International Journal of Innovative Education Research 11(1):66-75, Jan.-Mar., 2023

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Assessment Of School Plant Management In Public Primary Schools In Katsina Local Government Area Of Katsina State

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ABSTRACT
The purpose of the study was to investigate the school plant management by the State Universal Basic Education Board and Head Teachers in Public Primary Schools in Katsina Local Government Area of Katsina State. To achieve this, three research questions were formulated to guide the study. A systematic random sampling technique was adopted to sample 190 from the population of 1899 Teachers and Head Teachers. The instrument for data gathering was a researcher's made structured questionnaire of 5 Likert type scale. The instrument was subjected to experts for face and content validity. The reliability of the instrument was computed using Pearson Product Moment Correlation Coefficient and reliability of 0.6 was obtained, after test retest was carried out. The data collected were analyzed using mean and standard deviation. Findings shows that teachers were neutral on the role of State Universal Basic Education Board on procurement of school plant, agreed on Head Teachers role on maintenance of school plant and Head Teachers role on safety and safeguarding of school plant. The study recommended that government through the Ministry of Education should procure school plant items, reawaken maintenance culture in school administrators in order to achieve predetermined educational objectives through a functional school plant management
Keywords: school plant, management, maintenance

1.1 INTRODUCTION

The essence of the teaching and learning processes is to bring about in the learner desirable change in behaviour through critical thinking and transfer of formidable psycho skills. This process does not take place with obsolete and empty school plant, but rather an environment structured to stimulate and facilitate learning. Environment structure is regarded as school plant. School plant management is an essential tool in the achievement of Primary School and Basic Education objectives. The effective and efficient management of school plant contribute immensely to the high-quality development in education. School plant includes site, building, physical equipment, recreational space and books used for the achievement of educational objectives (Oluchukwu 2002 in Wordu and Nleremchi 2018). School plant requires proper management due to wear and tear. The International Facilities Management Associating (2002) cited in Olayinka and Obasi (2017) ''described school plant

management as the practice of coordination by the physical workplace with people and work of the organization''. It also entails the making and carrying out series of decisions by individuals and groups in building a school plant according to the need, operating and using it effectively and assuring that it is a functional state as the educational programmes is being implanted (Ferker 2004).

Therefore, school plant management is a process of learning to meet the need of a school in terms of physical facilities, maintaining and keeping such facilities in good condition so that the facilities can be used as at when needed for the actualization of educational goals and objectives.

Ajayi and Yusuf (2009) reported "in regards to the State in Midwestern Nigeria that there has been a tremendous growth in pupil population without corresponding growth in the number of schools and facilities and that would appear that school facilities had been
allowed to decay in urban and rural schools.

These situations are posing challenges to school Head Teachers (School Administrators) who are supposed to through school plant management achieve the predetermine objectives of primary schools in urban and rural areas".

The achievement of the overall goals and objective of education pivot around the ability of learners to utilize the various opportunities offered by school and its environment. In this regard, a major aspect of this research is expected to empirically assess the extent of school plant management with a view to improving school plant procurement, maintenance and safety for effective and efficient educational programme

Statement Of The Problem

School plant management is very key for the attainment of Universal Basic Education objectives. However, where school plant items are inadequate, poorly maintained and not safeguarded the teaching and learning process becomes ineffective.

The goal of primary school may not be achieved under this condition. Interaction with Head Teachers and Teachers as well as personal observation revealed that most public primary school in Katsina Local Government Area have poorly equipped classrooms, offices, laboratories and libraries, over populated classrooms etc. effective teaching and learning under this situation cannot be guaranteed. Against this backdrop, the problem of this study put in interrogative form is: How do state Universal Basic Education Board and Head Teachers in Katsina Local Government procure, maintain and safeguard school plant for effective utilization.

Objectives Of The Study

The purpose of this study was to investigate school plant management by State Universal Basic Education Board and Head Teachers in Katsina Local Government Area of Katsina
State under the following objectives;

i. To investigate the role of State Universal Basic Education Board in the procurement of school plant
ii. Investigate the Head Teachers' activities in school plant maintenance
iii. To investigate the safety measures by the Head Teachers, adopt in safeguarding of school plant.

