

School Plant Maintenance and Principals Administrative Effectiveness in Federal Unity Colleges in North West Nigeria

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Abstract

The study investigated School Plant Maintenance and Principals Administrative Effectiveness in Federal Unity Colleges in North West Nigeria. The purpose of the study was to find out the relationship between School Plant Maintenance and Principals Administrative effectiveness in Federal Unity Colleges in North West Nigeria. Three research objectives three research hypotheses were formulated for the study. The study employed a correlational survey design method. The population comprised 1,474, were made up 70, Administrative staff, 642 teachers, 14 school bursars, and 140 School security personnel of the 14 Federal Unity Colleges in North West Nigeria. A Samples of 429 was selected through proportionate stratified and sampling techniques for the study. A structured questionnaires based on five point Likerts rating scale School Plant Maintenance rating scale (SPMRS) and Principals Administrative Effectiveness rating scale (PAERS) were used for the study. The instrument were validated by three experts. The validity indexes were 0.8, 0.9 respectively while reliability indexes of 0.8 and 0.9 respectively were obtained using Cronbach alpha coefficient. Descriptive statistics of mean and standard deviation were used to answer the research questions while Pearson Product Moment Correlation (PPMC) was employed to test the null hypotheses at 0.05 level of significant. The Findings indicated that there is significant relationship between School Plant Maintenance and Principals Administrative Effectiveness in Federal Unity Colleges in North West Nigeria. Therefore, it is recommended among others that School Principals and teachers should emphasize on the maintenance of school fences, Classrooms, hostels as it to improve Principals Administrative Effectiveness in Federal Unity Colleges in North West Nigeria.

Keywords: School Plant Maintenance, Principals, Administrative Effectiveness, Unity Colleges

Introduction

School Plant is the collection of operational input resources that make up the school system, it includes the buildings, play grounds, facilities, and equipments that are necessary for both carrying out educational programs and achieving school objectives, because school plants require large financial investments, appropriate maintenance is crucial all of the operations done to maintain the usable value of school buildings which referred to as school plant maintenance. (Ekpoh 2018).The term school plant mentions to everything found on school property, including the buildings, machineries, lab equipment and other items (Umemetu & Ofoegbu 2020).

According to Amanchukwu and Ololube (2015), extended the definition of school plant to include the following school site, which includes the building, furniture, vehicles, water supply infrastructure, playgrounds, lawns, and other features additionally, they included machinery, which includes tools and machines used in the workshop in addition to replicating machines.

School Plant is the structures, sites, buildings and equipments located within any school vicinity which is used in the teaching/learning process all the tangible things found inside a school used directly or indirectly for teaching and learning are referred to as school plant, they include the site, buildings, and permanent and semi-permanent structures as well as equipment needed for effective teaching and learning (Ohia & Ogere2022). According to Nwamae, Kalagbor, and King (2023), school plants are essential to the effective operation of the internal school infrastructure and play a critical role in the educational framework, the school infrastructure is a key indicator of the quality and extent of educational activities carried out in educational institutions.

School plant maintenance is the term used to describe any work done on any part of the school plant, including replacement, servicing, repairs, and general maintenance, with the goal of keeping the plant operational and in excellent condition to support educational programs (Ekpoh 2018).School plant maintenance necessitates a constant effort to ensure that amenities like playground equipment, labs, libraries, and school infrastructure endure for the duration of the facility and remain in good shape, a lot of building materials, furniture and equipment's may

endures the whole facility's life cycle, many furnishings, equipment, and building materials might not survive as long and might need regular maintenance and replacement to postpone the structure's final obsolescence (Umemetu & Ofoegbul.2020).

