

## **SCHOOL PLANT AND ACADEMIC PERFORMANCE OF STUDENTS IN PUBLIC SECONDARY SCHOOLS IN NNEWI EDUCATION ZONE OF ANAMBRA STATE**

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**Abstract:** *This study was aimed at determining the relationship between school plant and student academic performance in public secondary schools in Nnewi Education zone of Anambra State. Four Research questions and four hypotheses guided the study. Correlation research design was adopted. The population of the study was 1779 respondents made up of 49 Principals and 1730 students in the 49 schools in Nnewi Education zone of Anambra state. The sample comprised of 88 respondents selected through simple random sampling technique. For data collection, questionnaires were distributed to students and principals. The instrument was validated by experts and reliability ascertained using Cronbach Alpha. The reliability index of 0.82 was deemed high enough. Mean score was used to answer the four research questions. The chi-square test was used in testing hypotheses one while hypothesis two, three and four were tested using the t-test statistic. From the results, it was discovered among others that there is a positive relationship between school plant and students' academic performance; that schools in urban areas have more components of school plants than their counterparts in the rural areas; principals in the urban areas had positive attitude towards school plant maintenance while the principals in rural areas had negative attitude towards school plant maintenance. Based on the findings, recommendations were made including a clarion call on the state government to increase funding to schools in*

*the annual budget, and make efforts to balance the allocation of the education sector equally among schools in the urban areas and those in the rural areas. Conclusions were drawn and implications and suggestions for further studies made.*

**Keywords:** *School Plant; Students Academic Performance*

## **Introduction**

The Encarta Dictionary (2009) defines education as the imparting and acquiring of knowledge through teaching and learning'. It has to do with the transmission of knowledge from one source (or sources) to a person or group of persons. It can be in the form of informal and formal education. Compton's interactive encyclopaedia (2009) defines informal Education as "the process through which people endeavour to pass along to their children their hard-won wisdom and their aspirations for a better world". It's the process where they try to inculcate in the child the right attitudes and skills that will help him/her in life.

Compton's interactive encyclopaedia further states that formal education 'consists of experiences that are deliberately planned and utilized to help young people learn what adults consider important for them to know and to help teach them how they should respond to choices. Unlike informal education, formal education consists of well-planned activities, programmes and policies that necessitate high academic performance of students through improved teaching and learning processes (Oluchukwu, 2000). Certain structures and facilities should be available for formal education to take place. These structures are known as school plants.

The school plants are also known as the physical facilities of a school. These facilities are non-consumable. They are tangible assets that are meant to promote a healthy teaching and learning environment. They range from the land, buildings to laboratory equipment and furniture. They are the facilities or structures that are put in place before the school begins.

It has been observed that adequate attention is now being paid to school plant throughout the world's educational systems including Nigeria. Educational facilities such as school plant have been repeatedly found to have positive relationship with standard and quality of educational system. (Nwagwu, 1978; Adesina, 1990; Ojedele, 2000). Nigeria as a nation strives to experience real growth and development. This requires a clearly defined development strategy that allows intensive utilization of resources which is endowed. These resources are the various school physical facilities that are indispensable in the educational process. They include the sitting, the building and physical equipment, recreation places for the achievement of educational objectives (Adepoju, 1998; Oluchukwu, 2000).

School plants which include instructional spaces, administrative places, circulation spaces, spaces for conveniences and accessories are essential in teaching-learning process. The extent to which these spaces could enhance teaching and learning depends on their location within the school compound, their structure, and accessories (Asiegbu, 2014). It is believed that a well planned school plant will gear up expected outcomes of education that will facilitate good social, political and economic emancipation, effective teaching and learning process and academic performance of the students.

Emphasizing the importance of school plant to students academic performance (Oluchukwu, 2000), asserted school plant as an essential aspect of educational planning, he went further to explain that “unless schools are well suited, buildings adequately constructed and equipment adequately utilized and maintained, much teaching and learning may not take place. Corroborating these, Mark (2002) and Ajayi and Yusuf (2009), maintained that high levels of students’ academic performance may not be guaranteed where instructional space such as classrooms, libraries, technical workshops and laboratories are structurally defective. They also emphasized that structural effectiveness, proper ventilation and well sited instructional space lead to successful teaching and learning process in Nigeria secondary schools.

