

## **PERSPECTIVES ONSCHOOL PLANTS MANAGEMENT AND NIGERIAN EDUCATIONAL SYSTEM: CHALLENGES AND THE WAY FORWARD**

***AHAOTU, GODWIN NDUBUISI***

*Department of Educational Foundations and General Studies,  
Federal University of Agriculture, Makurdi, Nigeria*

***AYISA, CYPRIAN TERFA***

*Department of Educational Foundations and General Studies,  
Federal University of Agriculture, Makurdi, Nigeria*

***OGUNODE NIYI JACOB***

*Post-graduate Student, University of Abuja, Nigeria*

**ABSTRACT:** Qualitative and quantitative education can only be achieved through adequate provisions and management of school plants. School plants management has been an issue of worry for decades at all levels of Nigerian educational system, particularly in public schools. Government alone cannot carter for the provisions and management of school plants but, needs the support of the private sector and well-meaning individuals to collectively shoulder the responsibilities of school plant provision and management. It is against this background that the paper examines perspectives on school plants management and Nigerian educational system, challenges and the way forward.

**KEYWORDS:** School plants, management, and educational system.

### **1. INTRODUCTION**

The Challenges of school plants management in the Nigerian educational system are quite enormous. Education for any nation is believed to be a veritable tool for the development of a country. Surprisingly, Nigerian educational system is still struggling to key in to the emergence of new millennium ideals, information and practices due to the challenges ranging from industrial actions of academic staff, lack of funds for infrastructural provision, school plants management and a host of others. This is evident in the fact that teachers are handicapped by inadequate training and re-training and in facilities which made it difficult for them to prepare students for public examinations. The school plants which provide accommodation for teachers and the learners pose challenges rather than enhancing good teaching and learning processes. According to Ezeocha (1990), inadequate physical facilities can lead to undesirable personal behaviours, and large group interaction such as sports/games, drama etc. cannot be conducted effectively without adequate physical space and equipment.

Recent studies by experts have shown that most of the school plants that are instrumental to effective teaching and learning appears not to be adequate in Nigerian educational system particularly in public schools. Those available seem not to be of standard quality, lack maintenance and are in sorry state. The dilapidated state of school plants especially in our public schools today is seemingly an issue of worry to the general public and to educational stake holders. It is an indication that the provision of these school plants have dwindled over the years, perhaps due to increase in student enrolment rate which resulted to population explosion in public schools or the available ones are not maintained. It has been observed that school plants are essential tools to facilitate and stimulate learning programmes. In an ideal situation where the school plants are adequately provided, teachers perform better in the discharge of their responsibilities. Studies have proven that if school plants are available and adequate, students' interest in learning are aroused; this will invariably lead to high performance. Poor academic performance of students in public institutions in recent times, could be linked to lack of school plants and a motivating learning environment.

Most Nigerian educational system lack the necessary facilities that could enhance effective teaching and learning as a result, little is expected from students in terms of academic performance. Experts in educational management have opined that inadequate provision of school plants have negative effect on students' interest to learn. This may obviously affect their academic performances. In a situation where students do not have access to good facilities like library equipment, furniture in the classroom, laboratories, obviously it could degenerate to low students' academic performance. The existing school plants may be serving students and staff for the interim, there should be enough space, seats, laboratory and internet facilities and a host of other school plants that could enhance the level of motivation and academic performance of staff and students. The Nation newspaper of October, 2009, reported that students went on demonstration over the dilapidated state of infrastructures in public schools in Nigeria. It is a consensus believe of the public that where school plants are adequately provided, students' academic performance is always very high.

In view of the above, this paper intends to examine the concepts of school plants, school plants management, importance of school plants on Nigerian educational system, challenges of school plant management and the way forward to enhance school plant management in Nigerian educational system.

## **2. Literature Review**

Educational system refers to the various levels and types of education. In Nigeria, educational system refers to the pre-primary, primary, secondary and tertiary education. Each of these levels of education plays significant roles in the educational development of the country. The levels are inter-dependent on each other. For an example, the success of primary education depends to a large extent on the foundation laid at the pre-primary level. Likewise the success of secondary education depends on the foundation laid at the primary level. While that of tertiary education depends on the foundation laid at the secondary level.

### **2.1. Concept of School plants:**

Schools exist for the purpose of teaching and learning. Human and material resources are deployed for this purpose. School plants can be defined as those resources that enable the teachers and other educational workers to do their work very well and helping the learners to learn effectively, resources provided for staff and students to optimize their productivity in the teaching and learning process.

