

**PRINCIPALS' MANAGERIAL COMPETENCIES IN SCHOOL PLANTS
MAINTENANCE AND SCHOOL-COMMUNITY RELATIONSHIP IN KOGI
STATE**

¹Leonard Shaibu, ²Hannah I. Ogwu, & ³Augustine Akoji

**¹Faculty of Education
Federal University, Oye-Ekiti**

**^{2,3}Faculty of Education
Kogi State University, Anyigba**

Abstract

The successful actualization of any educational set up is dependent on managerial competence of the head in piloting its affairs. This study therefore investigated principals' managerial competencies in school plant maintenance and school community in Kogi East Education Zone, Kogi State. Two research questions guided the study. Descriptive survey design was used for the study. The total population for the study was 2,060 with sample size of 412 respondents, made up of 24 principals, 72 vice-principals and 316 teachers drawn through random sampling technique. PMCSPMSCRQ of 10-item served as instrument for data collection. The data collected were analyzed using mean and standard deviation to answer the search questions. Findings revealed that, Principals in the studied zone were low in managerial competent in school plant maintenance but high in school-community relationship. It was recommended among other things that Principals in Kogi State schools should be given free opportunities by the government for competency training programmes in order to improve their competencies in school plant maintenance.

Keywords: Managerial competency, School plant, School-community relationship

Introduction

Principals are the head of secondary schools and the overseer of the activities in the schools. Honby(2002) defined a principal as the highest in order of importance, the chief person in authority; the most important leader of a secondary school and an administrator. The author affirmed that in the Nigerian context, principals are the overall head of secondary schools. According to Eberechukwu and Nsan(2013) the principals are responsible for the overall decision- making in the colleges and should involve other members of the staff in decision making process to achieve the goals of the schools. They advised that when the principals are not competent enough, the aims and goals of the school will not be achieved.

The Principals perform many functions both administrative and other duties that will improve the students' welfare in the schools (Osakwe, 2016). Osakwe (2016) added that their duties include planning, budgeting, resolving conflicts, disciplining both teachers and students, motivating staff and students, improving productivity, managing ethical issues and leadership roles. In public secondary school in Kogi state, Principals are to establish policies for executing various tasks, especially on matters concerning staff and students. Osakwe (2016) observed that when the need for school improvement arises, principals play central role in ensuring that resources, time and professional development align with instructional goals.

The principal as an instructional leader is responsible for matters concerning the implementation of the school curriculum and supervision of instruction as well as maintenance of school plant and school community relationships (Adetona, 2003). Therefore, the need for principals to be competent enough to achieve these goals for effective actualization of educational objectives has become inevitable.

The functions of the school principal as a leader according to Samuel(2016) includes obtaining and making available to teachers all educational information and visiting

classrooms often to observe the teachers teaching. Vet teachers' lesson notes and class registers, diaries, teaching aids and offer professional advice to the school working community. These responsibilities are obligatory and the principals are expected to apply competent managerial skills in performing them. Ogunu(2000) added that they assign duties, supervise the staff and oversee the general maintenance of the school facilities. It is on this basis that Samuel (2016) reiterated that the actualization of educational objectives will be in doom if principals are not competent enough to pilot the affairs in Nigeria. Therefore, the need to investigate the managerial competencies of principals in school plant maintenance and school community in Kogi east education zone to ascertain their competent status has become imperative.

Maintenance of school plant entails good leadership, effective monitoring of both the users and the plant itself; applying sound maintenance culture of those facilities and other things required for the school plant to give maximum services (Allen, 2015; Lawanson & Gede, 2011). Lawanson and Gede (2011) revealed repairing school buildings, laboratories and other facilities, planting flowers, trees to provide shades, involving parents in the maintenance of school facilities as the major responsibilities of the principals in the durability of school plants. Allen (2015) averred that repairing of school fence for security and equipping the school Library with necessary textbooks are management responsibility which principals are not an exception. The fundamental purpose of teaching and learning practice is to bring about in the learner desirable transformation in behaviour through critical thinking (Asiabaka, 2008). The process does not take place in a vacuum but rather in an environment set aside to facilitate learning. Facilitation of learning ushers in a new dawn in the lives of a learner and the entire community, making it possible for them to be enlisted among those who would develop a nation (Xaba, 2012).