Principals Administrative effectiveness in secondary schools is their ability to efficiently manage the schools operations and resources in order to create a positive and effective learning environment for students, this includes implementing policies and procedures, supervising staff ability, facilitating communication with stakeholders, promoting a safe and supportive school culture that is conducive to academic success and student development (Smith, 2020).The principal is the head of the school and is usually appointed based on qualifications and seniority, it is his responsibility to oversee the proper operation of the school, including the implementation of educational programs, the provision of proper instruction in School Community Relations, discipline, the proper keeping of school records, student documentation, finances, and the creation of a conducive learning environment (Agu & Okoli 2021).According to Olorunsola (2020), secondary school education is the type of education that students acquire after primary school but before tertiary level, it is the second level of education in Nigeria, led by a school administrator known as the principal. The principals, as the head of an institution, occupies a vital position that requires initiatives and abilities for the day-to-day management of secondary schools, in addition, a principal must be able to guide and provide expertise skills regarding curriculum development, teaching method and evaluation as well as supervision of human and material resources, in order for the school to function well, the principal must be able to take advantage of all available means to maintain a healthy environment for the students, teachers, and the general public, as the head of the institution, the principal must be able to foresee the effective, efficient, and dynamic principles in handling matters between the schools, the teachers, the students, and the host community. The principal should also establish acceptable criteria for students' academic and behavioral successes, foster a positive school climate, and influence the commitment of all stakeholders in society to achieving educational goals (Olorunsola 2020).According to Asiegbu (2014), secondary education is the level of education that pupils get following primary school and before university education. Secondary school serves as a link between the primary and tertiary education levels. Secondary education is the education which an individual receives after the primary

education and before the tertiary education. The aim of secondary education is to develop in a child better literacy, numeracy and communication skills (Ukamaka ,2023). School administration is the internal administration of a school that deals with the day-to-day coordination of school operations in order to achieve its goals. School administration is the indoor running of the school's operations and programmes in order to achieve its objectives (Ogunode & Ahaotu 2021). School administration refers to the personnel who are appointed to manage the day-to-day operations of schools.

Administrative effectiveness: is the leader's capacity to accomplish desired outcomes, he clarified that the degree to which a leader is able to attain these objectives depends on how successfully he or she uses their talents and abilities to guide and direct others efficiently, he came to the conclusion that a leader's success may be used to measurement an administrative effectiveness. Results, he said, are typically thought to be impacted by the existing culture of the organization. Therefore, it is expected that in order to produce positive outcomes, a competent leader will need to adjust to the culture of the organization and ensure that his or her talents are in line with the goals of the organization (Inyang, in Manafa 2020).

School classrooms, is where teachers and students interact, is the smallest and lowest unit in the school. It can also be thought of as a space where teaching and learning are conducted in a particular educational setting known as a school, this room offers the widest range of instructional activities. Without classrooms, a school is typically unable to conduct any meaningful activities because these spaces are utilized to organize learning activities and contain a variety of instructional initiatives (Taiwo & Opadokun, nd).

School fence when a good site is chosen, it may be more appropriate to begin construction of the school plant by establishing a formidable fence around the perimeter of the building, this will help to set school boundaries from the start and prevent future incursions into school property by members of the community, this will also help to minimize future boundary confrontations between the school and the community, with all the potential security concerns (Chiaha & Mbanefo, 2013).

School hostel accommodations are designed to retain students within the learning environment, allowing for easy access to educational facilities (Philip et al., 2018).

These are intended to provide housing for students boarding in Federal unity colleges, hostels are low-cost boarding facilities for students (Stephen & Zotorvie, 2017).

According to Owolabi (2015), a study on the impact of student housing on academic performance in Nigerian school, hostel living improves academic success, particularly for students from low-income backgrounds because it brings them together with brighter students, fosters social value through improved interactions, exposes them to resource management, and prepares them for resilience as leaders and self-reliant learners.

Nigeria is home to a diverse range of ethnic and religious groups, thus, the establishment of Unity Schools was an assured means of fostering tolerance and understanding in young people here, students from different religious and ethnic backgrounds come to value, accept, and respect one another, Federal Government Colleges, also referred to as Unity Schools, are some of Nigeria's top public schools, these schools are renowned for providing high-quality education, which is one of the effective means of fostering national integration, Nigeria currently has 104 Federal Unity Schools spread around the nation; the primary goal of the Nigerian government's establishment of children's Unity Schools was to promote unity among, every state in the country has one or two Unity Schools, but Lagos State has three of school age who come from various social, cultural, and geographic backgrounds (Priska & David 2023).

King's College, Lagos, was the first Federal government College in Nigeria, was established in 1909 by the British government and was exclusively for boys, the school was founded with the intention of preparing staff members for the formation of the Colonia government, following its independence, the Federal Government of Nigeria opened the first three Unity Schools in 1966, one each in Warri, Sokoto, and Enugu State, more unification schools were constructed in the twelve States of the Federation by General Yakubu Gowon in 1973 (Adeosun. 2011).

