



School plant management for effective students' academic performance in public senior secondary schools in Rivers State

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Abstract

This study investigated school plant management for students' academic performance in public senior secondary schools in Rivers State. Two research questions and two hypotheses were used for the study. A descriptive research design was employed for this study. The population of the study consisted of all the 6,893 teachers in the 286 secondary schools in the 23 Local Government Areas of Rivers State. The sample size of this study comprised 1,200 teachers (participants) which were obtained by using stratified random sampling technique to select 4 schools each from 16 local government areas. Furthermore, the coefficient index value 0.87 was obtained for the instrument using test-retest method through Pearson Product Moment Correlation analysis hence, the reliability of the instruments was determined. Data gathered from the exercise were collated and statistically analyzed employing Mean, Standard Deviation and rank order statistics to answer the research questions, while Z-test statistical tool was used to test the postulated null hypotheses at 0.05 Alpha level of significance. The findings of this study revealed that school plant management influences students' academic performance in public secondary schools in Rivers State to a high extent. The study concludes that for effective management of school plants, both the administrators, teachers and students should be involved in the management of school plants. It was recommended that the administrators of various schools should make sure they have a created local committee that will handle the management of school plants for effective students' performances in addition with adopting and preparing a periodic time-table on the usage and on the servicing of the school plants.

Keywords: Management, School Plant, Library, Classroom, Importance

Introduction

Education, which involves the transmission of worthwhile value such as skill, knowledge and planned activities that can develop learners' potential for national development is of high importance for it to be delivered in a qualitative manner. The quality of education delivered by teachers and the academic performance of students of any school is therefore dependent on several factors of which school plant facilities is paramount. Ibara (2018) ^[10] noted that it will be impossible for the curriculum to be implemented if the physical facilities required for teaching and learning are not available. This asserts the indispensable nature of school plants in the attainment of the goals and objectives of educational system. School plants are operational inputs of every instructional programme. It refers to the environment, facilities, equipment and buildings in the school which facilitates the act of teaching and learning processes. Thus, modern school requires suitable classroom, libraries, laboratories, recreational facilities, assembly hall, school farm, vehicle, staff-rooms, office etc. for the comfort and convenience of both staff and students. The nature, conditions, adequacy and relevance of school plant have direct impact on the learning engagement. Bosah (1997) in Mgbodile (2004) ^[14] defined school plant as the physical expression of the school programmes and activities. It is consciously designed and controlled environment with the aim of achieving teaching and learning activities within the school.

Adesina and Ogunsaju (2003) ^[1] in their recognition of the need for school plant for effective academic performance of educational programmes noted that for effective teaching and learning situations, school plant and educational goals should be viewed as being closely interwoven and interdependent. School plant, apart from protecting secondary school students from sun, rain, heat and cold, school building represents learning environment which has tremendous impact on comfort and safety for everyone within the school premises. Education curriculum cannot be sound and well operated with poor and badly maintained school plant. From all indications, school plants are physical resources that facilitates effective teaching and learning. They include blocks of classroom, laboratories, workshops, libraries, equipment, consumables, electricity, water, visual and audio-visual aids, tables, desks, chair, playground, storage space and toilets. The term performance is the ability of the child or students to retain and be able to transfer acquired knowledge in the appropriate situation. Performance of a student is ascertained when he or she is able to understand what is taught by the teacher and is able to explain or write when evaluated (Ozumba, 2011) ^[24]. Performance can be described as the scholastic standing of a student at a given moment. This scholastic standing could be explained by the grades obtained in a subject or group of subjects taken (Owoyemi, 2010) ^[23]. Aloga (2014) ^[4] maintains that school site location is important in educational attainment of students. Schools that are well-sited in the urban areas enjoy basic facilities such as light, portable water, and other educational facilities. On the other hand, those schools in rural areas lack basic facilities particularly light which is needed to put certain machines active. The school site should be such that is accessible for effective teaching and learning. Recreational facilities play important roles in the academic lives of the students. They help the students to live a successful life when they go into the society after school (Millard, 2010). According to Maduwesi (2009) ^[13], it is essential that the school should plan for co-curricular activities properly and manage them well.