Marland (1974) in Agbe (2018) considers school plant as physical provision of adequate facilities to work with, materials, and the infrastructural facilities that make teaching and learning possible as constituting the school plant. Olutola in Adesina (2008) defines the school plant to include the site, the buildings and the equipment, embraces permanent and semi-permanent structures as well as items such as machines, laboratory equipment, the chalk-board and the cleaning materials. Olutola's definition gives the idea that the school plant is the controlled environment which facilitates the teaching and learning process while at the time protecting the physical well-being of the occupants who are mainly the students and staff.

Peretomode (2003) notes that educational facilities also referred to as "school plant" are the "things of education." These include school buildings (classrooms, assembly halls, laboratories and workshops, libraries etc.) teaching aids and devices such as modern educational hardware and their software in the form of magnetic tapes, films and transparencies. Peretomode (2003) further clarifies that school plants therefore are the materials things that facilitate teaching and learning processes in the school.

Ajayi (2007) and Yusuf (2008) opine that school plants consists of the machinery which in turn includes machines and tools used in the workshop, in addition to duplicating machines. They further explained that school location, which is the landscape where the school's permanent and non-permanent structures are domiciled, are part of school plant. They also enlisted buildings, equipment, and furniture, vehicles of various types, electrical fittings, books, water supply infrastructure, and accessories like playgrounds, lawns, parks and farm, as aspects of school plant. Mgbodile (1986) describes the school plant as the space interpretation of the school curriculum. The programme of the school are expressed as it were through the school site, the buildings, play grounds, the arrangements and design of the buildings etc.

The primary purpose of teaching and learning process is to bring about in the learner desirable changes in behaviour through critical thinking (Ochai, 2012). This process does not take place in a vacuum rather, in an environment structured to facilitate learning. Stoner; Freeman and Gilbert (1996) described the environment of the school as all elements relevant to its operation and they include direct and indirect action elements. School plants constitute the major components of both direct and indirect action elements in the environment of learning. Several studies have shown that a close relationship exists between the physical environment and the academic performance of students.

Ochai (2012) observes that, the quality of education that children receive bears direct relevance to the availability or lack thereof of school plants and overall atmosphere in which learning takes place.

Many writers and educational experts emphasized that adequate and well-maintained facilities enhance teaching and learning. On the contrary, inadequate school facilities hinder effective academic performance. The types of school plants/ facilities are here under identified as follows: Physical plant and facilities, location, school grounds, school buildings, educational equipment, the school library, furnitures, classrooms, and school health clinics.

Oyedeji (2013) noted that the total number of school plants and educational facilities provided in the school are one of the potent indicators for measuring the quality and standard of education given in a particular school. Poor and inadequate school plants and educational facilities affect the students' academic performance and management of educational institutions. Unattractive school environment; has negative effects on the attainment of educational objectives. School plants are vital in the

educational system and are crucial for students' academic performance and for the teacher effectiveness. School plant can be defined as the structure both permanent, nonpermanent and semi-permanent, that are used for the students programmes in the school. The school plants are categorized into building like classrooms, offices, workshops, hostels, libraries and laboratories, fence and other environmental conditions that makes the schools environment to be attractive for effective teaching and learning processes.

School plant can be described to mean the site, building, equipment and all the facilities within the school which enhance the teaching and learning activities and at the same time protects the physical well-being of the teachers and the learners. School plants according to Olagboye (1998) consist of the basic system and structures which a viable school or institutions need in order to function effectively and to fulfill the purpose for which it was established. He further says that school plants include the following: Building: classroom blocks, libraries, laboratories, workshops, hostels, staff quarters, assembly halls, administrative /office blocks ,equipment: laboratory/workshop equipment, sporting kits. Teaching aids, machinery: workshop machines/tools, secretarial machine e.g. computer, vehicles, furniture: classrooms/ offices, hostels/staff furniture, text books, stationary/library, electrical infrastructure: electrical fittings, fans, AC, overhead electrical conductor lines, generator, Water supply infrastructure: pipe born water, borehole, deep well water; tanks, etc. The school plant represents the aesthetic picture of the school conveyed by the position of structure in relation to one another (Bosah, 1997). It also represents the empirical relevance of the whole environment for the realization of the school goals and objectives.