Significance Of The Study

The findings from this study will report to the state ministry of education on the state of the management of school plant in the public primary schools and how the available school plant items are effectively managed and utilized to enhance teaching and learning.

The educational administrators such as directors and inspectors, the findings will reveal their strength and weakness in carrying out objective inspections. It will also stimulate them to improve on the general inspection.

The findings from this study will be of significant to the Head Teachers, in the stand point that they will have objective research-based evidence to report to the ministry of education on the management of school plant within their domain.

The findings will be of benefit to the entire community where the schools are sited. The findings will inform the community on the present state of school plant and the community will make move to signal its pressure group to influence government procurement and supplies on one hand and on the other hand, the community will likewise engage some philanthropies to make donations to the schools

Research Questions

The following research questions guided the study:

i. What role do Universal Basic Education Board play in procurement of school plant?
ii. What are the school plant maintenance activities of the Head Teachers in Katsina Local Government Area?
iii. What safety measures do Head Teachers put in place in safe guarding school plant?

2.0 REVIEWS OF RELATED LITERATURE

Theoretical Framework

The theoretical framework on which this research is based is Donabodian's frame work on three variables structure, process and outcomes standards as it applies to pupils' development (Donabedian 1980 in Olujiwala and Obasi 2017).

With regard to pupils' development, the structural standards of Donabodian's theoretical refers to staff, pupils, facilities and supplies needed for effective pupils' development process refers to interaction between all staff members involved in the execution of programme and outcomes standards are related to outcomes of each fact of the pupils' development programme.

Concept Of School Plant/Management

Primary school exists for the purpose of teaching and learning. Human and material resources are deployed for this purpose. School plant items are material resources provided in teaching and learning process. Primary school serves as input-output process plant which accept input from external environment in the form of human and material resources process them and exhale them into the society as finished product and services.

Adeboyeye (2002) defined school plant as buildings, classrooms, playground and other lands. In the same vein, Alimu et al (2012) described school plant as the space interpretation of the school curriculum, the curriculum posited finished its physical expression in the construction and management of the school plant. The number and types of equipment and materials available, the size of learning space within the school building environment all have influence on method and qualities of teaching''

The term Management has been defined in various ways by different authors; Grifflin (2003) defines it as ''a set of functions dissected at the efficient and effective utilization of resources in the pursuit of organizational goals.'' Terry and Franklin (2004) are more specific about the activities involves in performance of this function. According to the studies ''Management is a specific process consist of planning, organizing, actuating and controlling personnel to determined and accomplish stated objectives with the use of human beings and other resources. Weihnich and Krootz (1999) defined Management as ''the Process of designing and maintaining environment in which individuals working together in groups' efficiently accomplished selected aims.

School plant management involves a number of the on-going and related activities-determining the need for school plant, educational programme planning, procurement of school facilities or buildings, design, building construction furnishing and equipping the school, school plant operation, utilization and maintenance and school plant modernization or renovation if and when the need arises. Effective and efficient school plant management ensures that school facilities are efficiently used for teaching and learning with little or no intermittent interruption.

Procurement/Provision Of Facilities In Primary Schools In Nigeria

Implementation of educational programmes demands that equipment, furniture and recreational facilities are provided adequately if success is to be achieved. Government school proprietors, parent and other stakeholders are expected to provide the needed facilities for the school under their jurisdiction. The Government stated that all stakeholders would be involved in every aspect of school management; provision of school plant inclusive however, this is one of the neglected areas in primary school system both in rural and urban areas (Olagboye 2004). This has created the disparity in the provision of facilities from one primary school to another.

Nwaogwu (2002) observed lack of provision of educational facilities (school plant) in the school. The indicators are ill-equipped libraries and laboratories, lack of recreational facilities and information communications teaching facilities.

Moreover, for successful implementation of Universal Basic Education Programmes, all primary school must be provided with adequate school plant which can be effectively and efficiently managed by the Head Teachers. School plant are made up of the indispensable systems and structures required by any viable educational institution to function effectively and achieved the objective for which it was established (Alimi et al 2012).