In Nigeria, public secondary school enrolment has continued to increase without a corresponding increase in facilities for effective teaching and learning. As a result of underfunding of education in Nigeria, the government has been encouraging proper maintenance of school plant. School plant maintenance entails ensuring that the facilities are kept near their original state as possible. This involves keeping the school sports and football field clean, periodic renovation of the buildings, servicing the school bus and generator sets, repairs etc., for the purpose of restoring the facilities to optimum working condition. School plant maintenance is any work carried out on any component of the plant with a view to keeping it at good working condition. According to Hinum (2016) the quality and durability of a building largely depends on the type and level of servicing, repairs and the rate at which the needs and requirement change.

It has been observed that school facilities in Rivers State have been maintained by school administrators and hence their depreciation. The administrators appear to spend much time on instructional planning, curriculum development, personnel development and community relations claiming that the management and maintenance of secondary schools is sole reserves of the government. It has also been observed that the condition of the school facilities in Rivers State is discouraging and contribute to student's lack of interest in

education. This to a large extent affects their academic performance. It is against this background that this study investigated school plants management for students' academic performance in public secondary schools in Rivers State.

School Plants

School plants are made up of the indispensable systems and structures required by any viable educational institution to function effectively and achieve the objectives for which it was established in the first instance (Alimi, Ehinola & Alabi, 2012) ^[3]. They are facilities which physically and spatially enable teaching and learning and by extension help in producing desirable results as evidenced by good academic performance of products of an education. School plant, otherwise referred to as educational facilities include materials resources which help to facilitate educational program. School plants means the school building, all materials, furniture and equipment attached and unattached to the building, all structures and features on the school site, including paths, roads, parking lots, playgrounds, open grounds, trees, flowers and other objects used for implementing or supporting the implementation of an educational programme. The term as used here, shares the same meaning as what some authors refer to as school facilities. The facility also includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds, namely, athletic fields, playgrounds, areas for outdoor learning and vehicular access and parking. Khan (2015) ^[12] posits that the school plant includes the material conditions such as the school building, furniture, playgrounds, hostels, classrooms, school libraries, apparatus and equipment. These are the components of the school plant which are helpful in realizing the aims and objectives of education. According to Hamdallah (2013) ^[9], school plant is seen as the infrastructural facilities of education that includes school buildings, classroom, assembly halls, laboratories, libraries, workshops etc. School plant are those things of education which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. It refers to all the material provisions in a school environment essential for teaching and learning in an educational system. Odeh (2014) ^[15] saw it as structures that facilitate teaching and learning process in the school which entails both human and material resources that helps to facilitate educational programmes. School plant is the entire physical infrastructural facilities provided in the school for the purpose of educating the child. They maintained that when these aspects of school plant is lacking the result will be poor learning and poor representation in all spheres of life. Yusuf and Adigun (2018) defined school plant as space interpretation of the school curriculum. It will be impossible for the curriculum to be implemented if the physical facilities required for teaching and learning are not available. Furthermore, school plant comprises the school site and all the structures that have been put in place to aid effective teaching and learning in the school system.

Management of School Library for Effective Students' Academic Performance

Thus, it is imperative for the students to cultivate good study habits that will equip them for excellent performance in their academic work through the use of a school library. It has

been observed from the above that there is strong connection between the students' use of school library and their academic performance. Students that use the school library often perform better in tests and examinations than students who fail to use the school library. For instance, Wikipedia, the free encyclopedia (2010) states that researchers have demonstrated that school libraries have positive impact on students' performance. It contends that more than sixty (60) studies have been conducted in nineteen (19) U.S. States and one Canadian province. It maintained that the major finding of these studies is that students with access to well-supported school library media programme with a qualified school library media specialist scored higher on reading assessments regardless of their socio-economic statuses. In addition, Jato, Ogunniyi and Olubiyo (2014) ^[11] posited that extensive, modern research that controlled for confounding variables such as socioeconomic students shows a positive correlation between school libraries with qualified librarians and high students' performance. Moreover, Dent (2006) conducted a research on the observations of school library impact at two rural Ugandan schools and submitted that the purpose of the study is to explore connections between the presence of a library and certain students' academic engagement indicators, such as scholastic performance, reading and library use patterns.

