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PROVISION AND MANAGEMENT OF SCHOOL PLANT IN PUBLIC SECONDARY SCHOOLS IN BAYELSA STATE, NIGERIA

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ABSTRACT

This study investigated the provision and management of school plant in Public Secondary Schools in Bayelsa State, Nigeria. The study adopted the ex-post facto research design. Four research questions and three null hypotheses guided the study. The population for the study was 142 male principals and 52 female principals drawn from public secondary schools across the 8 Local Government Areas in Bayelsa State, Nigeria. Thus, the total population for the study consisted of 194 public secondary school principals. The proportionate stratified sampling technique was used for the study. The instrument used for data collection was a structured questionnaire titled “provision and management of School Plant in Public Secondary School Questionnaire (PMSPSSQ)”. The reliability of the research instrument was obtained by application of test-retest method using person product moment correlation to establish a reliability co-efficient of 0.95. 125 copies of the questionnaire only were retrieved and analyzed using mean and standard deviation for the research questions and indicated that some of the school plant were not available, only but some classroom, administrative blocks, chalkboard, football field, furniture, school farm, Hostel, library, accommodation and others that are not in good condition were seen in schools. The findings also revealed that lack of funds to procure and manage the schools equipment and poor maintenance culture were some of the problems associated with provision and management of school plant. The study concluded that school plant remained one essential factor to the realization of the goals of secondary education in Nigeria. Thus, the study recommended that, Bayelsa State Government should intensify effort to increase funding of the school system and ensure it is done timely. Also principals should be actively involved in school plant management by; carrying out regular repair of damage facilities.

Keywords: Provision; Management, School Plant; Secondary School: Public.

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INTRODUCTION

Education in every human society is an indispensable instrument for human progress, empowerment and effecting national development. This suggests that a nation that lacks a sound educational culture and philosophy stands the risk of decay, whereas a nation that sees to the development of its education is bound to achieve great success. Over the years and more especially in recent years, people from different facets of life laymen, parents, clergy, educationists have been very much concerned about the need for school plant provision in secondary schools, others hold that inadequate and proper management of school plant can have adverse effect on students' achievement. School plant refers to facilities, physical facilities and instructional materials/equipment (Rose, 2015). Human resources include teachers, store attendant, librarians and library attendants, laboratory assistants to mention but a few. Physical facilities and instructional materials/equipment on the other hand, comprise classrooms, staff rooms, administrative blocks, dormitories, libraries, laboratories, examination halls, teachers' quarters, school field, chalkboard, audio-visual materials and water supply infrastructure etc.

Okonkwo (2007), defined school plant as the location, school buildings and other material resources provided in the school for the purpose of enhancing teaching and learning processes. According to him, school plant include the fixed and mobile structures and materials in the school such as the classroom buildings, laboratories equipment, the audio and visual aids etc. The importance of school plant can never be over-emphasized. In the National Policy on Education (2014) stipulated that the school plant should be provided and made conducive to facilitate the teaching and learning process. The policy recommends that classrooms should be well constructed and spacious and all types of school physical facilities such as instructional materials, library, laboratory, playing ground, toilets and staff rooms should be provided and managed for effective teaching and learning process. Modern physical facilities in school could add significantly to the promotion of academic performance. The size of classrooms, play-grounds and availability of material resources relative to the number of students in a school could also affect learning.

Adesina (2004) noted that for effective teaching and learning situations, physical facilities and educational goals should be viewed as being closely interwoven and interdependent. In other words, poor performance of students in secondary schools has direct correlation with non-availability, poor management and maintenance culture of school plant. The problem generated by non-provision of school plant in secondary schools can no longer be dismissed with a wave of hand. Physical facilities in most secondary schools in Bayelsa state have not been in good shape. In some cases, students sit on the floor to receive lessons, also many of the classrooms, laboratories, libraries, playing grounds are in a terrible state of disrepair.