Asiyai (2012) is of the opinion that lack of infrastructural facilities and maintenance of available ones was a major obstacle to the Nigerian Educational system.

Considering the above researchers, it showed that school can only be what we want them to be if only proper steps are taken in provision of adequate school plant that could stimulate effective teaching and learning process. Learning does not take place in a vacuum; therefore, the provision of school plant cannot be over empathized. It is important to note that school Administrators, Teachers and Pupils need conducive environment for learning to take place. The school plant therefore must meet the need of the school as a community.

The roles of Government and School Administration have been stressed in ensuring the wellbeing of school plant in pursuit of the primary school objectives. Akinsola (2012) identify the following as roles of Government and school Administrators in school plant management;

- Funding
- Procurement
- Supervision

Funding: The basic role of Government in school plant management is to provide funds for procurement and maintenance. Government also have a role in ensuring that fund provided for schools are accounted for to avoid misappropriation and misapplication in areas that are not necessarily which school plant gets not.

Procurement: Another role of Government in school plant management is procurement of needed plant items. The low budgetary provision for the educational sector is waning on infrastructural development. The few available ones are in state of disrepair due to unavailability of funds.

Supervision: Government and school Administrators have specific roles in the supervision of school plant maintenance the Government through the Ministry of Education should constantly set up machinery to move around schools and take stock of school plant items and their status in order to ensure that they are maintained regularly to avoid breakdown.

Concept Of Maintenance Of School Plant

Management of the school plant has to do with keeping its constituents in top shape for teaching and learning to take place with expected positive outcomes. It mostly has to do with maintenance of existing facilities in the Nigerian Primary School.

School plant maintenance refers to the process of keeping school equipment furniture and recreational facilities in a condition close to their original state (Ajayi 2007 in Boma et al 2018) opined that school plant maintenance are all activities embarked upon with a view to sustaining initial use of the value of plant. This involves regular sweeping and scrubbing

of floors surrounding, dusting, mopping, repairing replacement and renovations.

School plant maintenance can be seen as a process of keeping school building, equipment and other facilities in their plant generally loses value continuously as soon as they are put in to use (Ogeche 2011) in the same vein, Uko (2015), noted, that a major problem facing school today is that facilities are not properly maintained. The physical appearance of most schools speaks volume of poor status of infrastructure.

Several reasons are been achieved for school plant maintenance.

Asiyai (2012) noted that lack of maintenance of school plant can result into the following;

(1) Constituting health hazard to students and teachers who use them.
(2) Resulting to wastage of resources
(3) Leads to poor teaching and learning activities.
(4) Makes school environment untidy and unsafe for staff and students.

School plant maintenance entails providing clean and safe environment for teaching and learning. It is also involving provision of adequate facilities for teaching and learning.

Concept Of Safety Measures And Safeguarding Of School Plant

School administration have divers' responsibilities for ensuring that school plant items are kept neat, tidy and operational for optimal performance.

Boma and Omini (2018) identify the following as role of school administrators in safeguarding school plant items.

- Inspection and record keeping
- Protection
- Creating awareness on maintenance culture
- Prevention of individual commercialization of school plant.

School and record keeping: Other responsibilities of a school administrators in school plant management is periodic inspection of available facilities, decentralization of maintenance, keeping record of school plant items that need to be maintained and seeking community support for school plant maintenance.

Protection: School administrators also have the responsibility of protecting school plant against fire outbreak, pest and hoodlums to keep them in functional conditions always. Fire extinguishers must be kept at strategic point in the school compound for use to avert any fire outbreak. Generally, sets should be protected with welded panels, while classrooms, libraries, laboratories, workshops and offices should be locked after school to avoid unnecessary use that could result to vandalization.

Creating awareness on maintenance culture: Another responsibility of school administrator in school plant management is creating awareness, mobilization and motivation of staff and pupils to imbibe and internalize maintenance culture to sustain school plant's life.

Prevention of individual commercialization of school plant: School administrators should also avoid placing school plant as an individual money-making venture like renting school facilities for personal benefit.