The information resources in our school is very vast and fast growing. It is important for both teachers and students to be aware of the formal processing strong and use of the library resources. Teaching and learning mostly takes place in the classroom. However, a reasonable amount of the materials needed for effective teaching and learning are found in the library. The school library provides basic ancillary services that should be provided by any didactic institution (Agabi and Okorie, 2002) ^[2]. Books in the library are made appropriate for the age and level of the learner. The needs of the students and teachers must be captured when setting up a library. The library is made of books and non-book materials such as records, files slides and artifacts. The library plays a major role in the enhancement of learning and teaching activities which takes place in the classroom.

School library is very important in shaping students' habit as regard reading for leisure, to pass examinations and to obtain information on different aspects of life (George, 2011). It is an inexhaustible store house of unrestricted information resources in diverse formats systematically organized for users. While some users use it for reading their notes and personal books, others use library to do assignments. Yet, others visit library to prepare for examination, recreation and relaxation. Ogunbote and Odunewu (2008) ^[16] state that the performance of students could be improved considerably if they use the library regularly. Students should therefore maximize the use of school libraries to their advantage since school libraries provide favourable environment where the students can discover and develop their abilities and talents as well as improving their reading and study skills. An overwhelming majority of students also felt that the school library played a critical role in their learning by usefulness of the information, better writer and reader (Bleidt, 2011) ^[7].

Management of Classroom for Effective Students' Academic Performance

For a classroom to be effective for teaching and learning, some form of management practices must be carried out. Classroom management involves the total process of

conducting the classroom instructional process in a manner that the basic objectives of the instructional process are optimally achieved within the content restraints. This demands resourcefulness and creative capability on the part of the teacher. The basic classroom task is teaching and learning for achieving optimal results through proper planning, implementation of plans and control of exigencies and so, students must be provided with the required needs for improving their academic performance.

The physical environment of the classroom is also crucial to developing literacy growth for children. "Studies suggested that the physical arrangement of the classroom can promote time with books" (Jones, 2004, 4). Studies also indicate that the written language used for labels and signs in the natural environment enhance reading strategies for students. These signs and labels also referred to as environmental print help the students to make connections between information they know and the new information given to them in the form of writing. Finally, literacy rich environments allow students to see the connection literacy has to the real world. Taylor and Vlastos (2009) found that the physical environment of the classroom acts as "Silent curriculum". It means that classroom environmental design can facilitate and improve the learning process like the overt curriculum. Suleman and Hussain (2014) observed that in Pakistan, educational institutions lack physical facilities which result in malfunctioning of these institutions. Suleman and Hussain further posit that poor and inadequate facilities influence the overall performance of the institutions while sufficient facilities promote academic performance and ensure to strengthen the overall institutional performance. While unattractive and old school buildings; cracked classroom walls and floors; lack of toilets; lack of desks and benches; lack of transport facility; lack of proper security system; lack of drinking water; lack of power supply; lack of playgrounds; lack of teaching staff; lack of sufficient classrooms; overcrowded classrooms; lack of educational technology and lack of first aids facility also negatively affect academic performance of students in schools (Suleman & Hussain, 2014). Therefore, it is right to say that school plant provision has a great influence on students' academic performance.