Williams, Persaud, and Turner (2008), quoting Marsden (2005), which reported that safe and orderly classroom environment, as well as school facilities were significantly related to students’ academic performance in elementary schools in Indian. The three researchers, also quoted Glassman (1994), asserting that a comfortable and caring environment among other treatments helped to contribute to students’ academic performance. Such an environment is seen mostly in urban areas order than the rural areas. Such experience is not far from the Nigerian situation. Majority of the rural schools are left in the hands of their community to provide them facilities and equipment while their counterparts in the urban areas enjoys government assistance and sponsorship (Odufowokan, 2011).

School plants are vulnerable to wear and tear; hence, it is very important that they be adequately maintained to keep them in their original state as much as possible. Maintenance of the school plants involve those elements related to servicing, preserving, repairing and protecting them. It is not just limited to the day-to-day tasks, but it has to be a long term project, a continuous cycle of maintenance to ensure the suitability of the environment for learning, and provide a good atmosphere for both staff and students.

According to Mark (2002), the type of school plant maintenance adopted by the school administrator will certainly determine the tone of the school, which in-turn will promote either effective or ineffective teaching & learning process in the school. Onyene (2000) opines that the most effective

strategy for school plant maintenance is through adequate integration and professional effort. In other words, maintenance involves everyone – the proprietors (in this case, the government), the administrators, the experts, staff and the students. In appraising the existing status of school plant maintenance in public secondary school, Onyene further stated that school administrators and managers just like their counterparts in the corporate world are grossly deficient in matters of school plant maintenance and management.

Unfortunately, this seemingly lack of maintenance culture has become a worrisome trend in the Nigerian Nation recently. It has become a tradition that has woven itself into the fabric of every public institution in Nigeria. Some of our secondary schools are indicators of total neglect as they portray pictures of abandonment (Lawanson&Gede, 2011). The reality of the day is a picture that is not encouraging: dilapidated structures, laboratories with outdated equipment and specimens, absence of a green environment, crowded common rooms that serve as staff room, and more others. This seems to be the reason why students accord high rate of failure in the country. Sadly, some principals have the notion that the failure of the students is not in any way related to the poor infrastructure in the school, but failure of the teachers to impart sound knowledge to their students.

During the various interactions that the researchers had with students of some secondary schools in Nnewi Education Zone of Anambra State, most excuses given by the students for their dismal academic performance was that they lacked a good learning environment in the schools due to the inadequacy of school plants or the state of the school plants. This is what prompted the researchers to investigate if any relationship actually exists between school plants and academic performance of the students. Relationship between school plants and academic performance of students in Anambra State secondary schools has not been exclusively established in literature. This is rather unfortunate because such information would have helped the government to understand the importance of having adequate school plants and maintaining the school plants as a way of boosting the academic performance of the students.

### **Purpose of the Study**

The main purpose of this study is to investigate the influence of school plant on the academic performance of secondary school students in Anambra State. Based on this, the specific purposes are as follows:

1. To determine the type of school plant available in secondary schools in Anambra State.
2. To determine the attitude of principals towards school plant maintenance in their school.

3. To determine the type of school plant maintenance strategies the principals adopt in schools.
4. To determine the influence of school plant on students' academic performance.

### **Significance of the Study**

The findings of this study will be of great benefit to the government, parents, teachers, and school administrators as it will help them to understand better the academic performance of students from the perspective of the contribution of the school plant.

### **Research Questions**

The following research questions guided the study:

1. What type of school plants are available in secondary schools in Anambra State?
2. What is the attitude of principals towards school plant maintenance in their schools?
3. What type of school plant maintenance strategies do the principals adopt in their schools?
4. What influence do school plants have on students' academic performance?

### **Research Hypotheses**

The following hypothesis is tested at 0.05 level of significance to guide the study:

1. There is no significant difference between the response of students in rural areas and those in urban areas with respect to the type of school plant available in their school.
2. There is no significant difference in attitude of principals in rural areas and those in urban areas as regards school plant maintenance.
3. There is no significant difference between the response of principals in rural areas and those in urban areas with respect to the type of school plant maintenance strategies they adopt in their school.
4. There is no significant difference in academic performance of students in schools with adequate school plant and those in schools with inadequate school plant.