The school plants consist of all types of buildings for academic and non-academic activities, equipment for academic and non-academic functions, areas for sports and games, landscape, farms and gardens including trees, roads and paths. Others include furniture and toilet facilities, lighting, acoustics, storage facilities and packing lot, security, transportation, Information and Communications Technology (ICT), Clearing materials, food services and special facilities for the physically challenged. The durability of these facilities according to Shaibu (2016), rest on their maintenance which is the responsibility of the school heads. Hence, the need to maintain them to ease the actualization of educational objectives becomes indispensable.

School community relation according to Ajadi (2008) is cordial and mutual interactions that exist between the school and the community where the school is situated. This relationship assists both the school and the community to achieve their set goals in a healthy atmosphere. Shaibu and Ejeh (2017) defined school community relations as planned activities and a way through which the school seek to learn about the community and interpret, when need be, the purpose, programme, problems and needs of the school and involve the community in planning, evaluating and management of school policies and progress. In this case, school community relationship is a two way interaction that exists between the school and the community.

The school cannot exist in isolation or independent of the community because the community provides and prepares the inputs into the school system. The inputs from the community include educational objectives and curriculum, students, school personnel, funds and facilities; some of the inputs are resident of the community. The inputs according to Ogundele (2012) are processed to contribute to the school through teaching, assignment, exercises, research studies, guidance and counseling etc. The products from the school which consist of cultured, disciplined and productive individuals cannot be retained by the school, but are sent back to the communities to contribute their own quota in various capacities based on the acquired knowledge from

the school to the development of the community. Where the products from the school perform below the standard set by the community, the community investment on the school is not worthwhile and vice versa. Agbo(2007) stated that for mutual school-community relationship to succeed, the principals should involve the community through genuine discussions that will foster collaboration and respect from various opinions. Agbo (2007) also added that familiarizing themselves with the community to establish good rapport and meeting with the Parents-Teachers Association regularly to discuss school matters including managerial competence of the principals in fostering school-community relationship among secondary schools in Nigeria.

Osakwe (2016) revealed that establishing cordial relationship between the school and the community through Parent-teacher Association, holding meetings with the leaders of the hosting community on issues bothering the school, encouraging good communication skills between the college and community on issues concerning students as parts of managerial competencies in strengthening the relationship between the school and host community. The lack of these competencies amongst principals will be doom to the actualization of educational objectives in a particular jurisdiction. Consequently, principals need to yearn for more knowledge to enhance their competencies in order to improve the interdependent relationship that exists between the school and the hosting community.

Statement of the Problem

Despite all efforts such as organization of conferences, seminars, symposium, workshop, study leave amongst others by the government to improve managerial competencies of school heads in general and principals of secondary schools in particular in school plant maintenance and school community, the success recorded in these areas especially in Kogi east education zone is still seems to be poor.

It has been observed that maintenance of school plant and school community relationships within the study area has received less attention from the principals. This is because, despite the large investments in school facilities across school systems, available school facilities still appear not been properly maintained by school administrators, community members and teachers for effective instructional delivery. The facilities in secondary schools are observed to be poor for effective instructional delivery. Both the academic and the non-academic staff of the colleges have shortage of good furniture in their various offices, and they operate in dilapidated offices, buildings and fittings. The facilities that do facilitate instructional delivery are of low standard such that office equipment that are used are mostly outdated and obsolete- an evidence of poor relationship with the hosting community. This poor condition of some school facilities has raised serious concerns about staff and students' safety, apart from impairing the quality of teaching and learning. This study therefore investigated principals' managerial competencies in the maintenance of school plant and school-community in Kogi East Education Zone, Kogi State.

Purpose of the Study

The broad purpose of this study is on principals' managerial competencies in school plant maintenance and school-community in Kogi State. Specifically the study sought to:

1. determine the level of Principals' managerial competencies in school plant maintenance.
2. find out the level of Principals' managerial competencies in maintaining school-community relationship.