Statement of the problem

The maintenance of school plants in Federal Unity Colleges in North West Nigeria has been a common challenge affecting the quality of education and the overall school effectiveness . Despite the importance of a well maintained

school environment, many Colleges in the North West struggle with inadequate infrastructure, poor quality classrooms, fences, school hostels and insufficient resources leading to a decline in student academic performance and overall well-being. This study examines the relationship between school plants maintenance and Principals Administrative effectiveness in Federal Unity Colleges in North West Nigeria.

Objectives

- i. To find out the relationship between Maintenance of School Fence and Principals Administrative Effectiveness in Federal Unity Colleges in North West Nigeria.
- ii. To determine the relationship between Maintenance of School Hostels and Principals Administrative Effectiveness in Federal Unity Colleges in North West Nigeria.
- iii. To examine the relationship between Maintenance of School Classrooms and Principals Administrative Effectiveness in Federal Unity Colleges in North West Nigeria

Research Questions

- i. What is the extent of School Plant Maintenance in Federal Unity Colleges in North West Nigeria?
- ii. What is the level of Principals Administrative Effectiveness in Federal Unity Colleges in North West Nigeria?

Hypotheses

- H₀₁: There is no significant relationship between Maintenance of School Fence and Principals Administrative Effectiveness in Federal Unity Colleges in North West Nigeria.
- H₀₂: There is no significant relationship between Maintenance of School Hostels and Principals Administrative Effectiveness in Federal Unity Colleges in North West Nigeria.

H₀₃: There is no significant relationship between Maintenance of School Classrooms and Principals Administrative Effectiveness in Federal Unity Colleges in North West Nigeria.

Methodology

The study employed a correlational survey design method to establish the opinions of the schools personnel on current situation regarding their perceived impression of school plant maintenance (SPMRS) and Principals Administrative Effectiveness (PAERS) in Federal Unity Colleges in North West Nigeria. Data was collected through a structured questionnaires from sample of 429 respondents from a populations of 1474, Schools personnel comprised of, Administrative staff, bursars, teachers and school security personnel from 14 Federal Unity Colleges in North West Nigeria, through purposive and stratified sampling techniques. The instruments were validated by three experts, validity index were 0.8, 0.9 and reliability indexes using Cronbach alpha of 0.8, 0.9. In analyzing the data generated by means of the questionnaires, descriptive statistics of mean and standard deviation (SD) were used to answer the research objectives while Pearson Product Moment of Correlation Coefficient (PPMC) was employed to test the research hypotheses at alpha 0.05 at significant level.

Results

This section present the findings of the study as follows

The instruments designed to collect data for the study was scored based on five point likert Scale Rating using

- 5.0 = Very High Level (VHL) = 70 –100%
- 4.0 = High Level (HL) = 60 –69%
- 3.0 = Moderate Level (ML) = 50 –59
- 2.0 = Low Level (LL) = 40 – 49%
- 1.0 = Very Low Level (VLL) = 0 - 39 %

Research Question One: What is the extent of School Security Management in Federal Unity Colleges in North West Nigeria?

Table 1: Extent of School Plant Maintenance

| SN | Variables | N | Mean | SD | Extent | Decision |
|----|-------------------------------|-----|--------|--------|--------|--------------|
| 1 | Maintenance of school fence | 407 | 3.9631 | .61857 | ME | Satisfactory |
| 2 | Maintenance of school hostels | 407 | 3.8819 | .64178 | ME | Satisfactory |

| | | | | | | |
|-------------------|----------------------------------|------------|---------------|---------------|-----------|---------------------|
| 3 | Maintenance of school classrooms | 407 | 3.9379 | .55532 | ME | Satisfactory |
| Grand Mean | | 407 | 3.9192 | .34866 | ME | Satisfactory |

Source: Field work (2025)

Table 1 indicated the extent of School Plant Maintenance in Federal Unity Colleges in North West Nigeria. It was disclosed from the grand mean of the table that there was moderate extent of School Plant Maintenance in the Federal Unity Colleges in North West Nigeria. This was because, the Colleges maintained the school fences, hostels and classrooms at moderate extents as shown by the respective means and standard deviations of the specific variables in the table.

Research Question Two: What is the level of Principals Administrative Effectiveness in Federal Unity Colleges in North West Nigeria?