## **2.2. School plants management:**

School plants management and maintenance is the responsibilities of the government, the general public and all educational stakeholders like parents, school management, teachers and students. Effective management and maintenance of school plants is very important so as to keep or restore every facility to an acceptable standard. Maintenance-is also necessary in order to sustain the value, and original state of facilities and to keep them in good condition for use and to guide against wastage of existing facilities. School plant management enhances the expansion of educational programmes and to accommodate more students in the school system.

Also, school plant management aids effective conducive environment for effective teaching learning process, school plant management is essential for promoting the integrity of the schools at global level. Management of school plant entails good leadership, effective monitoring of both the users and the plant itself; applying sound maintenance culture of those facilities and other things required for the school plant to give maximum services (Allen, 2015; Ehiametalor, 2001; Castaldi, 1994; Lawanson & Gede, 2011; Xaba, 2012).

The fundamental purpose of teaching and learning practice is to bring about in the learner desirable transformation in behaviour through critical thinking (Asiabaka, 2008). The process does not take place in a vacuum but rather, in an environment set aside to facilitate learning. Facilitation of learning ushers in a new dawn in the lives of a learner and the entire community, making it possible for them to be enlisted among those who would develop a nation (Xaba, 2012).

Stoner, Freeman and Gilbert (1996) described the environment of an organization as all elements relevant to its operation and they include direct and indirect action elements. According to them, school facilities constitute the major components of both direct and indirect action elements in the environment of learning. Direct action elements are those actions which the teacher emphasize on

while teaching; while indirect action elements relates to those actions which manifest themselves unconsciously by the learners. For example, when the learners put into practice what they have learnt without being reminded.

Studies have shown that a close relationship exists between the physical environment and the academic performance of students. Nwagwu (1978) and Ogusanju (1980) maintained that the quality of education that children receive bears direct relevance to the availability or lack, thereof of physical facilities and overall atmosphere in which learning takes place. If the physical facilities are in short supply teachers would not be equipped to carry out their duties effectively, hence quality learning would not be expected.

The school facilities other words referred to as school plants, consist of all types of buildings for academic and non-academic activities, equipment for academic and non-academic functions, areas for sports and games, landscape, farms and gardens including trees, roads and paths. Others include furniture and toilet facilities, lighting, acoustics, storage facilities and packing lot, security, transportation, Information and Communications Technology (ICT), Clearing materials, food services and special facilities for the physically challenged. These facilities play vital role in the actualization of the educational goals and objectives by satisfying the physical and emotional needs of the staff and students of the school.

Consideration should be given to the following points with regards to school plant management.

### **2.2.1. Good Leadership**

Facilities cannot manage themselves except there is good leadership that will set the ball rolling. Leadership, whether in the primary, secondary schools and tertiary institutions, has a vital role to play in the maintenance of school plant. Ministry workers do not stay in educational institutions on a daily basis in order to dictate what is going wrong or right with the school plant. The school authorities should be more concerned about what the students' needs are at their developmental stages and instructional levels. The students should be properly accommodated in their various classrooms and adequate facilities and equipment provided, for their effective learning. Facilities and equipment should be for both indoor and outdoor learning so as to cater for overall development of the learner. Those facilities and equipment should be properly maintained for them to render their services always, physically, mentally, emotionally, socially and otherwise.

Kenezevich (1975:563) emphasized that "the physical needs are met through provision of safe structure, adequate sanitary facilities, a balanced visual environment, appropriate thermal environment and sufficient shelter space for work and play." The learner's emotional needs are met by creating pleasant surroundings, a friendly atmosphere and an inspiring environment. The head of an institution should make it a point of duty to appoint people whose task is to check all these facilities and equipment and submit their report to the authorities for adequate attention. In that case, maintenance culture should be part and parcel of institutions of learning in Nigeria.

### **2.2.2. Effective Monitoring and proper orientation should be given to the Users of school plant**

Setting up monitoring team in every educational institution to check the school plant and usage by the people as well as writing an official report about their findings, would go a long way making these school plant last long and remain valuable for effective use. When school plants are left unkempt, there is likelihood that they will deteriorate and will not be useful for teaching and learning process. The users should also be given proper orientation on how to make good use of equipment

meant for teaching and learning and this accounts for the reasons, in-service training is recommended for both academic and non-academic staff.

The training will help them understand the facilities and equipment better for service delivery. Leaving the equipment lying fallow in our various educational institutions or neglecting them is not for the best interest of education in our nation. Students should be meant to understand that, the school plant is for their good and it is the duty of every one to ensure that they are in good condition at all times so as to make them last long.