Research Questions

The following research questions guided the study:

1. What is the level of managerial competence of Principals of public secondary school in Kogi State in school plant maintenance?

2. What is the level of managerial competence of Principals of public secondary school in Kogi State in maintaining school-community relationship?

Literature Review

This section reviewed some literatures that are relevance to the present study. The emphasis is on some of the mercenaries through which principals can display their maintenance competencies on school plant and school-community in Kogi East Education Zone of Kogi State. The principals are expected to display their maintenance competencies on school plant and school - community in the following ways:

Good Leadership

Facilities cannot manage themselves except there is good leadership that will set the ball rolling. Leadership with specific reference to secondary schools has a vital role to play in the maintenance of school plant. Ministry workers do not stay in educational institutions on a daily basis in order to dictate what is going wrong or right with the school plant (Osakwe, 2016). Those facilities and equipment should be properly maintained for them to render their services always, physically, mentally, emotionally, socially and others (Amanchukwu & Ololube, 2015). Principal should make it a point of duty to appoint people whose task it is to check all these facilities and equipment and submit their report to the authorities for adequate attention. In that case, maintenance culture should be part and parcel of institutions of learning in Nigeria.

Effective Monitoring of the Users of School Plant: Setting up monitoring team in every educational institution to check the school plant and the people using them and writing an official report about their findings, would go a long way in making these school plant last long and remain valuable for effective use (Xaba, 2012). When they are left unattended to, there is likelihood that they will deteriorate and will not be useful for educative process (Osakwe 2016). The users should also be educated to make use of equipment they are meant for teaching and learning and that is why in-service training

is recommended for both academic and non-academic staff. The training will help them understand the facilities and equipment better for service delivery (Xaba, 2012). Leaving the equipment lying fallow in our various educational institutions or neglecting them is not for the best interest of education in our nation. Students should be meant to understand that the school plant is for the interest of all and all hands must be on deck to keep them in good condition so as to make them serviceable.

Enhancing School Maintenance Culture: Olutola (a cited in Amanchukwu & Ololube (2015), stated that tasks should be shared in our institutions of learning and every person should bear the consequences emanating from lack of care of his own task. Academic staff makes most use of the plant while administering their duties. The non-academic staff takes care of these facilities and equipment. They should organize random check from time to time so as to dictate in good time anything that might hinder effective teaching and learning. Ajayi (2007) having worked independently, identified five types of maintenance in the school system. These are:

- Corrective maintenance: Repairing of faults on time, for example, electric faults in the school buildings, mechanical faults in generating sets and vehicles etc.
- Preventive and predictive maintenance;
- Shut down maintenance; in this case, this must be done when the learners are on vacation so as to avoid accident or unnecessary disturbances.
- Running maintenance- This is done when the plant or a component of it is operating;
- Breakdown maintenance: This focuses on rectifying breakdowns in any component of the school plant.

Principal is the secondary school head. To achieve the set goal for school, healthy relationship is a must between the school and the community. Therefore, the school head needs to ensure that there is love, understanding, trust, mutual between the school and the community (Shaibu & Ejeh, 2017). To ensure this, the school head can exhibit

his/her competencies by taking the followings measures as part of leadership responsibility:

- ❖ **Establishment of a Functional PTA:** The school head should make the PTA a functional one rather than making it an income generating associating alone. The member should be allowed to have a say/contribution in running of the school. This is in line with Ogundele (2012) when he recommended that school-based management committee should be set up to foster the community schools.
- ❖ **Accessibility of the Principal:** The school head must make himself accessible to members of the community such as PTA chairman or other executive, the parent, chief, religious leaders and members of old student association and other visitors who may visit the school occasionally from the community. The school head must be a good listener, nice, humble and approachable, to enhance and sustain healthy relationship between the school and the community (Adegbile, 2011).
- ❖ **Involving Members of the Community in School Activities:** Members of the community where the school is located must be involved in the school activities. The school is within the community, hence the need for the school head to involve the members of the community in the school activities. For example, members of the community should be allowed to play active role in the school's sporting activities and social activities such as: end of the year get-together, founder's day, Christmas carol, valedictory service and other social activities of the school. This type of involvement will enhance cordial relationship between the school and the community. This statement was supported by Ogundele (2012) who found out that principals should maintain cordial relationship with the community for peaceful co- existence.