### **Method**

The study which was conducted in Nnewi Education zone of Anambra State, Nigeria adopted a Correlation research design for the study. The population for this study is 1779 respondents which comprises all the 49 (forty-nine) principals of all the public secondary schools in Nnewi

Education zone and all the 1,730 (one thousand, seven hundred and thirty) Senior Secondary three (SS3) students in Nnewi Education zone as at June, 2013. The sample for the study was 88 respondents made up of 8 principals and 80 students. The simple random sampling technique was adopted in composing the sample. The instruments for data collection were two sets of questionnaires for the students and the principals, and the examination results of the students which was used as a check and for comparison. The questionnaires which were critically validated by three experts were subjected to reliability testing, and a reliability index obtained was 0.82 which is highly enough for the study. For the collection of data for the study, the eight secondary schools were visited by the researchers and two trained research assistants, while the questionnaire were administered to them. A total of 80 copies of the questionnaire were distributed to the students and the principals. Above all, 90% return was recorded, which was okay for the study. The data was analyzed using mean score to answer the four research questions. Hypotheses one was tested using chi-square, while hypothesis two, three and four were tested using the t-test statistic.

## Results

In this chapter, the data collected from the field were analyzed and the summary of the findings for the research questions and hypotheses are presented in frequency tables below:

Research Question 1: What type of School plants are available in Secondary schools in Nnewi Education zone of Anambra State?

**Table 1: Frequency scores of students on the type of School plants available in their schools**

U R B A N				R U R A L			
S/N	Yes	No	Decision	S/N	Yes	No	Decision
1.	36	-	Yes	1.	36	-	Yes
2.	28	8	Yes	2.	11	25	No
3.	31	5	Yes	3.	13	23	No
4.	36	-	Yes	4.	26	10	Yes
5.	32	4	Yes	5.	36	-	Yes
6.	36	-	Yes	6.	27	9	Yes
7.	30	6	Yes	7.	36	-	Yes
8.	28	8	Yes	8.	6	30	No
9.	36	-	Yes	9.	36	-	Yes
10.	30	6	Yes	10.	18	18	Yes
11.	24	12	Yes	11.	25	11	Yes
12.	29	7	Yes	12.	36	-	Yes
13.	6	30	No	13.	8	28	No
14.	10	26	No	14.	2	34	No

15.	36	-	Yes	15.	36	-	Yes
16.	14	22	No	16.	16	20	No
17.	20	16	Yes	17.	5	31	No
18.	19	17	Yes	18.	6	30	No
19.	26	10	Yes	19.	9	27	No
20.	-	36	No	20.	-	36	No
21.	9	27	No	21.	1	35	No
22.	26	10	Yes	22.	9	27	No
23.	36	-	Yes	23.	24	12	Yes
24.	36.	-	Yes	24.	36	-	Yes

From table 1 above, it was obvious and clearly seen that items 13, 14, 16, 20 & 21 for the urban schools were rated poor, which shows that these types of school plants are either very poor or not present in the various schools. The items include: storage facilities, counselling units, school hall, tractors and volleyball court. For the rural schools, the following items were also rated poor: items 2, 3, 8, 13, 14, 16, 17, 18, 19, 20, 21 & 22. This shows that there are less school plant in the rural schools compared to the urban schools.

Research Question 2: What is the attitude of principals towards school plant maintenance in their schools?

**Table 2: Mean scores of principals on their attitude towards school plant maintenance in their schools.**

URBAN								
S/N	SA	A	D	SD	Mean (x)	Decision		
1.	3	1	0	0	3.75	Agree		
2.	1	2	1	0	3.00	Agree		
3.	3	1	0	0	3.75	Agree		
4.	0	1	2	1	2.00	Disagree		
5.	0	2	2	0	2.50	Agree		
6.	0	1	3	0	2.25	Disagree		
7.	0	1	2	1	2.00	Disagree		
8.	0	0	2	2	1.50	Disagree		
9.	0	1	3	0	2.25	Disagree		
10.	0	1	2	1	2.00	Disagree		
				Gross mean	=	2.5		
RURAL								
S/N	SA	A	D	SD	Mean (x)	Decision		
1.	0	4	0	0	3.00	Agree		
2.	0	3	1	0	2.75	Agree		

3.	3	1	0	0	3.75	Agree
4.	0	1	3	0	2.25	Disagree
5.	1	3	0	0	3.25	Agree
6.	0	0	4	0	2.00	Disagree
7.	0	0	3	1	1.75	Disagree
8.	0	0	1	3	1.25	Disagree
9.	0	1	2	1	2.00	Disagree
10.	0	0	4	0	2.00	Disagree

Gross mean = 2.5

From table 2 above, under the urban schools, it is observed that a gross mean of 2.5 was obtained showing that the principals in urban schools have positive attitude towards school plants maintenance in their schools, although they rated 6 items poor which include items 4, 6, 7, 8, 9 & 10. On the other hand, it is also observed that the gross mean of 2.4 was obtained for the rural schools which indicates that the principals in rural schools have negative attitude towards school plant maintenance in their school.