There are several factors of classroom physical environment i.e. visual factor, acoustic factor, thermal factor, spatial factor and time factor. Visual factor refers to the quality of lighting in different parts of the classroom. It is determined by the level of natural and artificial light available in the classroom. It also refers to the way by which the classroom environment is arranged i.e. visually interesting, creating a favourable atmosphere and any unwanted disruptions e.g. windows overlooking playgrounds etc. Acoustic factor is an important factor as we mostly depend upon verbal communication in our classroom. Noise level mainly depends upon school design, classroom organization and teaching methodologies applied during a lesson (Basit, 2005) ^[6].

The classroom is a unit of the school plant where teaching and learning activities takes place on a daily basis and therefore it is necessary to carry regular maintenance activities to keep it from deteriorating. The classroom is seen as a social system made up of individuals, guided by roles and regulations and maintains a two-dimensional system of interaction between students and between students and the teacher. Agabi and Okorie (2002) ^[2] pointed out that the classroom has an input component, transformation process, output component, feedback component and a system

environment. Classroom management also constitutes the health and safety of students in which the teacher needs support to be effective, hence adverse health condition negatively affects the students' academic performance.

Statement of the Problem

The presence of dilapidated school plants facilities have raised serious concerns and goes a long way in determining rate of impact of our educational system in Nigeria in her contribution in supporting the nation's economy through the provision of qualitative manpower and acquisition of knowledge, skills and values. In achieving quality education in the 21st century, it has been nightmares due to the poor state of school plant facility which are poorly managed, out of use, aged and not conducive for teaching and learning process to take place.

It has been observed that most plants in public secondary schools in Rivers State are poorly managed. These schools have become sorry sites. Specifically, there are noticed dilapidated school buildings with leaking roofs, broken chairs and desks, rough floors and windows without louvers, dilapidated library without current books for students consumption, ill equipped classroom, dilapidated laboratories, poor or lack of game and recreational facilities and bushy compound. In some of the schools, the building are dirty, no lighting while some have blown off roofs. The roads leading to the sports field in some schools are weedy. It appears adequate management and maintenance is not provided on the available school plants.

School facilities are supposed to be kept in good condition near their original state as much as possible by school administrators. But from casual observation and complaints, most of the school plants are not in good condition. It appears that school administrators may have been neglecting their role of management and maintenance of school facilities. All of these may have been attributed to poor management by the school administrators which may have contributed to poor student performance. It is in this regard that the study examined school plant management for effective students' academic performance in public senior secondary schools in Rivers State.

Aim and Objectives of the Study

The aim of this study was to investigate school plant management for students' academic performance in public secondary schools in Rivers State. The specific objectives of this study were to:

1. Determine the extent management of school library influences effective students' academic performance in public secondary schools in Rivers state.
2. Analyze the extent management of classroom account for effective students' academic performance in public secondary schools in Rivers State.

Research Questions male

The following research questions were raised to guide the study:

1. To what extent do management of school library influences effective students' academic performance in public secondary schools in Rivers state?
2. To what extent do management of classroom account for effective students' academic performance in public secondary schools in Rivers State?

Hypotheses

The following null hypotheses were formulated to guide the study and were tested at 0.05 level of significance:

Ho1: There is no significance difference between the mean ratings of male and female teachers on how management of school library influences effective students' academic performance in public secondary schools in Rivers state.

Ho2: There is no significance difference between the mean ratings of male and female teachers on how management of classroom account for effective students' academic performance in public secondary schools in Rivers State.

Methodology

The study adopted descriptive research design. This design was used to analyze the research questions in describing the response of the respondents without manipulation. The population of the study consist of all the teachers in the 286 public senior secondary schools in the 23 local government areas of Rivers State, totaling 6,893 teachers. (Source: Rivers State Senior Secondary Schools Board, 2019). The sample size for this study was 1,200 teachers that were selected from 64 schools which were selected from 16 local Government areas of Rivers State using stratified random sampling techniques. The sample size of 1,200 constitute 17% of the total population size. To achieve this, the names of all the local government was written down and mixed inside a basket. One local government was picked while the papers were mixed again and one local government was picked again. This process continued until 16 local governments were selected.