- ❖ **Avoidance of Realistic Politics in the Community:** the school head and staff members should avoid taking part in the political activities in the community to avoid bad blood between the school and the community, the school head should ensure that he/she do not represent any political party within the school to achieve some political goals. This will enable the school head to be neutral on all issues regarding politics at all time and will make him/her to enjoy full support of the community. However, the focus of this study is to ascertain the extent of principals' competencies in the school plant maintenance and school-community relationship with particular reference to Kogi east education zone (Shaibu & Ejeh, 2017). However, the study intends to ascertain principals' managerial competencies in school plant maintenance and school community in kogi state with particular reference to Kogi East Education Zone.

Methodology

This section presents the procedure adopted for this study under the following sub-headings: Research design, Area of Study, Population of the Study, Sample and Sampling, Instrumentation, Validation of Instrument, Reliability, Method of Data Collection and Method of Data Analysis.

Research Design

The design used for this study was the descriptive survey. Nworgu (2006) opined that survey research describes and interprets what is. It is used in finding out the conditions or relationships that exist and opinions that are held. It is ideal for this study in the fact that the study is descriptive in nature. In this study the principals' managerial competencies have been described.

Area of Study

The area of this study is Kogi east education zone made up of nine local government areas. Secondary schools in this zone are characterized majorly with old buildings;

school facilities required for instructional delivery are not well managed. Kogi east education zone was selected for the study due to the urgent need for improvement of education.

Population of the Study

The population of this study consists of 2062 principals, vice-principals and teachers from the 208 Public secondary schools in Kogi East Education Zone. The choice of these subjects is based on the fact that they are in the better position to supply the data needed for the study.

Sample and Sampling Techniques

The sample size for this study is 412. Out of which 24 principals, 72 vice-principals and 316 teachers were randomly sampled for this study. According to Emaikwu (2013) when the study population runs into thousands, a sample of 5-20% is ideal. 412 respondents used for this study represent approximately 20% of the total population of 2062.

Instrumentation

Principals Managerial Competencies for School Plant Maintenance and School Community Relationship Questionnaire (PMCSMCRQ) was used as instrument for data collection. PMCSMCRQ was in two sections of A and B. Section A was designed to seek for personal information from the respondents. Section B contained 10 items designed to elicit information from the Principals, Vice-principals and Teachers on the extent of Managerial Competencies of Principals of Public secondary schools in Kogi state. The items were grouped into two clusters: Cluster A had 5 items that sought information on the extent of managerial competencies of principals on school plant maintenance. Cluster B had 5 items that sought information on the extent of managerial competencies of principals in school-community relationship. The questionnaire was structured on a four-point rating scale, with response patterns of Very High

Extent(VHE) =4; High Extent(HE) =3; Low Extent(LE) = 2 and Very Low Extent (VLE) = 1 respectively.

Validation of Instrument

In order to confirm the validity of the instrument that was used in the study, a 10 item questionnaire was constructed and the questionnaires were validated by three experts in the Department of Educational Administration and Planning and Measurement and Evaluation all from the faculty of Education, Kogi State University, Anyigba. They were asked to examine the construct and content validity of the items in the questionnaire. They made appropriate face, construct and content corrections and adjustments on questions 1, 3, 4, 7, and 8 and ascertained that the questionnaires were not ambiguous and the instrument was therefore believed to be capable of achieving the purpose for which it was designed.

Reliability

To estimate the reliability of the instrument, a trial test was conducted. The questionnaire was distributed to 10 principals, 10 vice-principals and 20 teachers who have reached managerial positions of Grade level 12 and above in ten Public secondary schools in Kogi state. The internal consistency of the instrument was computed using Cronbach Alpha method and yielded Cronbach Alpha values of 0.74 and 0.75 this gives the overall internal consistency reliability coefficient value of 0.74 which was 74 % reliable for use.