3.0 RESEARCH METHODOLOGY

Research Design

In order to achieve the aim and objectives of the study, descriptive survey research design was adopted. A descriptive survey design is a data collection technique in which information is gathered from individuals called respondents by having them respond to questions.

Creswell (2003), posited that, the design is considered appropriate and suitable for the study since questionnaire is the major instrument used for collection of conditions and relationship that exist, opinions that are held, processes that are ongoing, effects that are evident or trends that are developing. It was also considered most appropriate so that consistency can be maintained in all the respondents and it can gather data from a relatively large number of cases at a particular time.

Population Of The Study

The population of the study consisted of 1899 Head Teachers and Teachers of Public Primary Schools in Katsina Local Government Area of Katsina State.

Table 3.2: Population Distribution of Respondent

LGA	No of Public Primary Schools	Head Teachers	Teachers
Katsina	54	54	1845

Source: Katsina L.E.A (2021)

3.3 Sample Size And Sampling Techniques

The study employed systematic random sampling technique. The sample size for this study consisted of One Hundred and Ninety (190) Head Teachers and Teachers selected from One Thousand Eight Hundred and Ninety-nine (1899) Head Teachers and Teachers from Public Primary Schools in Katsina Local Government Area of Katsina State.

Table 3.3: Sample Distribution of Respondents

LGA	No of Public Primary Schools	Head Teachers	Teachers
Katsina	06	05	185

Source: Field Survey (2021)

Instrument For Data Collection

In pursuit of this study and to achieve its objectives, the research instrument used for data collection was a structured questionnaire. The questionnaire consisted of Fifteen (15) items dealing with profile of the respondents. The Five (5) Likert type rating scale was adopted for the questionnaire. Responses were of Strongly Agreed, Agreed, Neutral, Disagree and Strongly Disagree (5421).

Validity And Reliability Of The Instrument

The study instrument was content and face-validated by the supervisors and experts in educational administration. This was to find out whether it measures what it was purported to measure and to establish its appropriateness, completeness and accuracy. Wisemen (2000) as cited in Olayiwola and Obasi (2017) posited that content validity is determined by expert judgment. The comments, suggestions and advice from the expert consulted were used to have the final copy restructured and refined.

To establish reliability of the instrument, pilot test using test retest was carried out and responses were computed using the Pearson Product Moment Correlation, and a correlation coefficient of 0.6 was obtained.

Administration Of Instrument

The instruments were administered to respondents by the researcher with assistance of a teacher in the selected schools

Method Of Data Analysis

The analysis of data was carried out in accordance with the research questions using descriptive statistics of mean and standard deviation

A total 190 were sent out and administered. 172 completed questionnaires were received. The mean value of any item above 3.0 is agreed and any item below 3.0 is neutral.

4.0 RESULTS AND DISCUSSIONS

Research Question 1: *What role do State Universal Basic Education Board play in the procurement of school plant?*

Table 4.1: Teachers and Head Teachers responses on the role of State Universal Basic Education Board in the procurement of school plant.

S/N	Items	Teachers N =167			Head Teachers N = 5		
		$\bar{x}$	σ	Decision	$\bar{x}$	σ	Decision
1.	State Universal Basic Education Board considers issue of durability	2.79	2.64	Neutral	2.80	2.53	Neutral
2.	State Universal Basic Education Board do not make use of professionals in procuring facilities and equipment	2.85	2.60	Neutral	2.60	2.45	Neutral
3.	State Universal Basic Education Board adhere to government guidelines in procuring facilities and equipment	3.42	3.12	Agreed	4.00	3.25	Agreed
4.	State Universal Basic Education Board adhere to government guidelines in procuring facilities and equipment	3.01	2.78	Agreed	3.00	2.60	Neutral
5.	State Universal Basic Education Board considers pupils' comfort in procuring facilities and equipment	3.44	2.83	Agreed	3.60	3.22	Agreed
	Grand Mean ($\bar{x}$)	3.10	2.79	Agreed	3.00	2.70	Neutral