Research Question 3: What type of school plant maintenance strategies do the principals adopt in their schools

**Table 3: Mean scores of students on the type of school plant maintenance strategies their principals adopt.**

URBAN						
S/N	SA	A	D	SD	Mean (x)	Decision
25.	2	10	20	4	2.78	Agree
26.	6	18	8	4	2.72	Agree
27.	10	17	7	2	2.97	Agree
28.	9	13	10	4	2.75	Agree
29.	19	10	6	1	3.31	Agree
30.	8	12	10	6	2.61	Agree
31.	23	10	3	0	3.56	Agree
32.	20	13	2	1	3.44	Agree
33.	7	13	12	4	2.64	Agree

Gross mean = 2.98

RURAL						
S/N	SA	A	D	SD	Mean (x)	Decision
1.	6	12	16	2	2.61	Agree
2.	7	13	12	4	2.64	Agree
3.	8	13	10	5	2.67	Agree



4.	7	10	10	9	2.42	Disagree
5.	10	8	10	8	2.56	Agree
6.	4	10	14	8	2.28	Disagree
7.	16	8	6	6	2.94	Agree
8.	18	12	5	1	3.31	Agree
9.	6	18	8	4	2.72	Agree
Gross mean =					2.68	

From table 3, the gross mean for urban schools is 2.98, and also shows that principals in urban schools adopt all the strategies identified in the questionnaire based on their ratings of 2.50 and above. On the other hand, the gross mean for rural schools shows a value of 2.68. Although 2 items were rated poor but that does not affect the general gross mean for the rural schools. The two items that were rated poor are items 4 & 6.

Research Question 4: What influence do school plant have on students' academic performance?

**Table 4: Mean scores of students on the influence of school plant on their academic performance.**

<b>URBAN</b>						
S/N	SA	A	D	SD	Mean (x)	Decision
34.	12	21	0	0	3.33	Agree
35.	6	14	5	1	3.25	Agree
36.	10	10	10	6	2.67	Agree
37.	9	16	7	4	2.83	Agree
38.	3	7	12	14	1.97	Disagree
39.	11	12	9	4	2.83	Agree
40.	18	10	6	2	3.22	Agree
41.	9	8	8	11	2.42	Disagree
Gross mean =					2.82	

<b>RURAL</b>						
S/N	SA	A	D	SD	Mean (x)	Decision
10.	19	10	6	1	3.31	Agree
11.	20	13	2	1	3.44	Agree
12.	2	6	10	18	1.78	Disagree
13.	7	13	12	4	2.64	Agree
14.	13	16	6	1	3.14	Agree
15.	17	13	6	0	3.33	Agree
16.	4	8	10	14	2.06	Disagree
17.	4	10	14	8	2.28	Disagree

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Gross mean = 2.75

From the table above, the gross mean for the urban school is 2.82. This indicates that school plant have positive influence on students' academic performance in urban areas, although 2 items were rejected or rated poor. They include items 38 & 41. For the rural areas, the gross mean obtained was 2.75 which also shows that there is positive influence of the school plant on the academic performance of students in rural areas. Meanwhile items 36, 40 & 41 were rated poor by the rural students.

Hypothesis 1: There is no significant difference between the response of students in urban schools and rural schools with respect to the type of school plant available in their school.

**Table 5: Chi-square of urban and rural students in the type of school plant available in their school.**

Respondents	N	df	$\chi^2$ - cal	$\chi^2$ - crit	$\alpha$	Decision
Rural Students	24	(24-1)(2-1)				
Urban Students	24	23x1 =23	451.88	35.17	0.05	Reject H

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Table 5 shows a calculated value of chi-square = 451.88 which is greater than the critical value of chi-square = 35.17. This means that the null hypothesis is rejected and therefore the alternative hypothesis will hold showing that there is significant difference between the response of students in urban schools and those in rural schools with respect to the type of school plant available in their school. (See appendix 3 for detailed calculation of results).