Method of Data Collection

The researcher and five research assistants who were employed and trained by the researcher in line with the purpose of the study jointly administered the instrument. 500 questionnaires were distributed to the respondents in managerial positions in public secondary schools used for the study. Direct delivery technique was used to distribute

the questionnaire to the respondents. This implies that the respondents were expected to fill and return the instruments to the researcher or the research assistants on the spots. The direct technique of administration of the instrument helped the researcher to retrieve 412 questionnaires from the respondents. The questionnaire collected were 24 from the principals, 72 from the vice-principals and 316 from the teachers totalling 412 which is 82% return rate.

Method of Data Analysis

The data collected from the principals, vice principals and teachers from grade level 12 and above were collated and analyzed using Mean and Standard deviation to answer the research questions. However, the limits of real numbers used for the interpretation of the Mean values were as follows: 4,3.50 -4.00 - Very High Extent: (VHE); 3,2.50 -3.49 - High Extent: (HE); 2,1.50 -2.49 - Low Extent: (LE); 1,0.50 -1.49 - Very low Extent: (VLE)

Results and Discussion

This section deals with data presentation, analysis, interpretation in line with research questions and discussion of findings on principals' managerial competencies in school plant maintenance and school community in Kogi East Education Zone.

Research Question 1

What is the level of managerial competence of Principals of public secondary school in Kogi State in school plant maintenance?

Table 1:

Level of Principal's Managerial Competencies in School Plant Maintenance

Extent to which principals maintain school plant through:	Principals (N = 24)		Vice Principals (N = 72)		Teachers (N = 316)		Overall (N=412)		Remark
	Mean	Std. Dev	Mean	Std. Dev	Mean	Std. Dev	Mean	Std. Dev	
1 Repairing school buildings, laboratories and other facilities	2.31	0.46	2.24	0.81	2.10	0.81	2.16	0.81	LE
2 Planting flowers, trees to provide shades.	2.27	0.48	2.34	0.83	2.20	0.73	2.27	0.76	LE
3 Involving parents in the maintenance of school facilities	3.42	0.68	3.17	0.67	2.86	0.60	2.95	0.51	HE
4 Repairing of school fence for security	2.30	0.88	2.14	0.75	2.22	0.852	2.34	0.82	LE
5 Equipping the school library with necessary textbooks	2.43	0.59	2.44	0.74	2.28	0.81	2.32	0.80	LE
Overall Mean:	2.37	0.41	2.21	0.46	2.04	0.48	2.23	0.64	LE

NB: VHE = Very High Extent (3.50 -4.00); HE = High Extent (2.50 -3.49); LE = Low Extent (1.50 -2.49) VLE: Very Low Extent (0.50 -1.49)

Table 1 shows the Mean and Standard deviation of the managerial competencies of principals in school plant management. Item 3 had their means value of 3.42, 3.17 and

2.86 showing involvement of parents in maintenance of school facilities. The remaining items 1, 2, 4 and 5 indicate that the principals were competent in school plant management to a Low Extent. This result is evident from the 4 out of 5 items that recorded mean values between 1.50 and 2.49, they include; items 1: (Repairing school buildings, laboratories and other facilities; 2: Maintain school environment by planting flowers, trees to provide shades; 4: Maintain school fence for the security of the facilities; 5: Equipping the school library with necessary textbooks. The grand mean of 2.23 which is between 1.50 and 2.49 corresponds to a Low Extent (LE).

Research Question 2

What is the level of managerial competence of Principals of public secondary school in Kogi State in maintaining school-community relationship?

Table 2:

Level of Principals' Managerial Competencies in Maintaining School-Community Relationship

Extent to which principals maintain school-community relationship is by:	Principals (N = 24)		Vice Principals (N = 72)		Teachers (N = 316)		Overall (N=412)		Remark
	Mean	Std. Dev	Mean	Std. Dev	Mean	Std. Dev	Mean	Std. Dev	
6 Establishing cordial relationship between the school and the community through school based management and Parent-Teacher Association	3.96	0.21	3.58	0.52	3.48	0.58	3.53	0.57	VHE
7 Familiarizing themselves with the community to establish good rapport.	2.44	0.45	2.36	0.59	2.21	0.64	2.27	0.64	LE
8 Holding meetings with the leaders of the host community on security matters.	3.52	0.59	3.21	0.67	3.02	0.75	3.08	0.74	HE
9 Meeting with the Parents-Teachers Association regularly to discuss school matters	3.61	0.58	3.46	0.56	3.30	0.71	3.35	0.68	HE