Table 4.1 shows the mean perception of Teachers on the role State Universal Basic Education Board play in the procurement of school plant items. Based on the decision levels, it is clear that the Teachers' mean score on items 1 – 2 are neutral and Agreed on item 3 – 5. This indicates that Teachers perception on role of State Universal Basic Education play in procurement of school plant for items 1 – 2 (2.01 – 3.00) is neither disagree and Agree and Agreed on items 3 – 5 (3.01 – 4,00) with a grand mean of 3.10.On the same table, it is clear that Head Teachers decision for items 1, 2 & 4 is neutral (2.01 – 3.00) and Agreed on items 3 & 5 (3.00 – 4.00) with a grand mean of 3.00

Research Question 2: *What are the school plant maintenance activities of the Head Teachers in Katsina Local Government Area?*

Table 4.2: Teachers and Head Teachers responses on the role on school plant maintenance activities of Head Teachers in Katsina Local Government Area.

S/N	Items	Teachers N =167			Head Teachers N = 5		
		$\bar{x}$	σ	Decision	$\bar{x}$	σ	Decision
1.	Head Teachers carry out routine repairs of school facilities and equipment	2.88	2.73	Neutral	2.40	2.28	Neutral
2.	They do not carry out corrective maintenance of school furniture and machines	2.94	2.70	Neutral	2.80	2.45	Neutral
3.	They establish maintenance units to monitor maintenance of the school plant	3.13	2.91	Agreed	3.00	2.76	Neutral
4.	Teachers/pupils are asked to replace equipment damaged out of carelessness	2.95	2.74	Neutral	2.40	2.10	Neutral
5.	Head Teachers do not ensure proper supervision of school plant to detect areas of attention	2.91	2.74	Neutral	2.20	1.90	Neutral
	Grand Mean ($\bar{x}$)	2.90	2.7	Neutral	2.56	2.29	Neutral

The mean perception of Teachers on the roles State Universal Basic Education Board play in the procurement of school plant items on Table 4.2, revealed the decision levels. It is clear that the Teachers mean score on items 1, 2, 4 & 5 are neutral (2.01 – 3.00) with Agreed decision on item 3 (3.01 – 4,00). This indicates that Teachers perception on role of State Universal Basic Education play in procurement of school plant is neutral on items 1, 2, 4 & 5 (2.01 – 3.00 traditional method).

On the same table, is clear that Head Teachers mean score for items 1 – 5 is neutral with a Grand mean of 2.56 also at neutral level of decision.

Research Question 3: *What safety measures do Head Teachers put in place in safe guarding school plant?*

Table 4.3: Teachers and Head Teachers responses on the role on safety measures Head Teachers put in place in safeguarding school plant.

S/N	Items	Teachers N =167			Head Teachers N = 5		
		$\bar{x}$	σ	Decision	$\bar{x}$	σ	Decision
1.	Head Teachers do not keep proper inventory record of the school facilities and equipment	2.87	2.72	Neutral	2.40	2.10	Neutral
2.	They assign to teachers, areas of responsibility in securing school facilities and equipment and hold them accountable	3.15	2.91	Agreed	2.80	2.53	Neutral
3.	Head Teachers assign some pupils to be in charge of some school plant	3.86	2.96	Agreed	3.00	2.80	Neutral
4.	Head Teachers ensure that school buildings are locked with padlocks/locks after official hours	3.50	3.20	Agreed	3.60	3.22	Agreed
5.	Head Teachers provide storage shelve, wardrobes for library, laboratory and other school equipment	3.53	3.27	Agreed	3.40	3.16	Agreed
	Grand Mean ($\bar{x}$)	3.36	3.01	Agreed	3.04	2.76	Agreed

The data gathered on measures put in place by Head Teachers in safeguarding of school plant in Table 4.3, revealed Teachers mean score on items 2 – 5 to be Agreed with item 1 at neutral point of decision. Based on the grand mean, it is clear that Teachers agreed on the role on safety measures Head Teachers put in place in safeguarding school plant.

The same table also revealed how the Head Teachers responded on the items. in their mean scores, they agreed on items 4 & 5 and remain neutral on items 1 – 3. Based on the grand mean of 3.04, the Head Teachers perception Agreed on school measures put in place in safeguarding school plant by Head Teachers.