Ajayi (2006) showed that in most of the nation's secondary schools, teaching and learning take place under an unstable environment, which in most cases lack basic materials. Physical conditions refer to those things that must be available in the working place for effective work to take place. In the context of the school system, they are those things that enable the teacher to be able to carry out the teaching/learning process effectively and contribute to the achievement of the school goals and objectives without fatigue and distraction. However, there should be presence of physical condition such as lighting, ventilation, good building constructions, location, instructional materials, sufficient windows, doors, vents and fans to cool the heat during hot weather (summer). All these improve work and health for both the teachers and the learners.

It has been revealed that a significant number of secondary school physical facilities are not conducive for learning. He stated that to achieve improved performance by the students, there should be conducive physical environment for students in the secondary schools. Unfortunately some of the urban and rural schools lack adequate infrastructural facilities like classroom blocks as some of the students learn under shade of trees (especially the newly established ones). In some cases where the classroom blocks exist, one discovers that most of their roofs are blown off by rain storms. Other schools have pot-holes in the greater portions of their classrooms floors begging for repairs or renovation. Worst still, a greater percentage of the students sit and write on the bare floor because of insufficient classroom seats. This situation doubtless, cannot promote students learning ability and subsequently better performance in their class work including examination. It is in the light of the above that this study investigates the extent of school plant provision and management practices in public secondary schools in Bayelsa state, Nigeria.

Statement of the Problem

The provision and management of school plant in secondary schools is an important requirement for the effective implementation of educational programmes in Nigeria. The place of school plant in teaching and learning process cannot be over emphasized. Conducive classrooms for instance, constitute a common ground for sharing learning experiences and for testing research findings. However, where school plant are inadequate, not managed nor maintained and safe-guarded, the teaching-learning process will be hampered. Despite the above importance of these school plant, evidence abound which revealed that the conditions under which the students learn in many secondary schools particularly in Bayelsa state of Nigeria are unhealthy and deplorable.

Most of our secondary schools have very old and dilapidated buildings and deplorable environment. The school administrators appear to pay less attention to school plant management as one of the task areas of school administration. It also appears that principals do not motivate teachers and students adequately because they appear to treat the provision of infrastructural facilities like conducive classrooms, comfortable staff rooms, libraries, laboratories and workshop with levity. Most public secondary schools have no doors or windows shelters to protect students against hash weather conditions. The classrooms are overcrowded which do not allow for personal attention of students by the teachers. Some secondary schools have no laboratories and even the schools that have are not provided with the necessary materials and equipment for learning activities that the students can be engaged in. Arising from the above, this study seeks to investigate school plant provision and management practices in public secondary schools in Bayelsa state, Nigeria.

Purpose of the Study

The purpose of this study is to investigate the provision and management of school plant in public secondary schools in Bayelsa State. Specifically the study sought to:

- Determine the types of school plant provided in public secondary schools in Bayelsa state.
- Determine the factors that can enhance the provision of school plant in public secondary schools in Bayelsa state.

- Determine the problems associated with the provision of school plant in public secondary schools in Bayelsa state.
- Determine the problems associated with the management of school plant in public secondary schools in Bayelsa state.

Research Questions

The following research questions guided the study:

- What types of school plant are provided in public secondary schools in Bayelsa state?
- What are the factors that can enhance the provision of school plant in public secondary schools in Bayelsa state?
- What are the problems associated with the provision of school plant in public secondary schools in Bayelsa state?
- What are the problems associated with the management of school plant in public secondary schools in Bayelsa state?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