The instrument that was used for this study was a self-structured questionnaire designed by the researcher titled "school plant management for effective students' academic performance Questionnaire (SPMESAPQ)" The instrument was divided into two sections: A and B . Section "A" elicited demographic data of the respondents, while section B addressd the issues relating to the research questions. The instrument was structured along a four point Likert rating scale weighted as follows; Very High Extent (VHE) = 4 Points, High Extent (HE) = 3 Points, Low Extent (LE) = 2 Points, Very Low Extent (VLE) = 1 point. A test-retest method was used to ascertain the reliability of the instrument. The researcher administered twenty five copies of the instruments to twenty five teachers who were not part of the study sample but part of the population. Two weeks later, another set of the same two instruments were re- administered to the same respondents and were retrieved. The two scores obtained from these exercises were collated, computed and correlated using Pearson Product Moment Correlation Coefficient Formula (r) to determine the reliability index value of 0.86. The instrument for this study was subjected to face and content validation by the researcher's supervisor and two other experts in the fields of measurement and evaluation and lecturers in Educational Management, Ignatius Ajuru University of Education. Their corrections and comments were highly considered before the final instrument was drafted. 1200 copies of the questionnaire were distributed to teachers of public senior secondary schools in Rivers state with the help of research assistants who were not related or known to the respondents, but only 1,147 were retrieved which gave rise to 95 retrieval rate. The data collected from the field were analyzed using mean and standard deviation to answer the research questions, while the hypotheses were tested using Z-test statistics at 0.05 alpha level. In answering

the research questions, mean point values of 2.50 and above were agreed as high extent, while below 2.50 were agreed as low extent.

Results and Discussion

Research Question 1: To what extent management of school library influences effective students' academic performance in public secondary schools in Rivers state?

Table 1: Mean ratings and standard deviation on the extent management of school library influences effective students' academic performance in public secondary schools in Rivers state

Extent management of school library influences Effective students' academic performance							
Male Teachers = 510				Female Teachers= 637			
S/N	Items	\bar{X}	S. D	\bar{X}	S. D	Weighted Mean	Remark
1	Library provides a avenue for students to cultivate good reading habit.	2.85	1.05	3.01	0.98	2.93	High Extent
2	Management of library provides students with rich source of information.	2.92	1.03	2.97	1.03	2.95	High Extent
3	Effective management of library enables students to read widely for high academic performances.	2.95	0.96	3.11	0.93	3.03	High Extent
4	Management of library helps to sharpen students understanding and increases their study ability for better performances.	2.96	1.01	3.02	0.98	2.99	High Extent
5	Library improves the interest of students to find out more knowledge stored in books.	1.92	0.98	3.03	0.96	2.48	Low Extent
6	The management of library helps students to read effectively for better performances.	3.01	0.99	2.96	0.98	2.99	High Extent
Grand Mean		2.77	1.2	3.02	0.98	2.89	High Extent

Data on Table 1 shows the mean ratings and standard deviation of the responses on the extent management of school library influences effective students' academic performance in public secondary schools in Rivers state. The table shows that majourity of the respondents agreed that management of library provides avenue for students to cultivate good reading habit, provides students with rich source of information, enables students to read widely for high academic performances, sharpen students understanding and increases their study ability for better performances,

helps students to read effectively for better performances to a high extent as seen on item 1, 2, 3, 4 and 6 with the weighted mean scores of 2.93, 2.95, 3.03, 2.99 and 2.99 respectively. In all, the grand mean value of 2.89 shows that the answer to research question 1 is that to a high extent management of school library influences effective students' academic performance in public secondary schools in Rivers state.

Research Question 2: To what extent management of classroom account for effective students' academic performance in public secondary schools in Rivers State?