### 3. Enhancing School Plant Maintenance Culture

Olutola (1981) described school plant as the keeping of school site, building and equipment as near their original state of utility as possible. He further maintains that tasks should be shared in our institutions of learning and every person should bear the consequences emanating from lack of care of his own task. Academic staff makes most use of the plant while administering their duties. The non-academic staff takes care of these facilities and equipment. They should organize random check from time to time so as to dictate in good time anything that might hinder effective teaching and learning.

In some tertiary institutions, the works department staff, play non-challant attitude when they are informed about the bad state of these plant. If these complaints are attended to in good time, there would be smooth running of an institution; otherwise, teaching and learning might be affected drastically. In some Nigerian public secondary schools, there are laxities with regards to the maintenance of school plant. Some teachers do not care how the situation is; whether these plants are in good condition or not. They come to school, perform their duties and leave at the end of the day.

Some of them complain that they have written a report to the ministry authorities but nothing has happened. For example, if there is no light in the classrooms, fans will not be working; the teachers and the learners will be sweating; evening lectures/private reading will not be achieved because the whole place will be in the dark and hot. There are myriads of examples but the most important message is that, repairs should be done at the right time to save costs and make educational goals and objectives achievable.

In furtherance, Oluchukwu (1998) emphasized that in view of the huge cost of procurement of new material, maintenance culture should be upheld in schools or be made a priority. When school plant is taken care of, they last long thereby, saving costs for the government. All hands must be on deck in maintaining school plant which involves keeping of grounds, buildings and equipment in their original condition of completeness or efficiency. Ajayi (2007) opined that school plant maintenance are all activities embarked upon with a view to sustaining initial use value of the school plant. This involves sweeping of the floors, surroundings, dusting, mopping, scrubbing and so on. Kenezovich (1975) was of the view that the time it takes for a structure to become obsolete and archaic is a function of the quality of the original construction and material as well as the quality of housekeeping and maintenance.

Olagboye (1998) and Ajayi (2007) having worked independently, identified five types of maintenance in the school system which include the following:

#### A. Corrective maintenance:

Repairing of faults on time, for example, electric faults in the school buildings, mechanical faults in generating sets and vehicles etc. Preventive and predictive maintenance;

**B. Shut down maintenance;**

In this case, this must be done when the learners are on vacation so as to avoid accident or unnecessary disturbances.

**C. Running maintenance:**

This is done when the plant or a component of it is operating;

**D. Breakdown maintenance:**

This focuses on rectifying breakdowns in any component of the school plant. For example, the lighting system in the laboratories; this should be attended to instantly so as not to disrupt teaching and learning. Lack of maintenance of school plant in the Nigerian educational institutions is a recurring decimal and the sooner attention is paid in that area the better for the managers of education. It is always better to carry out maintenance as the structure starts wearing off or the signs appear in any aspect of the building or grounds as a whole; leaving it for too long escalates the faults thereby causing more repairs.

**4. Importance of School Plants on Nigerian educational system**

Odupurokan (2011) states that a well-planned school plant will gear up expected outcomes of education, that will facilitate good social, political and economic emancipation; effective teaching and learning and academic performance of students. Therefore it can be said that the school plant is an essential aspect of educational planning because unless schools are well suited, buildings adequately constructed and equipment adequately provided much teaching and learning may not take place. Corroborating these, Mark (2002) and Ajayi (2007) maintained that high levels of students' academic performance may not be guaranteed where instructional space such as classrooms, libraries, technical workshop and laboratories are lacking. Many researchers have shown the obvious relationship between school plant and curriculum, which in turn affects effective teaching and learning. The impact of the physical environment, in which teaching – learning takes place, is very crucial. The reasons for this include the following:

- A. School plant helps improve students' performance in achievement tests (WAEC/NECO, JAMB, SAT etc.).
- B. School plant improves attendance and reduces dropout rate.
- C. School plant improves student's attitude to learning.
- D. School plant increase teaches retention rate.
- E. It boosts teaching effectiveness.

**1. Student performance in achievement tests**

Learning is a complex activity that puts student's motivation and condition to the test. (Lyons, 2002 in MCGOWERN 2007). It has been a long held assumption that curriculum and teaching only have an impact on learning. However it is becoming apparent that the physical conditions of school can influence students' achievement. A study by Chan and van Berkan (1996) discovered that 2<sup>nd</sup> grade students in standard school buildings scored higher as measured by the comprehensive test of basic skill than their counterparts attending class in sub-standard facilities. They also discovered that, air conditioning, absence of graffiti, condition of laboratories, classroom furniture correlated with students' achievement at a significant level. In Nigeria, analysis of the WAEC and NECO exams results show that students in well-equipped schools (mainly private and urban) do better than those in poorly equipped schools (mainly public and rural). It can be concluded that technologies and adequate school plants will enhance students' success in achievement tests.