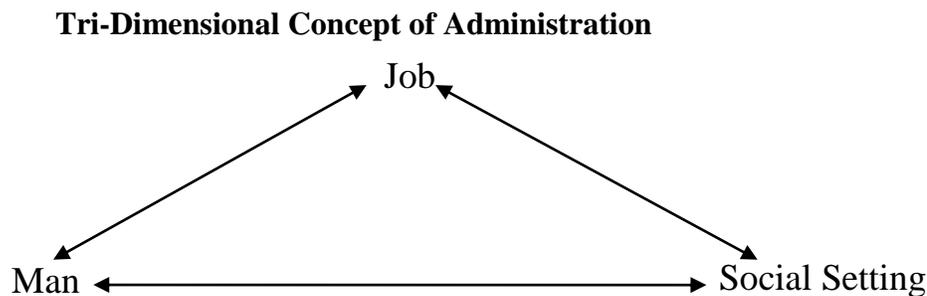
- There is no significant difference between the mean response ratings of male and female principals on the factors that can enhance the provision of school plant in public secondary schools in Bayelsa State.
- There is no significant difference between the mean response ratings of male and female principals regarding the problems associated with the provision of school plant in public secondary schools in Bayelsa state.
- There is no significant difference between the mean response ratings of urban and rural secondary school principals regarding the problems associated with the management of school plant in public secondary schools in Bayelsa state.

Theoretical Framework

The theoretical framework for this study was anchored on Chester Bernard's Behavioural science theory. This is viewed as the synthesis of the scientific management and human relations theories. Bernard (1938) was of the view that administrative practices should be linked to human behaviours as much as possible. The behavioural approach sees management as primarily a study of group behavioural patterns. The term "organization" in this text means system or pattern or group relationship. According to Bernard in the concept is a force of two or more persons of both the classical management and the human relations for effective management of an organization. Hence, administrators should draw their experiences and knowledge from the various social science subjects such as psychology, philosophy, economics, sociology etc. for better understanding of the need for efficient and effective management. The group later developed a

tri-Dimensional concept of administration involving the three main elements-the man, the job and the social setting.

More so, according to Enyi (2004), this theory has the assumption that, the best approach to facilitate work and productivity in an organization is through a clear understanding of the worker, his job content and work environment. It was no longer desirable to concentrate on the work alone, as in the classical management era, or on the worker as in the human relations movement. It was believed that with such a knowledge and experience, administrators would be in a better position to understand the worker and his work, and how they should interact to produce good organizational management. Thus, in the 1980's according to Ukeje (2002) the behavioural science theorist came out with what they called the Tri-dimensional concept of administration. Incorporating three main elements - the man, the job and the social setting.



Source: Fundamentals in Educational Administration and Planning (ED) Mgbodile (2004).

The man-element considers the workers personality which includes the workers physical intellectual and emotional capabilities, as well as his patterns of behaviour. The job-element involves the task to be performed as well as the methods for carrying it. The social setting component on the other hand lays emphasis on the work environment and the necessary facilities and conditions to make it conducive. Mgbodile (2004) opined that the behavioural science theorists held the view that increased productivity in any organization can only be achieved when there is a balance or proper integration of the three elements.

Relating behavioural science theory to the researcher's work, it is expected that the school administrator should lay emphasis on reconciling the job to be done with human and the environment. This means that, the administrator must ensure that there is equal attention to human welfare element as well as the achievement of set educational goals. For instance, the administrator makes sure that the workers' working environment is conducive, getting effective ideas on how school plant should be maintained that workers' remuneration are given to them, that other resources needed for teaching and learning are provided and are in good condition.

In other words, the principal must possess good management skills and be able to raise money internally in order to help him plan and maintain the school plant without waiting for the government. When all these are done, the staff will in turn be happy and willing, students will be willing to learn because of a good environment and the academic performance of the students will be high. This confirms what Adeboyeje (2003), observed that schools with well school plant planning, management and maintenance practice recorded better students' academic performance.

CONCEPTUAL FRAMEWORK

School plant refers to the school site, the buildings, the playground, the equipment and other materials provided for effective teaching and learning. He stressed further that school plant is the space interpretation of the curriculum, noting that the programmes of the school are expressed through the site, the buildings, playgrounds, the arrangement and design of the school buildings. School plant is the entire scope of physical infrastructural facilities which are provided in the school for the purpose of educating the child. In the same vein, Asiabaka (2008) maintained that school plant consist of all types of buildings, areas for sport and games, landscape, farms and gardens including trees and paths. Others include furniture and toilet facilities, storage facilities, transportation, Information and Communication Technology (ICT), and food services among others.