Responses with regard the above research questions were analyzed and presented in table 2

Table 2: Level of Principals' Administrative Effectiveness

| SN | | N | Mean | S.D. | Level | Decision |
|----|-------------------------------------|------------|---------------|---------------|-----------|---------------------|
| 1 | Efficient resources allocation | 407 | 3.9455 | .57911 | ML | Satisfactory |
| 2 | Strong communication skills | 407 | 4.0527 | .47322 | HL | Satisfactory |
| 3 | Effective decision making | 407 | 4.0170 | .63325 | HL | Satisfactory |
| 4 | Instructional leadership | 407 | 4.0671 | .47386 | HL | Satisfactory |
| 5 | Positive school culture | 407 | 3.8888 | .62446 | ML | Satisfactory |
| 6 | Continuous professional development | 407 | 3.9551 | .58507 | ML | Satisfactory |
| 7 | Community engagement | 407 | 3.9436 | .59684 | ML | Satisfactory |
| 8 | Team building | 407 | 3.9376 | .54244 | ML | Satisfactory |
| 9 | Accountability | 407 | 3.9465 | .64039 | ML | Satisfactory |
| 10 | Problem solving | 407 | 3.8824 | .64179 | ML | Satisfactory |
| | Grand Mean | 407 | 3.9636 | .24972 | ML | Satisfactory |

Source: Field work (2025)

The table 2: has shown the level of Principals' Administrative Effectiveness in Federal Unity Colleges in North West Nigeria. The result indicated that there was moderate level of Principals' Administrative Effectiveness considering the grand mean score rated moderate at 3.9636 and corresponding standard deviation .24972. This was because, although the levels at which the Principals exhibit effective communication, decision making, instructional leadership were high, however, they portray low level of effectiveness in the aspects of efficient resources allocation (M=3.9455; SD=.57911), positive school culture (M=3.8888; SD=.62446); continuous professional development (M=3.9551; SD= .58507); community engagement (M=3.9436; SD =.59684);

Team building (M=3.9376; SD=.54244); Accountability (M=3.946; SD=.64039); and Problem solving (M=3.8824; SD=.64179).

Hypothesis one

There is no significant relationship between maintenance of school fence and principals' Administrative Effectiveness in Federal Unity Colleges in North West Nigeria.

Results of the above hypothesis were presented in table 1 as follows:

Table 3: Relationship between Maintenance of School Fence and Principals Administrative Effectiveness

| SN | Variables | N | Mean | Std. | Df | r-Value | P - Value | Decision |
|----|--|-----|--------|--------|-----|---------|-----------|----------|
| 1 | Maintenance of School Fence | 407 | 3.9631 | .61857 | . | . | .000 | Ho1 |
| 2 | Principals' Administrative Effectiveness | 407 | 3.9636 | .24972 | 405 | .423 | | Rejected |

Field work (2025)

Table3: Reveals the number of participants (N) = 407, r-value = .423, with P-value of .000. Testing the hypothesis at alpha level = 0.05, the table indicates that P-value is less than alpha value (.000 < 0.05). Hence the null hypothesis which stated that there is no significant relationship between maintenance of school fence and principals' administrative effectiveness in Federal Unity Colleges in North West Nigeria is rejected. This indicates that there is significant relationship between maintenance of school fence and principals' administrative effectiveness in Federal Unity Colleges in North West Nigeria.

Hypothesis Two

There is no Significant Relationship between Maintenance of School Hostels and Principals' Administrative Effectiveness in Federal Unity Colleges in North West Nigeria.

Results of the above hypothesis were presented in table 2 as follows:

Table 4: Relationship between Maintenance of School Hostels and Principals Administrative Effectiveness

| SN | Variables | N | Mean | Std. | Df | r- value | P - Value | Decision |
|----|-------------------------------|-----|--------|--------|----|----------|-----------|-----------------|
| 1 | Maintenance of school Hostels | 407 | 3.8819 | .64178 | . | . | .000 | Ho2 Rejected |

| | | | | | | |
|---|--|-----|--------|--------|-----|------|
| 2 | Principals' Administrative effectiveness | 407 | 3.9636 | .24972 | 405 | .222 |
|---|--|-----|--------|--------|-----|------|

Field work (2025)

Table 4: Reveals the number of participants (N) = 407, r-value = .222, with P-value of .000. Testing the hypothesis at alpha level = 0.05, the P-value is less than alpha value (.000 < 0.05). Hence the null hypothesis which stated that there is no significant relationship between maintenance of school hostels and principals' administrative effectiveness in Federal Unity Colleges in North West Nigeria is rejected. This indicates that there is significant relationship between maintenance of school hostels and principals' administrative effectiveness in Federal Unity Colleges in North West Nigeria.