## **2. Students' attendance and dropout rate**

Students' attendance has long been linked to success in school. Student's presence in school is essential for teaching and learning to take place. Bracey (2001) note that an abundance of research corroborates the belief that smaller school plant will improve attendance rates. Smaller school plants have been found to foster instructional innovation, which in turn engages students and provides motivation for class attendance. Another cause of poor attendance is that the convenience and environmental conditions in many public schools in Nigeria are in deplorable state or non-existent. Many female students stay away from school because of the poor state of the conveniences. The Asthmatic society of Nigeria reports that respiratory problems such as Asthma are the leading cause of pupils below 8 years absenteeism in Nigeria. They claim that poor classrooms and surrounding condition cause dust and other irritants to infect pupils. The aesthetics of the school including facilities such as Air conditioners, Internet, and beautiful surroundings motivate students to attend school regularly and therefore learn more.

## **3. Students' attitude to learning**

Perspectives on school plant that affect behavior and attitude are known as ambient environmental conditions. O'Neill (2000) notes that these factors include temperature, ventilation, lighting, colour and noise level. These elements produce comfort and Irritation, either of which can affect behavior of school students. The attitude of students is often driven by how they perceive the surroundings, including their physical environment. Annoyed students often become disciplinary problems for example: Earthman and Lemaster (1996) found that the thermal environment of classrooms can be very important to the well-being of children. Temperature levels have been found to have a significant impact upon attention span of students.

Interior factors such as lighting and aesthetic features can affect student behavior and influence disciplinary referral rates. Evidence exists that florescent lighting may increase stress level and hyperactivity more so than full spectrum or incandescent lighting (McGuffey, 1981). Lackney (1996) found that students in classrooms without adequate ventilation had more negative attitudes than children exposed to natural light. McGowen (2007) states that certain researchers have suggested that educators can manipulate atmosphere from constricting to engaging by changing colour schemes in instructional areas.

## **4. Teaching effectiveness**

Good physical working condition in any occupation can have a positive impact upon job effectiveness and morale. According to Keller (2003), it is difficult to separate teaching effectiveness from school environment. Physical surroundings (school plant) impact job satisfaction and hence job performance – teaching. Stockyard and Maybery (1992), Contend that the physical environment has been shown to play a significant role in teaching effectiveness. Teachers agree that the facilities in which they teach can deter the quality of their teaching, if the physical environment is substandard. A teacher that teaches in a classroom with a projector and interactive board will definitely be more effective than a teacher using chalk board.

## **5. Teacher retention**

It is important to note that while new teachers are needed to address retirement and enrollment growth, more emphasis should be placed upon retaining the teachers already employed. When teachers are retained, it boosts the learning attitudes and behavior of students. Students learn better from teachers whom they have already developed a bond or familiarity. One of the reasons commonly attributed to teachers leaving the profession are poor work environment. Who wouldn't prefer an air

conditioned banking hall to a hot smelly class? If school plants are not available and well planned, teachers will be lost to other sectors.

## 5. Challenges of school plant management

The following are the challenges of school plants management in Nigerian educational system:

### A. Inadequate Funding

Inadequate funding is a major challenge responsible for ineffective school plants management in the Nigerian educational institutions. The funds appropriated for the administration of educational institutions in Nigeria is not adequate. Inadequate funding is responsible for poor school plant management of educational institutions in the country. Ogunode & Abubakar (2021) observed that one major problem affecting the administration of higher education in Nigeria is underfunding. Working tools or office equipment like Stapler, Eraser, Push-pin, Drawing pin (U.K)/ Thumbtack (U.S), Paper clip, Rubber stamp, Highlighter, Fountain pen Pencil, Marker, Ballpoint, Bulldog clip, Tape dispenser, Pencil sharpener, Label, Calculator, Glue, Scissors, Sticky notes, 4A Paper, Notebook, Envelope, Clipboard, Monitor, Computer, Keyboard, Folder, Fax, Filing cabinet, Telephone, Swivel chair, Desk, Wastebasket, printer and calculators are inadequate in many students' affairs units across the various universities in the country. Babalola (2001) reported that Nigerian universities are currently in crisis. He further stressed that there is less money to spend to teaching, research and community services. Libraries are ill equipped, laboratories lack essential apparatus, classrooms are dilapidated and office accommodations are a mirage. Many Nigerian universities even lack lecturers in the right quantity and proper quality.