Ajayi (2007), maintained that school plant comprise that machinery which in turn includes machines and tools used in the workshop, in addition to duplicating machines. They also pointed out that school site, which is the landscape on which the schools permanent, non-permanent structures are built, buildings, equipment, furniture, vehicles of various types, electrical fittings, books, water supply infrastructure, and accessories like playgrounds, lawns, parks and farm are all part of school plant. The school plant in this study are the school facilities which enhance teaching and learning such as classrooms, staff offices, compound, laboratories and libraries. Our major concern is the provision and effective practices in management of these facilities in achieving the set educational objectives.

In his own contributions, Castaldi (2007) was of the opinion that school plant are those things which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. These facilities are therefore related directly to school curriculum. The programmes of the school are expressed as they were through the school site, the buildings, play grounds, the arrangement and design of the building etc. A well designed functional school building with a wide array of teaching aids thereby provides effective delivery of the schools' curriculum and is positively related to academic performance (Bloom, 2008).

According to the Cushen (2006), school plant are the treasurable assets of the school through which effective teaching and learning can take place and be promoted. Emphasizing on the importance of curriculum drawn to the school plant type, it helps to determine to a large extent the nature of school plant needed. School plant according to Darang-Hammong (2010) should be properly planned, developed and maintained in order to ensure its relevance to the school curriculum and its effective teaching and learning in any educational institution. Educational facilities are indispensable as far as the industry is concerned. They are essential for the well being and comfort of teachers' and the students' in the teaching learning process.

According to Kochler (2008), there are no two opinions on the idea that a school building must be spaciouly planned, functional and with pleasing architectural features. He further stated that buildings are to education as the body is to the mind. This is to say that a fine building makes a fine school and poor buildings, a poor school. From the above assertion, we can agree that a school should be housed in beautiful buildings which are not only stimulating centre of education for children but also vital centre of community life. This can only be achieved through excellent planning of school facilities. School facilities embrace both temporary and permanent structures of school sites. School facilities consist of basic systems and structures which a viable

school needs in order to function effectively and to fulfill the purpose for which it was established.

METHODS

The study was a descriptive survey research design aimed at analyzing the situation of school plant on ground. It is *ex-post facto* (after-the-fact) in nature as the variables are already on ground for assessment and cannot be subjected to any form of manipulation. The population of the study comprised all the principals of public secondary school in Bayelsa state. Available records indicated that there are 194 principals across the public schools in the eight Local Government Areas of Bayelsa State, Nigeria.

A sample comprising one hundred and thirty six (136) public secondary school principals was used for this study. The researcher adopted the proportionate stratified random sampling technique to ensure greater representation of public secondary schools principals within the eight Local Government Areas. The stratification was on the basis of 70% of the population of the school principals according to the Local Government Areas. The major instrument for data collection for this study was the researcher's developed structured questionnaire, titled "Provision and Management of school plant in public secondary school Analysis Questionnaire (PMSPPSSAQ)". The questionnaire is arranged in three sections. Section one consists of an introductory letter to the respondents to complete the questionnaire. Section two, consists of personal information of the respondents such as name of respondents schools, L.G.A and status. While section three of the questionnaire contains (30) items, grouped under five clusters.

