

# Towards Effective Management of School Plant in Secondary Schools for Quality Assurance in Secondary Education in Sokoto State

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**Abstract:** - The paper is to examine both public and private Schools in Sokoto State, as schools which are managed and control by Sokoto State Government in the provision of all required and mandatory resource and infrastructure for effective instruction and quality assurance. While private schools are also under the monitoring and full supervision of state government for effective teaching and learning process. Quality Assurance is the effort in which things are put in place in Accordance to the provision of law or the way they should be, school plant refers to everything that is within the school premises which includes buildings, Laboratories, libraries, football, pitch, swimming pools equipment and all essential structures that are permanent and non-permanent, the effective leadership is required in managing school plant, monitoring maintenance culture, e.t.c. It happen that, there are series number of issues concerning school plants management and maintenance which include poor delegation of task by the school Heads or laxity in performing duties, poor utilization of school properties. The paper also come up with the ways of utilizing school plant for effective Quality Assurance they includes the involvement of (S.B.M.C) community Stake Holders staffs and students full supervision and inspections by the Authority concerned, school Head should remained all the school plants for the school use not for commercial purposes. The paper concludes by identifying an issues related to effective managing of school plant which has to be taken into cognition for sound teaching and learning process. Recommendation where offer such as, modernizing and upgrading the school plant whenever the number grow, an effective control for the use of school plant Should put on place. Educational managers should not be Reluctant; they should act wisely for the use of school plant. Resource persons should all the time in updating their knowledge for the uses of present and future upcoming school plants

**Key words:** Management of school plant, Quality Assurance, Secondary school education.

## I. INTRODUCTION

One of the most cultural and dynamic aspect of any government is to ensure management of school plant for Quality Assurance in every educational institutions in a state not only that, its responsibilities coverall the schools system either it's private or public and its roles determine the success or fortune of any Educational Institution.

In Sokoto State both public and private schools are in existence within the metropolis but, the attention of the paper are on the both side, resulting to experience that writers have

on the course of supervision during NECO, NABTEB and private G.C.E which they have on yearly basis, private schools are those school managed and funded by the proprietors/private individuals while public schools are managed and funded by the State government. the Selection and recruitment of staff, provision of school plant are made by the State Government while in private schools the selection and recruitment of staff including provision of school plant are been done by the proprietors of the School, Most of those school plants are in bad shape due to poor management and maintenance (Adams, 2011 )

Therefore, this has implication on the performance of students as well as the academic staffs. Through school plant learning could be effective and functional. Most of the students/ learners use to become active learners due to the presence of learning apparatus while absence of the school plant made learners/students become so loose in teaching and learning process (musisi, 2014). There are factors that affect students performance like indiscipline (Serfent and Vornberg, 2002) they further link discipline with both culture and climate of the school thus in order for satisfactory climate to exist within school, a certain level of discipline must exist this can only happen when school plants are in good shape and operate effectively.

## II. THE CONCEPT OF SCHOOL PLANT

(Musisi, 2014) defined school plant as the total number of all physical structure founded in a school setting main to promote teaching and learning process, According to him school plants consist of all he laboratories, library, football pitch and swimming pool available for the use of both student and teachers for the enhancement of their performance.

( Castaldi, 2001)Opined that in an olden days when school plants are not in existence, such as classroom Educational facilities e.t.c, Research shows that (Plato 428-348 BCE) and (Aristotle 384-322)and their student made used of open spaces to discussed matters relating to knowledge, sharing ideas, awareness and explanations of complex issues e.g. under the shade or temples. As a result of changes in lifestyle and emergent of science and technology the school plant happened to be everywhere in the world and in different

schools for effective teaching and learning process, but to manage them is the problem.

Therefore it's a giant task for the school Head/Managers to maintain the school plant appropriately.(Ojelede 1998) explain that school plants consist all the structure put in place to assist effective teaching and learning in the schools. This paper suggest that effective usage of school plant and it maintenance enhance the performance of the students and teachers in teaching and learning process, While the absence of school plant brings about poor learning activities and declined in the performance of the staff and students of our secondary schools (Ajayi, 2007).

In reference to (Musisi 2014 & Ojelede 1998) both of them maintained that school plants are physical structure of a school which includes workshop laboratory and library and any other things found in a school that makes system work.

Therefore this paper opinioned that all available resources including machineries, football pitch, games facilities, transport vehicles and school garden can also be refers to school plant.

### III. SCHOOL PLANT MANAGEMENT

In line with the above explanation school plant consist of anything and everything found available within the school system for effective teaching and learning process. Thus school plant has to be utilized and maintained, this can be achieved through effective leadership, excellent monitoring on the use of school plant itself. When there is an effective tradition in the maintenance of those resource or facilities it would bring Quality Assurance in the used of the facilities (Adegbesan, 2012)

(Allen 2015) (Castaldi 1994 and Xaba, 2012) concluded that the fundamental reason of learning process is to bring about learner desirable changes in the behavior through critical thinking.