Table 2: Mean ratings and standard deviation the extent management of classroom account for effective students' academic performance in public secondary schools in Rivers State

Extent management of classroom account for students' academic performance.							
Male Teachers = 510				Female Teachers= 637			
S/N	Items	\bar{X}	S. D	\bar{X}	S. D	Weighted Mean	Remark
7	The physical setting of classroom helps to facilitate teaching and learning process.	2.91	1.03	3.01	0.98	2.96	High Extent
8	Ventilated classroom helps to promote effective learning by students.	2.92	1.03	2.97	1.03	2.95	High Extent
9	Presence of audio visual materials in the classroom promotes effective teaching and learning.	2.41	0.98	2.34	0.93	2.39	Low Extent
10	Effective classroom organization helps for effective teaching and students understanding	2.96	1.01	3.02	0.98	2.99	High Extent
11	Classroom management facilitates students and stimulates students interest to learn for better academic performances	1.92	0.98	3.03	0.96	2.50	High Extent
12	Management of facilitates stimulates students interest to acquire skills effectively.	3.05	0.97	2.96	0.98	3.01	High Extent
Grand Mean		2.8	1	3.02	0.98	2.80	High Extent

Data on Table 2 shows the mean ratings and standard deviation on the extent management of classroom account for effective students' academic performance in public secondary schools in Rivers State. The table shows that both male and female teachers agreed that management of classroom

helps to facilitate teaching and learning process, helps to promote effective learning by students, presence of audio visual materials in the classroom promotes effective teaching and learning, effective classroom organization helps for effective teaching and students understanding, Management of facilitates stimulates students interest to acquire skills for

effective academic performances of students in public secondary schools to a high extent as agreed by majourity of the respondents on item 7, 8, 10, 11 and 12 with the mean ratings 2.96, 2.95, 2.99, and 3.01 respectively.

The grand mean value of 2.91 shows that the answer to research question 2 is that to a high extent management of classroom account for effective students' academic performance in public secondary schools in Rivers State.

Test of Hypotheses

Hypothesis One: There is no significance difference between the mean ratings of male and female teachers on how

management of school library influences students' academic performance in public secondary schools in Rivers state.

Table 3: Summary of z-test analysis of the mean ratings of male and female teachers on how management of school library influences students' academic performance in public secondary schools in Rivers state

Groups	N	\bar{x}	S.D	Df	z-cal.	z-crit.	Decision
Male Teachers =	510	2.77	1.2	1,145	1.02	± 1.96	Accepted
Female Teachers	637	3.02	0.98				No Significance
N=	1,147						

Level of significance = 0.05

From Table 3 above, the data depicts the summary of mean, standard deviation and z-test of difference between the mean ratings of male and female teachers on how management of school library influences students' academic performance in public secondary schools in Rivers state. The calculated z-value used in testing the hypothesis stood at 1.02 while the z-critical value stood at ± 1.96 using 1145 degrees of freedom. At 0.05 level of significance, the calculated z-test of 1.02 is less than z-critical value of ± 1.96 , hence there is no

difference between the mean ratings of male and female teachers on how management of school library influences students' academic performance in public secondary schools in Rivers state.

Hypothesis Two: There is no significance difference between the mean ratings of male and female teachers on the extent management of classroom account for students' academic performance in public secondary schools in Rivers State.

Table 4: Summary of z-test analysis of mean ratings the mean ratings of male and female teachers on the extent management of classroom account for students' academic performance in public secondary schools in Rivers State

Groups	N	\bar{x}	S.D	Df	z-cal.	z-crit.	Decision
Male Teachers =	510	2.8	1	1,145	-3.7	± 1.96	Rejected
Female Teachers	637	3.02	0.98				Significance
N=	1,147						

Level of significance = 0.05

From Table 4 above, the data reveals the summary of mean, standard deviation and z-test of difference between the mean ratings the mean ratings of male and female teachers on how management of classroom account for students' academic performance in public secondary schools in Rivers State.. The calculated z-value used in testing the hypothesis stood at -3.6. The z-critical value stood at ± 1.96 using 1145 degrees of freedom. At 0.05 level of significance, the calculated z-test of -3.7 is greater than z-critical value of ± 1.96 , hence there is a significant difference between the mean ratings of male and female teachers on how management of classroom account for students' academic performance in public secondary schools in Rivers State.