Inadequate funding is a challenge to realization of the objectives of education in Nigeria. The funding style adopted by the government for the funding of tertiary education is not stable and is affecting the development and survival of the university system. Udida, Bassey, Udofia, & Egbona (2009) observe that the major issue in educational development is shortage of funds. One of the most serious problems threatening the survival of the educational systems is that of dwindling level of public funding in the face of rising demands and hence rising cost of education.

Shortage of funds affects job performance and the growth of the institutions. Educational institutions cannot perform optimally without adequate funding. This situation calls for urgent attention for increased funding initiative from both the government and educational stakeholders for sustainable tempo and growth of education industry.

The inability of the Nigerian government to objectively accept and implement the 26% funding formula for education recommended by the UNESCO is impacting negatively on the performance and sustainability of education. Thus, it has become obvious that Nigeria's neglect of the funding formula is detrimental to higher educational institution performance and development aspiration as quality performance is the veritable instrument for sustenance of education system. This neglect has further precipitated crises in the entire higher educational systems as effective teaching, research and service are no longer taking place seriously. Some school Heads state clearly that even though they dictate these faults in good time the school does not generate enough funds for such repairs. In this case it becomes obvious that they are willing to carry out repairs but the financial resources are not there.

The school plants in Nigerian educational system lack the basic system and structures which make teaching and learning process effective, for instance, many secondary schools in Nigeria are yet to install their introductory technology equipment and machines in the workshops for decades after they

were supplied by the federal and state governments because of lack of electricity supply. Other challenges were lack of Introductory Technology workshops, laboratories, functional libraries and portable drinking water supply. In supporting this assertion, Ezeocha (1990 p.150) observed that “while the government is encouraging that the country goes technological education, these schools are not equipped with the necessary infrastructure and materials, for example, the 6.3.3.4 system of education provide that students be taught a number of ethical andvocational subjects.

Unfortunately implementation has been a far cry as the problems are compounded by the inability of teachers to involve students in practical works for lack of equipment. . Even though the teaching and learning conditions for many less developed countries (LDCS) can be described as deplorable, differences still exist in the conditions for the individual countries. In many countries including Nigeria, “it is still common to see classes holding inside uncompleted or dilapidated building and under tree shades and pupils sitting on floors (Agabi 1999 p.226).

### **B. Enrolment Explosion:**

Over enrolment has become a common feature in Nigerian educational system. Many of the facilities on ground are being overstretched. Okebukola (2005) released the list of some overcrowded universities where Olabisi Onabanjo University Ago-Iwoye topped the list with an excess enrolment of 24,628 students. This development will surely affect the quality of university education in Nigeria, since excess enrolment usually leads to overcrowded classrooms, ineffective teaching and examination malpractices.

Initially, it might be that the school plant was put in place to accommodate a certain number of learners. As time progresses, more children are enrolled in the system and no additional structures were built. Wear and tear will set in and learners would start struggling for the few available facilities/equipment. The typical example is when the learners start rushing for a few seats available for their lectures; some of these desks are damaged and at times injuries occur among the students. This is part of the dilemmas in the classroom as identified by Amanchukwu & Obijuru (2013).It is absolutely necessary to add more facilities and equipment as population increases to avoid unnecessary disruptions during teaching and learning.

### **C. Engagement ofUntrained and Unskilled Personnel for maintenance**

Many people claim to have the technical know- how to carry out repairs and maintenance in the school premises and end up doing wishy-washy job that do not last. It becomes obvious that either we do not employ the services of the right people or we are trying to cut corners; that actually create more problems than expected and leads to more wastages.

### **D. Poor Management:**

The way and manner some educational institutions are being managed by the managers has also had a consequential effect on school plants in the educational institutions. For most of educational institutions, management means little more than playing the role of “Caretaker”. This vital function has been largely reduced to the maintenance of the status quo. This unfortunate development significantly negates the concept of school plant management, particularly in a developing nation like Nigeria. It seems certain that as long as management continues to play non-challant role, school plants management will continue to be jeopardized in educational institutions.