Using the checklist for cluster A which contains (15) items which elicited information on the types of school plant facilities in public secondary schools. Cluster B viewed the factors that can enhance the provision of school plant, cluster C contains (4) items which elicited information on the problems associated with the provision of school plant facilities in public secondary schools. Cluster D viewed how the available school plant are managed in public secondary schools and lastly, cluster E examined the problems associated with the management of school plant facilities in public secondary schools. The respondents were requested to tick good where appropriate. The questionnaire on section A was structured on total number of school plant Available, Condition of school plant facilities Available and Percentage (%) condition of school plant facilities Available. While questionnaires on section B,C,D and E was structured on a four point likert scales of strongly agreed (SA), agreed (A), disagreed (D), strongly disagreed (SD). The researcher assigned weight of 4,3,2,1 respectively to the four point likert scales.

The data provided or correlated were analyzed in two phases: firstly, simple percentage analysis was used to analyze the first research question, while the frequency distribution mean and standard deviation was used to answer the other four research questions. A decision mean score of 2.50 and above were used and regarded as being significant while mean scores below 2.50 was rejected and regarded as being non-significant. Secondly, the Z-test statistical technique was used to analyze the three hypotheses formulated at 0.05 level of significance.

RESULTS

Research Question One: What type of school plant are provided in public secondary schools in Bayelsa state?

Table 1: Percentage analysis of respondents on the type of school plant that are provided in public secondary schools in Bayelsa state

S/N	School plant	Total number of school plant Available	Condition of school plant Available		% condition of school plant Available	
			Good	Bad	Good	Bad
1	Classroom, chairs and lockers	1345	1000	345	74.3	25.7
2	School library	136	38	98	27.9	72.1
3	Laboratory e.g. (chemistry, physic, biology Labs)	808	291	517	36.0	64.0
4	Recreational centre	125	39	86	31.2	68.8
5	Computer laboratory	402	161	241	40.1	60.0
6	School farm	194	84	109	43.3	56.2
7	Toilet facilities	272	114	158	41.9	58.1
8	Audio-visual media e.g. Television, video programmer, recorders, film, etc.	88	21	67	23.9	76.1
9	School dormitories and boarding facilities	108	34	74	31.5	68.5
10	Administrative blocks	451	281	170	62.3	37.7
11	Workshop equipment e.g. automotive hand tools, spanners/sockets, hammers, cable ties etc.	425	136	289	32.0	68.0
12	Laboratory apparatus e.g. cylinders, burners, funnel boards, magnetic boards etc	844	327	517	38.7	61.3
13	Chalk board	1496	941	555	62.9	37.1
14	Football field	136	91	45	66.9	33.1
15	Audio materials e.g. radio, tapes, phonographs, wire records etc.	97	43	54	44.3	55.7

Table 1 revealed the percentage of the fifteen (15) observation schedule items that elicited information on the types of school plant facilities provided in public secondary schools in Bayelsa state. The table also revealed that items 1, 10, 13 and 14 were available and in better conditions while items 2,3,4,5,6,7,8,9, 11,12 and 15 were provided but are in bad conditions.

Research Question Two

What factors can enhance the provision of school plant in public secondary schools in Bayelsa state?

Table 2: Mean scores of respondents on the factors that can enhance the provision of school plant in public secondary schools

s/n	Items	SA (4)	A (3)	D (2)	SD (1)	Total ΣFX	Mean scores	Decision
16	Adequate funding of schools.	280	123	18	5	426	3.41	Positive
17	Non-governmental organizations, Parent teacher association (PTA) should be involved	232	141	24	8	405	3.24	Positive

	in the procurement of school plant facilities.							
18	Adequate budgetary implementation for school plant.	268	117	18	10	413	3.30	Positive

Table 2 revealed the mean scores of the three (3) questionnaire items (3.41, 3.24, and 3.30) that elicited information on the research question were all accepted and highly significant since they are above the decision mean scores of 2.50 on the factors that can enhance the provision of school plant in public secondary schools in Bayelsa state.

Research Question Three

What are the problems associated with the provision of school plant in public secondary schools?