10	Encouraging good communication skills between the college and community on issues students	3.61	0.58	3.19	0.57	3.05	0.73	3.10	0.71	HE
	Overall Mean:	3.43		3.16		3.21		3.07		HE

Table 2 shows Mean and Standard deviation of the responses to managerial competencies of principals in school-community relationship. Items 6: Establishing cordial relationship between the school and the community through School Based Management and Parent-Teacher Association has its mean between 3.50 and 4.00; this implies that this item is accepted by the respondents as a managerial competency of principals in school-community relationship to a Very High Extent (VHE). Items 8, 9 and 10 have their mean between 2.50 and 3.49. This implies that these items are accepted by the respondents as managerial competencies of principals in school-community relationship to a High Extent (HE). 8: Holding meetings with the leaders of the host community on security matters; 9: Meeting with the Parent-Teacher Association regularly to discuss school matters; 10. Encourage good communication skills between the college and the community on student's issues were rated to be high extent while Item 7, familiarizing themselves with the community to establish good rapport was rated to a little extent.

Discussion of Findings

The observation by Asiabaka(2008) lends credence to the finding in table 1 on managerial competencies of principals in school plant maintenance. He stated that facility maintenance is an integral part of the management of the school and that the actualization of the goals and objectives of education require the provision, maximum utilization and appropriate management of the facilities.

The observation of Ekundayo(2010) is also in support of the finding of this study when emphasized that the principals must be fully in-charge of the physical environment and other facilities around the school. Lawanson and Gede (2011) buttressed these findings when revealed that repairing school building, laboratories and other facilities, planting flowers, trees to provide shades, involving parents in the maintenance of school facilities as the major responsibilities of the principals in the durability of school plants. Allen (2015) corroborated these findings when averred that repairing of school fence for security and equipping the school Library with necessary textbooks are management responsibility which principals are not an exception. The observable reason for poor maintenance of school plants in Kogi East Education Zone by principals are attributed to poor funding of education sector by the government and poor internally generated revenue. This limits principals from carrying out their maintenance responsibilities in schools. Besides, they are restrictions such as registration fees, remittance clearance of check-up dues and kick back posed by the government and representatives of state educational agencies which hinders principals from accessing competent training services such as study leave, seminars, workshops and conferences to acquire more skills in school plant maintenance in Kogi state.

The finding of this study in Table 2 is in accordance with Ogundele (2012) who agreed that secondary school heads encourage high levels of parent's involvement in schools' developmental plan. The findings is also in agreement with Agbo(2007) who stated that for mutual school-community relationship to succeed, the principals should involve the community through genuine discussions that will foster collaboration and respect from various opinions. Osakwe (2016) buttressed the findings when revealed that establishing cordial relationship between the school and the community through Parent-teacher Association, holding meetings with the leaders of the hosting community on issues bothering the school, encouraging good communication skills between the college and community on issues concerning students as parts of

managerial competencies in strengthening the relationship between the school and host community are managerial competence of principals in school-community relationship.

The observable reason for laudable maintenance of school-community by the principals in Kogi East Education Zone is eminent in the establishment of functional PTA which serves as strong link between the community and school. Besides, members of the community are given the opportunity to access and utilize some school properties such as football field, school halls for township meetings and ceremonies by the principals which consolidate the school relationship with the community in Kogi East Education Zone.

Conclusion

Based on the on the findings of the study, it was concluded by the researchers that the principals of Kogi East Education Zone were managerially competent to a low extent in school plant maintenance due to some restrictions posed on them for accessing competent training programmes by the government and representatives of state educational agencies and managerially competent to a highly extent due to the utilization of local educational agencies such as PTA, Board of Governor and community leaders in genuine discussions that fosters collaboration between school and the community.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Principals in Kogi state schools should be given free opportunities by the government for competent training programmes such as study leave, seminars, workshops and conferences in order to acquire more skills in school plant maintenance and school community relationship. This will make them to be more skillful in school plant maintenance and school-community in Kogi state.