The study conducted by (Xaba, 2012) (freeman and Gilbert 1996) there are close relationship exists between the physical environment and Academic performance of the student. This is in line with statement made by (Nwagwu ,1978and Ogusenju, 1980) they maintained that the level of educational quality that student received has direct link on availability or inadequate school facilities in which learning took place. If the school plants are inadequate it will effect the performance of the teacher likewise the learners/students their scholastic Achievement will be affected negatively, because quality learning will not be expected.

Therefore, these school plants or facilities, has a lot of role to play in the actualization of education and attainment of educational goals as well as Quality Assurance in secondary schools, also the emotional and physical needs of the staff and students can be achieved. When ever the school facilities are put to use in teaching, conducting practicals and educational research. Etc.

### IV. INDICATORS OF EFFECTIVE SCHOOL PLANT MANAGEMENT FOR QUALITY EDUCATION

#### (1) *Effective leadership*

Leadership is about relative influence since a leader is someone who has more influence over the others than they have over him or her (Fageyinbo, 2005) the range of activities which head teachers engage in are different kinds and some of them may actually be inimical to actualizations of effective leadership.( Gardner 1995) Gardner identify some factors which against effective leadership these are: Financial limitation, conflict among staff, power struggle, issues of manipulation and choice between direct and indirect leadership.

Therefore, if the said limitation are beyond control then, school plant will definitely be safe and well managed appropriately for qualitative assurance hence forth, facilities in the schools need someone who is intelligent, committed and hardworking to manage and keep them safe for effective utilization, the facilities should be for both indoor and outdoor learning so as to cater for overall development of the learner. Those plants have to be well maintained in order for them to survive longer.

(Kenezeviah, 1975) physical needs are met through provision of safe structure, adequate facilities, equipment sufficient shelter space for work and play the students' emotional and psychological needs are meet by creating pleasant surroundings. This shows that school plant can only survive for Quality Assurance when the school heads or Managers discharge their responsibilities in accordance to the provision of the Law governing the school and maintenance culture should be number one priority in educational institutions in Sokoto State and Nigeria at large.

#### (2) *Sound and effective monitoring of the school plant users*

This is a giant task for Government and State Holders to ensure both schools public and private are under proper monitoring and inspections of the school plants/facilities in order for sustainability and Quality Assurance in their usages, regular supervision of the facilities should be a culture of the day, report has to be made and findings should be recognized for speedy actions this will ensure the full functions and Qualitative Assurance on the usage of the school facilities, there is need for educating the users of the facilities to avoid muscle and destruction of the facilities, the training will help them understand the facilities and equipment better for quality assurance.(Olujide 2001]

#### (3) *School plant maintenance as an issue:*

- a. Many people have the assumption that, they know how to repair a thing for the school and end up doing shady work which will not last and end up causing worst to our school facilities (Adesina& ogunsajo2003)
- b. Sometimes school head/manager has the habit of no care attitudes particularly at public schools, a minor problem which can cost little would not be taken care

and ignore until the situation became worse, they end in complaining, no fund in the school account while the internal revenue of the school has been shared among the management team (Ajayi, 2007)

- c. Destruction of school facilities by the students or others, cause lot of problems on the Quality Assurance of the school plant, this are indiscipline act by some Staffs and students thinking that the plants are for the government, therefore, they don't care about it safety.
- d. Poor delegation of task, it's about regularly missing deadline on project, this is a classical sign of poor delegation when a group of staffs assign for a particular portfolio and failed to discharge the responsibility accordingly, it has an implication on quality assurance in our school systems ( Ajayi; 2007).
- e. Laxity in performing duties, this is a quality or condition of being loose and relaxed in the enforcement of a procedure is also an example of moral looseness which also effect quality assurance in our academic institutions (Ogundu, 2010)

#### V. CONCEPT OF SECONDARY SCHOOL

Secondary schools are mostly state or federal owned, although in 2001 the federal government began the returned of former church mission schools. The federal government fund and manage two secondary school in 1996 there were 7, 104 secondary school with 4448,981 students. (Nigerian secondary education, 2019)

(Achuonye, 2007: 87) is of the opinioned that secondary education as the name implies comes second; that is the second level of the three-tier system of education in Nigeria federal republic. It's the education children received after primary education and before the tertiary stage. The missionaries introduced secondary education in Nigeria in the late 1850s. The aims are to preparing younger once to determine future such as doctor, teacher, engineer etc.