Another important factor is that many Heads of Schools do not delegate duties. They want to have an eye on everything that is being done thereby delaying other areas that need urgent attention. There should be decentralization of authority and duty so as to achieve success, since the essence of

management is to achieve success. It has been observed that government property suffer a lot of neglect. The users of these properties occasionally feel that they are government property therefore it is nobody's business. This non-challant attitude must stop so as to dictate faults in good time and adequate and instant repairs made to avoid wastages.

Lack of maintenance culture has eaten deep into the fabrics of the nation's citizenry. If the school authorities (Head teachers, teachers) and other workers take care of these properties, learners will emulate them and go a long way preventing damages to those properties.

#### **E. Uncooperative Attitude of some Teachers**

At times one discovers that there is lack of cooperation in the school which makes it difficult for the head of school to take vital decisions. If the idea is put into vote, the head might not get enough votes to support his/her noble ideas about what he/she wants to do. There should be cooperative attitude among teachers in the Nigerian educational institutions for success to be achieved.

#### **F. Vandalization**

Vandalization of school plant is another factor that should be looked into. Schools should teach the learners the culture of maintaining school property, which will help them not to destroy but cherish them.

#### **G. Lack of supervision**

Regular supervision is not carried out by the ministry of education regularly and that contributes to the chaotic situation of school plant. When officials from the ministry do their work as and when due, the worrisome state of school plants will be avoided and school activities will not be disrupted.

- **The way forward to enhance school plant management in Nigerian educational institutions.**
- There should be appropriate culture of adhoc, preventive corrective and regular maintenance culture in the school system.
- The school management should always ensure that the school plants and its environment are secured at all times.
- Enough funds should be provided for school facilities maintenance, in order to sustain its original status
- There should be community-school relationships who will always be called upon whenever the needs arise in the areas of school plant maintenance and provision.
- There should be training and retraining for the school managers on the areas of school plant planning, management and utilization.
- The students' admission should be based on the available school plant facilities so as not to over-stress the available ones.
- Provisions, management and maintenance of school plants should not be left only for the government but should be a collaborative effort of all and sundry.
- The safety and security of school plants should be a primary responsibility of every member of the society whether young or old.

#### **Conclusion**

School plant is very crucial to achieving positive outcomes in the teaching – learning process as well as the survival and attainment of educational goals and objectives. The school plant is the bedrock and center point of all teaching and learning activities. For this reason, it is pertinent that the funding, management, maintenance, safety and security should be taken very serious by the government, relevant educational stakeholders and the general public.

**References**

- [1] Adesina, S,& Olutola (2008). Some aspects of school management. Ibadan and Lagos: Educational Industrial Limited.
- [2] Agbe, J. I (2018). EDM 906 lecture Notes on School Mapping and Plant Administration
- [3] Agabi, O. G, (1999:226).Introducing educational planning. Owerri: Spring Field Publications
- [4] Ajayi, I. A. (2007). Issues in school management Lagos: Bola Bay.
- [5] Allen, A. A. (2015). Effective School Management and Supervision: Imperative for Quality Education Service Delivery. *African education Review*, 9(3), 62-74. DOI: <http://dx.doi.org/10.4314/afrev.v9i3.6>.
- [6] Amanchukwu, R.N. & Obijuru, J.U.N. (2013). Dilemma in the classroom: A Hindrance to Academic Success. *International Journal of Educational Foundations & Management*, 1(1), 1-11
- [7] Asiabaka, I. P. (2008). The need for effective facility management in schools in Nigeria. *New York Journal of Science* 1 (2). 10-21.
- [8] Bosah, H. O. N. (1997). Improving school plant provision and administration in Nigeria schools. In Qgbonnaya, N. I. (Ed.) (1997) Major Concept and Issues in Educational Administration, Onitsha: Cape Publications International Ltd.
- [9] Bracey G. W. (2001). Small school, Great strides Phi Dekta Kappan
- [10] Castaldi, B. (1994). Educational facilities: Planning Management & Modernization. Needham Heights, MA: Allyn & Bacon.
- [11] Chan. T and Van Berken (1996). Environmental impact on student learning (ERIC Document reproduction service, ED 406). Retrieved from [www.ERIC.com/research](http://www.ERIC.com/research) on 26-7-2012.
- [12] Ehiamentalor, E.T. (2001). School Facilities: Management Practice in Nigeria. In N. A. Nwagwu; E. T. Ehiamentalor; M. A. Ogunu, & M. Nwadiani (Eds). *Current Issues in Educational Management in Nigeria*. Benin City: Nigerian Association for Educational Administration and Planning.
- [13] Ezeocha, P. A, (1990:150). Educational administration planning. Enugu: Optimal Computer Solution Ltd.
- [14] Keller, B. (2003). Question of teacher turnover sparks research interest. *Education weekly*, 27 (33) retrieved on 26<sup>th</sup> July 2012 from [www.sciedu.online.com](http://www.sciedu.online.com)
- [15] Kenezovich, S. J. (1975). Administration of Public Education. New York: Harper & Row.
- [16] Lackney, J. (1996). 12 design Principles based on brain – based learning research retrieved 23rd July 2012 from [www.designshare.com/research](http://www.designshare.com/research)
- [17] Lawanson, O. A., & Gede, N. T. (2011). Provision and Management of School Facilities for the Implementation of UBE Programme. *Proceedings of the 2011 International Conference on Teaching, Learning and Change*. Retrieved August 08, 2015 from <http://www.hrmars.com/admin/pics/157.pdf>