2. There should be upward encouragements by the government to the principals in the utilization of local educational agencies such as PTA, Board of Governor and community leaders in genuine discussions that fosters collaboration between school and the community. This will make them to be grounded in the maintenance of school-community relationship in Kogi East Education Zone.

References

- Adegbile, O. (2011) Principals' competency needs for effective schools and' administration in Nigeria. Department of Educational Foundations, Federal College of Education, Zaria, Kaduna State, Nigeria. *Journal of Education and Practice*, 2,(4), 17-31
- Adetona, A. (2003). *The role of vice-principals in secondary schools*. A Paper Presented at a Seminar Organized for Vice-Principals in ANCOPSS, Zone II, June 16.
- Agbo, S.A.(2007). Addressing school-community relationships in a cross-cultural context: A collaborative action to bridge the gap between first nations and the school. *Journal of Research in Rural Education*, 2(2), 45-58.
- Ajadi, T.O. (2008). *A hand out on educational administration*. National Open University of Nigeria. Abuja: National Open University of Nigeria.
- Ajayi, L. A. (2007). *Issue in School Management*. Lagos: Bolabay Publishers.
- Ajayi, I.A. (2002). Performance analysis of secondary education system in Nigeria. *Journal of Contemporary Issues in Education*.1(1): 95–105.
- Allen, A. A. (2015). Effective school management and supervision: imperative for quality education service delivery. *African education Review*, 9(3), 62-74. DOI: <http://dx.doi.org/10.4314/afrev.v9i3.6>.
- Amanchukwu, R. N. & Ololube, N. P. (2015). Managing school plants for effective service delivery in public secondary in Rivers State of Nigeria. *Human Resources Management Research* 2015, 5 (4), 95-102.
- Asiabaka, P.I. (2008). *The need for effective facility management in schools in Nigeria*. *New York Science Journal*,1(2):10-21
- Eberechukwu, L. E. & Nsan, E. (2013). Teachers' perception of female principals leadership role in secondary schools Calabar municipality, Cross River State, Nigeria. *Journal of Education and Practice*, 4(12),166- 179.
- Ekundayo, H.T.(2010), Administering secondary schools in Nigeria. *European Journal of Educational Studies* 2(3), 1946-6331.

- Emaikwu, S.O. (2013). *Fundamentals of educational research methods and statistics*. Deray Prints Ltd Kaduna.
- Hornby, A.S. (2002). *Oxford advanced dictionary of current English*. Sixth edition New York: Oxford University Press.
- Lawanson, Gede and Tari(2011) *Provision and Management of School Facilities for the Implementation of UBE*. Journal of Educational and Social Research Vol. 1(4) November 2
- Nworgu, B.G.(2006). *Educational research basic issues and methodology*. Nsukka: University Trust Publishers.
- Ogundele M.O (2012). Community-school relations and principals administrative effectiveness of secondary schools in Kwara State. *Journal of Educational and Social Research, 2(3)*, National Teachers Institute, Kaduna.
- Ogunu, M.(2000). *Introduction to educational management*. Mobogun publishers Benin City. Nigeria.
- Osakwe, R.I. (2016). Managerial competencies of principals of federal government college in North-Central, Nigeria. Unpublished Thesis, Faculty of Education, Educational Foundations Department, University of Nigeria, Nsukka.
- Samuel, M. E. (2016). Supervisory competencies required and possessed by secondary school principals in North-Central States of Nigeria. Unpublished Thesis, Faculty of Education, University of Nigeria, Nsukka.
- Shaibu, L. & Ejeh, P.O. (2017). *Classroom management and school organization in Nigeria*. Ankpa: Roma Printing Press
- Shaibu, L. (2016). Management of school facilities for effective instructional delivery in public colleges of education in North-Central States of Nigeria, Unpublished thesis, Faculty of Education, University of Nigeria, Nsukka.
- Xaba, M. I. (2012). A qualitative analysis of facilities maintenance: A school governance function in South Africa. *South African Journal of Education, 32(2)*, 215-226.