Table 3: Mean scores of respondents on the problems hindering the provision of school plant in public secondary schools

s/n	Items	SA (4)	A (3)	D (2)	SD (1)	Total ΣFX	Mean scores	Decision
19	Inadequate funds for school plant procurement.	260	141	18	4	423	3.38	Positive
20	Vandalization of available school plant	244	135	24	7	410	3.28	Positive
21	Poor budgetary provision for school plant	288	96	22	10	416	3.33	Positive
22	Lack of maintenance policy.	272	108	26	8	414	3.31	Positive

Table 3 above shows that the mean scores of items 22, 23, 24 and 25 on the problems associated with the provision of school plant in public secondary schools were all above the decision mean score of 2.50 and were highly accepted and significant.

Research Question Four

What are the problems associated with the management of school plant in public secondary school?

Table 4: Mean scores of respondents on the problems hindering the management of school plant in public secondary schools

s/n	Items	SA (4)	A (3)	D (2)	SD (1)	Total ΣFX	Mean scores	Decision
26	Poor knowledge of practical usage of equipment hinders school plant management.	252	120	20	12	404	3.23	Positive
27	Lack of trained personnel to manage the school facilities	248	141	22	5	396	3.17	Positive
28	Lack of zeal and interest on the part of teachers and principals to manage the available school.	252	123	28	7	410	3.28	Positive
29	Poor maintenance culture hinders school plant management.	296	126	12	3	437	3.50	Positive

30	Irregular training and retaining of personnel on the use of the available school plant.	276	114	16	10	416	3.33	Positive
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Data presented in table 4: shows the mean rating scores of items 26-30 (3.23, 3.17, 3.28, 3.50 and 3.33 respectively) were above the mean decision rule of 2.50. Nevertheless, item 29 was seen to have the highest significant mean score on the problems hindering the management of school plant in public secondary schools.

RESULTS OF Z-TEST OF HYPOTHESES

Hypothesis One

H₀₁: There is no significant difference between the mean response ratings of male and female principals on the factors that can enhance the provision of school plant in public secondary schools in Bayelsa state.

Table 5: Z-test analysis of Ho1 on the factors that can enhance the provision of school plant in public secondary schools

	Mean scores \bar{X}	SD	N	DF	L/sign	* z-cal	** z-tab	Remarks
Male Principals	3.12	0.01	90	123	0.05	6.56	1.96	H1
Female Principals	3.02	0.09	35					Accepted

Table 5 above, indicated the two mean scores of both male and female principals of public secondary schools and their standard deviation. The data also identified the z-value being greater than the z-critical value which however indicated that the null hypotheses (H₀₁) of no significant difference is therefore rejected according to the decision rule and the alternative hypothesis (H₁) is upheld.

Hypothesis Two

H₀₂: There is no significant difference between the mean response ratings of urban and rural secondary school principals regarding the problems associated with the provision of school plant in public secondary schools in Bayelsa state.

Table 6: z-test analysis of H₀₂ on the problems hindering the provision of school plant in public secondary schools

Group	Mean score \bar{X}	SD	N	DF	L/sign	*z-cal	**z-tab	Decision
Urban Principals	3.36	0.03	90	123	0.05	1.44	1.96	H ₀₃
Rural Principals	3.34	0.08	35					Accepted

From the table 6 above, indicated the mean scores and standard deviation of urban and rural principals of public secondary schools in Bayelsa state? Also the analysis of the data shows the z-calculated value of 1.44 while the critical value of 1.96. In this case, the calculated z-value was lower than the z-critical value ($z\text{-cal} \leq z\text{-tab}$). Based on this evidence, the null hypotheses of no significant difference was accepted and not rejected.