According to (UNESCO, 2016) secondary education duration in Nigeria was 6.00 as of 2016. Its highest value over the past 46 years was 7.00 in 1985 while its lowest value was 6.00 in 1986 In reference to the above scholars, secondary education was design to prepare younger once to determine their future through the rigorous stages of learning as it was cited by (Achuonye, 2007) while (unesco, 2016) shows a clear picture on how the rigorous process was design. as it was above explained.

#### VI. CONCEPT OF QUALITY ASSURANCE

Quality Assurance involves the systematic review of educational programs and processes to maintain and improve their quality equity and efficiency, In order to improve teaching and learning with ultimate goals, there is need to support the best outcome for learners. (Oday. J.2002).

European Union (E.U, 2008) Quality Assurance approaches can include mechanism that are External and

Internal to schools. The external mechanism may include national or regional school evaluations and or large scale student's assessment. Internal mechanism may include school self evaluation and a school plant evaluation including staff appraisal this kind of synergy can ensure a clear focus on school plant development and Quality Assurance. (Hopkins, 2003)

Quality Assurance is important for Accountability and as well to support ongoing development of school plant and program this will enhance teaching and learning.

(Hopkins, 2003)

The quality assurance served as an indispensable component of quality control strategies in education. It ensures and maintain high standard of education at all level, quality assurance assist in monitoring and supervision of education activities especially that teaching and learning. It equally helps in determined quality teachers input and resource as well as facilities needed for smooth operations in our school systems (Adegbansan, 2012).

In considering, the statement made by (E.U, 2008) quality assurance consist external and internal mechanism both of the element are important in line with the scholastic achievement of students and improvement on the quality of teachers, the paper examined that when the school programs and other activities are been managed properly and put in to used it result to quality education in our secondary schools. While the (Hopkins, 2003) explained the quality assurance as an avenue that result accountability and support for the on going development of school plant and programs, it's clearly shows that both (E.U. 2008 and Hopkins, 2003) maintained that, quality assurance was aims at making the school system work effectively and improved the level of teaching and learning process.

Therefore, the school management should teach, train the student or users of school plants about the culture of maintaining school property which will help them not destroy or damage but to cherish them.

#### VII. STRATEGIES FOR MANAGING SCHOOL PLANT FOR QUALITY ASSURANCE

- a. There is need for the school managers to always think for the best interest of the students/learners and the best way to show this interest is maintaining of the school plant.(Ogbonnaya, 2013) referred the principals as chief executive of secondary schools in Nigeria they shall ensure that school structures are keep safely.
- b. The staffs and students shall assume to be a single family with common objectives this will enable them to put the best they could in keeping facilities safe before and after use.
- c. School management shall ensure that school plan are main for the school use, staff and students are only legible to use them not for commercial purposes. (Adesina and Ogunsaju, 2003) the availability of

necessary equipment will make enable the students to make use of their senses of learning.

- d. An intelligent committee shall be form to take care of the school plant on a regular basis and present report to the school head for an action.(Ogbannaya, 2013)
- e. There is need for the involvement of stake holders in keeping the school plants safe and protect them from under utilization and theft.
- f. (SBMC) School base management committee shall also involve in maintaining and repairmen of school plants. (Hillary and wehiuzo 2018)
- g. There is need for constant supervision and inspection of school plant in order to make instructions more sound, effective and attractive.
- h. There is need for the school management to form Quality Assurance committee at school level in order to ensure things are going the way it should. (Hillary and wehiuzo 2018) school management shall ensure all the responsibly needed to run school are put on place for better educational quality.

#### VIII. CONCLUSION

The conclusion of this paper drawn in alignment with major issues relating to management of school plant in secondary schools for quality assurance that, if school plant was effectively managed it will have an impact on secondary schools and the performance of the learners would also improved. Secondary school heads/managers are to form a quality assurance committee at school level that will guide and managed the affairs of School plant including the users in order for the school plant to sustain longer.

Strategies for managing school plant was also identify which consist different information that will guide the way to managed school facilities appropriately.

#### IX. SUGGESTIONS

Public and private schools are very important in the raising better tomorrow in this case more effort shall be put on place to maintain and safe guide the school plants for best teaching and learning process.

Lack of accountability and misappropriation of public funds in educational sector made it difficult for educational development in Sokoto State, instructional Aids and any other school facilities are the basic things in making gross-development in education and attainment of educational objectives.

Our secondary schools today use to experience a greater number of populations, therefore, more school plants need to be increase in supply and upgrade to suite the current population and modern techniques of instruction should also be used.

Teachers shall be given in service training on the use of school facilities (ICT) and its maintenance (Ololube, 2013) when the few Educational Institutions follow by the Delivery

of new equipment and perhaps facilities. Teachers shall be given a worn to attend in Service training before the arrival of the equipment. This will give them room to handle them appropriately.

Educational Manager from ministry of Education should carryout maintenance of school plant when the report reaches their offices from the schools concerned.

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