- [18] Marland (1974) in (Agbe, J. I (2018). EDM 906 lecture Notes on School Mapping and Plan Administration.
- [19] Mark, S. (2002). School building and students academic learning outcomes New York: Strong Brook.
- [20] McGuffey, C. W. (1982). Facilities in Improving Educational Standards. Berkely: Mccutchan.
- [21] Mgbodile, T. (1986). Educational Administration and Supervision. Ibadan: Heinemann educational Books.
- [22] Nwagwu, N. A. (1978). Primary School Administration. Lagos: Macmillan.
- [23] Ochai, G. O. (2012). The Scope of Educational Administration. Makurdi: Successworld Publications.
- [24] Ogunode, N.,J & Abubakar M. (2021) Students' Affairs Units In Nigerian Universities: Challenges And The Way Forward.*European Journal of Humanities And Educational Advancements* (EJHEA), Vol. 2 No. 3,pp-11-19.
- [25] Ogunsanju, N. A. (1980). Some Aspects of School Management. Ibadan: University Press.
- [26] Okebukola, P. A (2005). National Universities Commission to harmonize pre-degree programme. An address at a one-day workshop on minimum guidelines for the operation of non-degree programmes in the Nigerian University.
- [27] Oluchukwu, E. E. (1998). School Plant Planning & Implementation. In Olagboye, A. A., &
- [28] Fadipe, J. O. (Eds.). Management of Education: Project Monitoring & School Plant maintenance, Ondo NIEPA.to Educational Planning, Ile Ife. University of Ife Press.
- [29] Olutola, A. D. (1981). School Plant Planning and Maintenance. In Adesina, S. (Ed.), Introduction to Educational Planning, A Book of Selected Readings. Ile-Ife: University of Ife press.
- [30] Odupurokan (2011) in Ogunode, N.,J & Abubakar M. (2021) Students' Affairs Units In Nigerian Universities: Challenges And The Way Forward.*European Journal of Humanities And Educational Advancements* (EJHEA), Vol. 2 No. 3, pp-11-19.
- [31] O'Neill, D. (2000). The Impact or school facilities on students' achievement at selected Texas schools. Doctoral Dissertation – retrieved from [www.sci.edu](http://www.sci.edu) on 27-7-2012.
- [32] Oyedeji, N.B. (2013). Management in Education: Theories and Practices. Lagos: ARAS Press
- [33] Peretomode, V. F (2003). Introduction to Educational Administration and Supervision. Lagos: Jopa Press Ltd.
- [34] Stockhard, J. and Mayberry, M. (1992). Effective Educational Environments. Newbury Pork: corwin Press.
- [35] Stoner, J. A., Freeman, R. E & Gilbert, D. R. (1996). Management. New Delhi: Prentice-Hall.
- [36] UNESCO (2003). News Letter. *Education Section*, 5. Retrieved from <http://www.upo.unesco.org> (April 10 2012).
- [37] The Nation newspaper of October, (2009). School demonstration.

- [38] Udida, Bassey, Udofia, & Egbona (2009) in Ogunode, N.J & Abubakar M. (2021). Students' Affairs Units In Nigerian Universities: Challenges And The Way Forward. *European Journal of Humanities And Educational Advancements* (EJHEA), Vol. 2 No. 3, pp- 11-19.
- [39] Xaba, M. I. (2012). A qualitative analysis of facilities maintenance: a school governance function in South Africa. *South African Journal of Education*, 32(2), 215-226.
- [40] Yusuf, M. A. (2008). School Plant Planning and Secondary School Students' Learning Outcome in South West Nigeria. PhD dissertation. University of Ado Ekiti.