Discussion of Findings

Extent Management of School Library Influences Effective Students' Academic Performance in Public Senior Secondary Schools in Rivers State

The findings of the study revealed that the extent management of school library influences students' academic performance in public secondary schools in Rivers state includes; management of Library provides avenue for students to cultivate good reading habit, provides students with rich source of information, enables students to read widely for high academic performances, sharpen students understanding and increases their study ability for better performances, helps students to read effectively for better performances to a high extent.

The findings of this study is in line with the opinion of Jato, et al., (2014), when they maintained that library provides ideal environment and vital information resources for

students to develop and sustain good study habits necessary for excellent performance in academic works. Thus, it is imperative for the students to cultivate good study habits that will equip them for excellent performance in their academic work through the use of a school library. It has been observed from the above that there is strong connection between the students' use of school library and their academic performance.

The findings of this study is also in line with Agabi and Okrie (2002), who opined that the school library provides basic ancillary services that should be provided by any didactic institution. On that note, teaching and learning mostly takes place in the classroom. However, a reasonable amount of the materials needed for effective teaching and learning are found in the library, which makes it imperative for the library to be equipped for effective academic performances of students. The library as a store of books and non-book materials such as records, files slides and artifacts, plays a major role in the enhancement of learning and teaching activities which takes place in the classroom. Be as it may, the library should be maintained for optimal use, just as Knezevich, 1975 opined, that the time it takes for a library structure to become obsolete and outdated is a function of the quality of the original construction and materials as well as the quality of maintenance and housekeeping.

The findings also gained the submission of Ogunbote and Odunewu (2008) [16] in their findings that most persons visit library to prepare for examination, recreation and relaxation, henceforward the performance of students could be improved considerably if they use the library regularly. Students should therefore maximize the use of school libraries to their advantage since school libraries provide favourable

environment where the students can discover and develop their abilities and talents as well as improving their reading and study skills. An overwhelming majority of students also felt that the school library played a critical role in their learning by usefulness of the information, better writer and reader.

The Extent Management of Classroom Account for Effective Students' Academic Performance in Public Senior Secondary Schools in Rivers State

The findings of the study revealed that management of classroom helps to facilitate teaching and learning process, helps to promote effective learning by students, presence of audio visual materials in the classroom promotes effective teaching and learning, effective classroom organization helps for effective teaching and students understanding, Management of facilitates stimulates students interest to acquire skills for effective academic performances of students in public secondary schools to a high extent as agreed by majority of the respondents.

These findings agreed with those of Agabi and Okorie (2002) [2], who pointed out that the classroom has an input component, transformation process, output component, feedback component and a system environment, for a classroom to be effective for teaching and learning, some form of management practices must be carried out. Classroom management involves the total process of conducting the classroom instructional process in a manner that the basic objectives of the instructional process are optimally achieved within the content restraints. This demands resourcefulness and creative capability on the part of the teacher. The basic classroom task is teaching and learning for achieving optimal results through proper planning, implementation of plans and control of exigencies and so, students must be provided with the required needs for improving their academic needs. The high importance of classroom made it pertinent for it to be continually maintained. This is because it is the orbit of teaching and learning, as seen by Agabi and Okorie (2002) [2] who opined that Planning of classroom activities includes all the pre-instruction elements in the teaching task. Management of classroom helps to facilitate understanding among students in the class. Effective classroom management makes provision for quiet and noiseless environment to enhance effective learning. It is in this light that (Okoaloga, 2018) gave an opinion that Poor classroom acoustics can adversely affected learning environment. Constant noise exposure can damage cognitive performance and functioning (Higgins et al, 2004). The thermal factors which refers to the heating and ventilation of the classroom and are generally out of the

teachers' control as they are climate variables; plays a fundamental role in making classroom atmosphere favourable and comfortable and hence affects the behaviour and performance.