Hypothesis Three

There is no significant relationship between maintenance of school classrooms and Principals Administrative effectiveness of Federal Unity Colleges in North West Nigeria. Results of the above hypothesis were presented in table 3 as follows:\

Table 5: Relationship between Maintenance of School Classrooms and Principals Administrative Effectiveness

| SN | Variables | N | Mean | Std. | Df | r- value | P - Value | Decision |
|----|--|-----|--------|--------|-----|----------|-----------|--------------|
| 1 | Maintenance of School Classrooms | 407 | 3.9379 | .55532 | | . | .000 | Ho3 Rejected |
| 2 | Principals' Administrative Effectiveness | 407 | 3.9636 | .24972 | 405 | .575 | | |

Field work (2025)

Table 5: Reveals the number of participants (N) = 407, r-value = .575, with P-value of .000. Testing the hypothesis at alpha level = 0.05, it is clear that the P-value is less than the alpha value (.000 < 0.05). Hence the null hypothesis which stated that there is no significant relationship between maintenance of school classrooms and principals' administrative effectiveness of Federal Unity Colleges in North West Nigeria is rejected. This indicates that there is significant relationship between maintenance of school classrooms and principals administrative effectiveness of Federal Unity Colleges in North West Nigeria.

Discussion

The findings of the first hypothesis indicate that there is significant relationship between the maintenance of school fence and principals' administrative effectiveness in Federal Unity Colleges in North West Nigeria. The finding is supported by Ali, & Jumare,(2024) study that examines the Effective school management is critical to the success and development of secondary schools that principals school administration in secondary schools in Kaduna State, Nigeria are related to maintenance of school fence. The finding is not similar to Akinsuroju & Olajide, (2020) that there are substantial disparities between the mean rating of principals in urban and rural locations, public and private secondary school principals,

The findings of the Second hypotheses indicate that there is relationship between maintenance of school hostels and principals' administrative effectiveness in Federal Unity Colleges in North West Nigeria. The finding is similar to Ekpoh (2018), conducted a study in It is well understood that school plant is an important input that aids in the achievement of educational objectives. He discovered that school plant maintenance culture and plant utilization are related to the principals promoting plant maintenance culture were explored.

Umemetu and Ofoegbu (2020), also revealed that the amount of observance of school plant maintenance in rebuilt public secondary schools in Edo State is high, the most common school maintenance practice is emergency maintenance. The finding is not similar to Akinsuroju and Olajide (2020), that there are substantial disparities between the mean rating of principals in urban and rural locations, public and private secondary school principals,

The findings of the third hypothesis indicate that there is significant relationship between maintenance of school classrooms and Principals' Administrative effectiveness in Federal Unity Colleges in North West Nigeria. The finding is similar to study by Ohia and Onwa (2022), results showed that secure school grounds and good maintenance improve Rivers State's public senior secondary schools' management are cordially related. Wada and Adamu (2023), also Conducted the study that evaluate workshop equipment maintenance procedures used by the teachers in the Technical Colleges located in Taraba State, Nigeria. The study showed that Taraba State's technical colleges' workshop equipment was not maintained using the majority of conventional maintenance techniques. Priska and David (2023), finding is not consistent with this finding, he reveal that Unity Schools exemplify how new

kinds of self-representation emerged and dissolved in these institutions and by extension, Nigeria.

Conclusion

Based on the finding of the study it's concluded that, there is significant relationship between School Plant Maintenance and Principals Administrative Effectiveness in Federal Unity Colleges in North West Nigeria

Recommendations

Based on the findings and conclusion from this study the researcher recommends the followings

- i. Principals and teachers should emphasize on maintenance of school fences as helps to improve school plant management in Federal Unity Colleges in North West Nigeria.
- ii. Parents and School Administrators should emphasize on maintenance of school hostels so as to meet up with the standard level of school plant management in Federal Unity Colleges in North West Nigeria.
- iii. School Administrators and teachers should encourage the maintenance of school classrooms for effective principals' administration in Federal Unity Colleges in North West.

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