5.0 DISCUSSION OF FINDINGS

The findings of this study revealed that State Universal Basic Education Board do not make use of professionals in the procurement and durability of equipment of school plant items but they consider current trends and technology, pupils' comfort, and adhere to government's guidelines in the procurement of school plant. This agreed with the fact that procurement of of school plant has to adhere to the modern trends that takes the pupils' comfort into consideration (Onwurah 2004 in Wordu H & Nleremchi 2018)

The findings revealed that Head Teachers show less interest in proper supervision, corrective maintenance, routine maintenance of school plant and replacement of damaged items by pupils but are interested in establishment of maintenance unit. The dilapidated nature of public primary resulting from lack maintenance has made parents having misgivings about the quality of facilities available for conducive learning atmosphere. No wander, Danestry (2004) believed that there are serious negative implications to students when school facilities are not properly maintained. It leads to poor quality educational output; school stand the chance losing pupils to other well-equipped institutions.

Findings also showed that Head Teachers have less interest on proper generation and inventory record keeping of the school plant, but they ensure locking of offices and classrooms after business hours, appointment of teachers and pupils take care some school plant and be held accountable. provision of shelves and wardrobes for books and chemicals. This corroborates with Olujide (2001) who opined that books should be well stored and protected from attack by cockroaches, mice and termites.

SUMMARY

This study was undertaken to ascertain the roles of State Universal basic Education in procurement of school plant items, roles of Head Teachers in school plant maintenance and measures put in place Head Teachers in safeguarding the school plant items in Katsina Local Government Area of Katsina State.

The study was carried out in Katsina Local Government Area. The study adopted a descriptive survey design. The population comprised of 1,845 Teachers and 54 Head Teachers in public primary school in Katsina Local Government Area of Katsina State. The sample size for the study was 190 respondents. Three research questions were formulated to assess the study. Data was collected through questionnaire from Teachers and Head Teachers of public primary schools in Katsina Local Government Area.

Findings were made through the analysis of data as presented in chapter 4. The research questions were also answered.

CONCLUSION

Against the backdrop of data that were gathered during the investigation, the researcher concludes that Teachers and Head Teachers were of the opinion that durability of equipment, government guide lines, students' comfort, current trend and technology are not the only factors to be considered in the procurement of school plant items. More so, the respondents' perception of maintenance and measures put in place in safeguarding of school plant by the Head Teachers was agreed, signifying that Head Teachers do consider proper maintenance and take appropriate measures in safeguarding of school plant items. The study therefore established that school plant items procurement, maintenance and safeguarding are factors that stakeholder need to take seriously in school administration.

Educational Implications

Based on the general findings, there arise some implications for pupils, teachers and school administrators:

For pupils, the availability of current technology will spur them in the pursuit of their career by making use of modern innovations and the same time providing them with enabling environment and desired comfort to excel;

For teachers, procurement, maintenance and safeguarding of school plant by both the State Universal Basic Education Board and Head Teachers, will inspire the teachers to provide the needed instructions and the wider knowledge of their area of specialty to aid transfer of formidable psych skills to the pupils;

For educational administrators, there is need to ensure procurement of more school plant items, replacement of old and damaged ones and ensure the maintenance and safety of the general school plant items to prevent loss or damage of the available ones in order to achieve predetermined goals and implementation should reflect policy directions.

RECOMMENDATIONS

Based on the findings of this study, the following measures were suggested to bring about improvement in the system:

1. The government through the Ministry of Education at the State and Federal level should provide adequate school plant items such as furniture, libraries, classrooms laboratories and apparatus, recreational facilities to meet with the pupils' projected enrolment figures in public primary school in Katsina Local Government Area
2. The government through the Ministry of Education should endeavor to stage a sensitization programme on school plant maintenance for school administrators in order to have a functional school plant.
3. The safety of the school plant items entrusted to school administrators (Head Teachers) should be their responsibility so as to conserve resources in the school system.
4. Head Teachers with the support of Parent Teachers Association (PTA), Old Students Association, Community based, nongovernmental organizations and philanthropies should ensure addition of school plant items to enhance teaching and learning.

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