Further, Okoaloga, (2018) is of the opinion that temperature and ventilation systems inside classroom are crucial factors that affect classroom learning environment. Classrooms that are too cold or too hot adversely affect students' performance and concentration as they feel uncomfortable in such conditions.

Conclusion

This study has established the extent school plant management enhances students' academic performance. It has established the extent management of school library and classroom enhance students performances. The findings of the study revealed that for effective management of school plants, both the administrators, teachers and students should be involved in the management of school plants. The findings from the study also indicated that involvement of the education board and the creation of local committees within the school are an effective school plant management practices for students' academic performances. The study went further to reveal that the management of school plants such as libraries and classroom is very important to achieve positive students' academic performances.

Recommendations

Based on the findings of this study and conclusion, the following recommendations are given:

1. The administrators of various schools should make sure they have a created local committee that will handle the management of school plants for effective students' performances.
2. The government and schools board should often investigate the level of fitness and stability of school plants and embark on renovation and replacement of dilapidated and worn out facilities in order to promote students' academic performances.
3. Secondary schools should adopt and prepare a periodic time-table on the usage and on the servicing of the school plants so that over usage which will lead to spoilage of the facilities will be avoided.
4. Principals of various schools should adopt effective routine maintenances practices to avoid complete damage of school plants.
5. School administrators should be acquainted with the nature of the school plants as to know the minimum usage required before servicing it in order to promote the life span for effective students performances

APPENDIX I**LETTER OF INTRODUCTION**

Ignatius Ajuru University of Education,
 Faculty of Education,
 Department of Educational Management,
 Rumuolumeni, Port Harcourt. P. M. B. 5047
 18th February, 2022.

Dear Respondent,

**School Plant Management for Effective Students' Academic Performance in Public Senior
 Secondary Schools in Rivers State.**

The researcher is a student of the above named University and presently conducting a research on School Plant Management for Students' Academic Performance in Public Senior Secondary Schools in Rivers State.

You are kindly requested to respond objectively to the questionnaire item. Information supplied will be treated with confidentiality. Thanks for your co-operation.

Yours faithfully,

Nwosu Carol Chikodili Augustina

(Researcher)

APPENDIX I**QUESTIONNAIRE**

**School Plant Management for Students' Academic Performance in Public Secondary Schools
 in Rivers State**

SECTION A: Demographic Data

Instruction: Please tick (√) in the boxes that fit your response

Name of School: _____

1. Gender: Male Female
2. Qualification: NCE BSC B.ED M.ED MSC P.HD
3. Years of experience: 1-7yrs 8-12 13-21 22-27 28yrs above

Section B Please kindly indicate by ticking (√) in the appropriate column, your response regarding each of the following items.

Keyword: VLE- Very High Extent, HE- High Extent, LE- Low Extent, VLE-Very Low Extent.

S/NO	RESEARCH QUESTIONS	VHE	HE	LE	VLE
RQ1	To what extent does management of school library influences effective students' academic performance in public secondary schools in Rivers state?				
1	Library provides a avenue for students to cultivate good reading habit.				
2	Management of library provides students with rich source of information.				
3	Effective management of library enables students to read widely for high academic performances.				
4	Management of library helps to sharpen students understanding and increases their study ability for better performances.				
5	The management of library helps students to read effectively for better performances				
6	Library improves the interest of students to find out more knowledge stored in books..				
RQ2	To what extent does management of classroom account for effective students' academic performance in public secondary schools in Rivers State?	VHE	HE	LE	VLE
7	The physical setting of classroom helps to facilitate teaching and learning process.				
8	Ventilated classroom helps to promote effective learning by students.				
9	Presence of audio visual materials in the classroom promotes effective teaching and learning.				
10	Effective classroom organization helps for effective teaching and students understanding				
11	Classroom management facilitates students stimulates students interest to learn for better academic performances				
12	Management of facilitates stimulates students interest to acquire skills effectively.				

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