (2008). The need for effective facilities management in Nigeria. *New York Science Journal*, 1(2), 10-21.
- Best, J. W. & Khan, J. V. (2003). *Research in education*. (9th ed.). USA: Pearson Education Inc.
- Bond, T. G. & Fox, C. M. (2015). *Applying the Rasch Model Fundamental Measurement in the Human Sciences* (3rd ed.). New York & London: Routledge.
- Botha, R. J. (2010). School effectiveness: Conceptualizing divergent assessment approaches. *South African Journal of Education*, 30, 605-620.
- Brannen, J. (2017). *Mixing methods: Qualitative and quantitative research*. Retrieved from <https://www.taylorfrancis.com/book/9781351917186>.
- Denzin, N. K. & Yvonna, S. L. (2000). *Handbook of qualitative research* (2nd ed.). thousand Oaks, CA: Sage.
- Fenker, M. (2004). Organisational change, representations and facilities. In Alexander, K. (ed.). *Facilities management: Innovation and performance*. UK: Taylor Francis.
- Khan, P. & Igbal, M. (2012). Role of physical facilities in teaching and learning process in Pakistan. *Interdisciplinary Journal of Contemporary Research in Business*, 2(1), 16-23.
- Kingsley, O. V. (2019). Management of learning facilities. *New Trends and Issues Proceeding on Humanities and Social Sciences*, 6(7), 82-87.
- Leady, P. D. & Ormrod, J. E. (2005). *Practical research: planning and design*. New Jersey: Pearson Merrill Prentices Hall
- Mputhia, C. K. (2014). Head teachers' management of resources for implementation of integration programmes for the intellectually challenged learners in primary schools in Maara district Kenya, *Mediterranean Journal of Social Sciences*, 5(5), 223-240.
- Odediran, S. J., Gbadegesin, J. T., & Babalola, M. O. (2015). Facilities management practices in Nigeria public universities.

- Journal of Facilities Management*, 13(1), 5-26.
- Parson, T. (1977). *Structure and process in modern society*. New York: The Free Press.
- Research Advisor (2006). Sample size table. Retrieved from <http://WWW.research-advisors.com>
- Swati, J., & Shyamalendu, N. (2017). Impact of self-efficacy on leadership effectiveness in information technology companies. *International Journal of Engineering Research and Technology*, 10(2), 151-164.
- Szuba, T. & Young, R. (2003). *Planning guide for maintaining school facilities*. Washington, DC: National Forum on Education Statistics.
- Uko, E. S. (2015). Effective management of physical resources and conducive academic environment. *International Journal of Academic Research and Reflection*, 3(1), 64-76.
- Usman, Y. D. (2016). Educational resource: An integral component for effective school administration in Nigeria. *Research on Humanities and Social Sciences*. 6(13), 27-37.
- William, M. K. T. & James, P. D. (2006). *The research methods knowledge base* (3rd Ed.). Cincinnati, OH: Atomic Dog Publishing Inc.
- Xaba, M. I. (2012). A qualitative analysis of facilities maintenance: A school governance function in South Africa. *South African Journal of Education*, 32, 215-226.

PORTRAIT OF HEROISM IN AKACHI EZEIGBO'S *CLOUD AND OTHER POEMS*

Ugochukwu Ogechi Iwuji

(Doctoral Student, Department of English and Literary Studies,

Ahmadu Bello University, Zaria;

ugoiwuji@gmail.com, 08068781712)

Abstract

*Nigerian Children's poetry tradition has remained largely ignored and unexplored in the praxis of Children's literature. The generous attention given to the prose fiction has become too ubiquitous, thus limiting productivity in Children's poetry practice. There is a mad, almost sickening rush to tell stories, however incredible, to children even though they do not constitute a balanced literary 'diet' served children. This anomalous imbalance has thus caused a near dearth of literary criticism in Children's poetry genre, a situation that is overtly unhealthy for the psychic development of children in Nigeria. This paper, therefore, critically investigates the philosophical or thematic underpinning of heroism in Nigerian Children's poetry, using Akachi Ezigbo's *Cloud and other Poems* as a case study. Specifically, the paper assumes that heroism underlies the thematic thrust of Nigerian Children's poetry. A considerable number of poems are sampled and critically examined from Ezeigbo's *Cloud and other Poems*. The literary theory of Psychoanalysis is used as a tool of analysis. The methodology used is basically qualitative as excerpts from the poems are presented and interrogated to underpin the hypothesis that heroism underlines Nigerian Children's poetry. The number of poems so used from the anthology and its inherent interrogation eventually validate the position of the paper in that heroism is at the core of Nigerian Children's poetry. From the foregoing, therefore, it is recommended that children get exposed to sound poetry very early so as to easily develop traits of heroism. Far beyond any other literary genre, poetry has proved to be a veritable educational material in the psychological development of children. The stylistic nuances of the poetic tradition easily endear the young ones to verses.*

Key words: *Nigerian Children, poetry, heroism, thematic underpinning and Psychoanalysis*

Introduction

The concept of heroism may be schizophrenic in dimension, a reason why Gill (1996:98) terms it a "radically ambiguous term." However, Zimbardo (2007:1) quotes Arthur Ashe as making a bifurcation between true and false heroism whereby he aligns himself with the former, underscoring that heroism in its entirety bears a positive essence. True heroism, he says "is remarkably sober, very undramatic. It is not the urge to surpass all others at whatever cost, but the urge to serve at whatever cost." Remarkably, this definition reveals that acts of heroism are not hypocritical or deceptive. They stream out of the recesses of modesty and morality in a person's subconscious. Onyemelukwe (2015:1) views heroism as "heroic or extremely

courageous and brave conduct, performance or action particularly as exhibited in achieving a high moral purpose or attaining a noble goal." The above definition is tailored in the direction of Arthur Ashe's postulation which views heroism in positive terms, thus elucidating the centrality of morality in it.

According to Zimbardo (2007), heroism is a conduct that exudes moral excellence. Some of the virtues of heroism include "goodness, honesty, discipline, responsibility, intelligence and diligence", among others (Inglis, 1981:60 and Emenyonu, 2000:241). This paper reinforces the centrality of heroism in the poetry of children. Essentially, in style and content, the poems are accessible to the minds of the young ones. The paper uses selected