Hypothesis three

H₀₄: There is no significant difference between the mean response ratings of urban and rural secondary school principals on the problems hindering the management of school plant in public secondary schools in Bayelsa state

Table 7: z-test analysis of H₀₄ on the problems hindering the management of school plant in public secondary schools

T Group	Mean scores X̄	SD	N	DF	L/sign	*z-cal	**z-tab	Decision
aUrban bPrincipals	3.08	0.02	90	123	0.05	4.38	1.96	H ₄
l Rural ePrincipals	3.14	0.08	35					Accepted

Table 7 revealed the two mean scores and standard deviation of urban and rural secondary school principals. The table shows the calculated z-value of 4.38 while the Critical or table z-value was 1.96. Therefore, since the z-calculated value was greater than the z-tabulated value; the researcher rejects the null hypothesis (H₀₄) in favour of the alternative hypothesis (H₄).

DISCUSSION OF FINDINGS

Research question one set out to identify the types of school plant that are provided in public secondary schools in Bayelsa state. Data in table 1 shows that in the opinion of the respondents the following school plant were available in the school system and in good conditions (Classroom, administrative blocks, chalk board and Football field). While in the opinion of the principals (male and female) the items in 2, 3, 4, 6, 8, 9, 10, 11, 12, and 15 were available but were in poor conditions in the schools. This however, indicates that a positive and supportive provision of school plant in the school system enhance better teaching and learning process and facilitate better students' learning outcomes.

The findings on research question two revealed the respondents strongly agreed that Bayelsa State Government and charitable organizations should intensify their effort to increase funding of school as contributive factors to the availability of school plant having scored the highest mean score among other items in the questionnaire. More so, all the items in the cluster B emphasize on the factors that can enhance or influence the provision of school plant.

As indicated in the result of the study in research question three, one of the major problems facing school plant provision hampers on the inadequacy of funds to procure the said school plant equipment. This perhaps was the reason why Ajayi (2007) stated that effective teaching-learning process cannot be guaranteed with inadequate fund for the supply of educational materials. It is foreseen that inadequate physical structures in any educational system

could set the tone of what the school is made up of. At least, conducive environment can be enjoyed while students' learning can be exposed to a wide range of opportunities in which one can tap from.

Table 4 revealed the problems hindering the management of school plant in public secondary schools in Bayelsa state, Nigeria. In the opinion of the respondents, all the items 26, 27, 28, 29 and 30 were all significantly accepted because they were above the decision mean scores of 2.50. The findings are also in line with the submission of Asiabaka (2008) that maintenance of school plant is an essential aspect of the school management responsibilities. These however emphasize the need for adequate school plant maintenance, because it promotes the good image of the school and also enhances effective teaching.

CONCLUSION

In view of the outcome of the study, it was concluded that school plant remained one essential factor to the realization of the goals of secondary education in Nigeria. This is because of its great role on teaching and learning process cut across the provision of essential services such as electricity, pipe borne water, laboratory and classrooms. School plant plays an important role in the promotion of teaching and learning. The national policy on education recognized the impact of this essential service to the successful running of schools in its blueprint. Though, it has not been ascertained that these facilities are adequately provided and properly managed in the studied schools, it is important to note that they are viable tools for productive teaching and learning process. Based on these assertions, schools and educational system by extension should endeavor to provide, manage and maintain all these facilities since they are goal-oriented.

Recommendations

The study arrived at the following recommendations based on its findings.

- Bearing in mind that the provision of these facilities are capital intensive project, the study recommended that Bayelsa State Government should intensify her effort to increase funding of the system and ensure it is timely done.
- Effort should be put in place by the secondary schools in Bayelsa State to examine and report to the Bayelsa State Government as at when due cases of such existing facilities that need urgent attention. The PTA should be encouraged to participate in the development stride of any school and should be given a functional role to play.
- Corporate organizations and cooperative societies should be approached to assist schools in the procurement of school plant and the renovation of detected damaged school facilities since schools are centre for human development.
- The school and community should establish maintenance programmes. It is obvious that when school maintenance programme is established, the life expectancy of school plant is prolonged.
- Principals should be actively involved in school plant management by; carrying out regular repairs of damaged facilities, ensuring periodic servicing of school plant equipment, engaging the services of well qualified technicians in ensuring school plant maintenance.

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