Hypothesis 2: There is no significant difference in attitude of principals in urban schools and those in rural schools as regards school maintenance.

**Table 6: t-test comparison of mean scores of urban and rural students on the attitude of principals towards school plant maintenance.**

Respondents	N	x	SD	df	t-cal	t-crit	$\alpha$	Decision
Rural Students	36	2.98	0.35					
Urban Students	36	2.98	0.35	70	2.01	1.98	0.05	Reject H

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Table 6 shows that a calculated t-value of 2.01 is greater than the critical (table) value of  $t = 1.980$ . This means that the null hypothesis is rejected while the alternative hypothesis stands or upholds. This shows that there is significant difference in the attitude of principals in urban schools

and those in rural schools as regards school plant maintenance. (See appendix 4 for detailed evaluation of the result)

Hypothesis 3: There is no significant difference between the response of principals in urban schools and those in rural schools with respect to the type of school plant maintenance strategies they adopt in their school.

**Table 7: t-test comparison of mean score of urban and rural principals on the type of school plant maintenance strategies they adopt in their schools.**

Respondents	N	x	SD	df	t-cal	t-crit	$\alpha$	Decision
Rural Students	36	2.5	0.72					
Urban Students	36	2.4	0.72	70	0.30	1.98	0.05	Accept H

Table 7 shows that the critical value of t (1.980) is greater than the calculated value of t (0.3086). This means that the hypothesis is accepted meaning that there is no significant difference between the response of principals in urban and those in rural schools with respect to the type of school plant maintenance strategies they adopt in the schools. (See appendix 5 for detailed calculation of results).

Hypothesis 4: There is no significant difference in the academic performance of students in schools with adequate school plant and those students in schools with inadequate school plants.

**Table 8: Chi-square ( $\chi^2$ ) of urban and rural students' academic performance in relation to adequacy of school plant in their schools.**

Respondents	N	df	$\chi^2$ - cal	$\chi^2$ - crit	$\alpha$	Decision
Rural Students	36	(36-1)(2-1)				
Urban Students	36	35 x 1 = 35	1276.95	51.60	0.05	Accept H

Table 8 shows that the value of  $\chi^2$  obtained (calculated) is 1276.95 which is greater than the table value 51.60. This means that the null hypothesis is rejected and the alternative hypothesis is accepted which means that there is significant difference in the academic performance of students in schools with adequate school plant and those students in schools with inadequate school plant. (See appendix 6 for detailed calculation of results).

### Summary of Major Findings

The major findings that emerged from the study are summarised as follows:

1. Both urban and rural students rated poorly the following items as not part of the school plants available in their various schools: Storage facilities, counselling units, school hall, tractors and volleyball court.
2. Both urban and rural principals rated high the following items as the type of school plant maintenance strategies they adopt: involvement of both staff and student in maintenance, make fund available for maintenance, appoint teachers to supervise specific school plant, and apply preventive measure to care for school plant.
3. Urban students agreed that their principals have positive attitude towards school plant maintenance in all items while the rural students also agreed but rated items 28 & 30 poorly.
4. Both urban and rural students rejected item 41; the fact that they are able to study well under any condition.
5. The following types of school plant are available in urban school, but not available in rural schools. The items include: photocopy machine, fans in classrooms, fans in laboratories, printer and computers.
6. The urban students agreed that their classroom and laboratories help them to learn better while the rural students disagreed to it. Also, the urban students accept the fact that the state of their classroom does not affect their performance while the rural students reject the fact.
7. The result of the four hypotheses shows that hypothesis 1, 2 & 4 were rejected showing that there is significant difference while hypothesis 3 was accepted showing no significant difference.

### **Discussions of the Results.**

The results shall be discussed under each research questions, and then the results of the four hypotheses.

#### **The types of school plants available in secondary schools in Nnewi Education zone of Anambra state.**

The result of the findings under this section reveals that students from urban schools rated high most of the school plants identified in the questionnaire especially the following which their counterpart in rural schools rated poor. These items include: photocopying machine, fans in the classrooms, fans in the laboratories, printers and computers. This means that these items are available in urban schools but not available in rural schools. This is in line with the idea of Ajayi (1999) who asserted that urban schools' pupils perform better than rural school pupils because they have better or more school plants as a result of their location closer to the government. Although both the urban school students and rural school students rated some items poor as not available in their schools, the urban school students have more and better school plants that the rural schools.

**The attitude of Principals towards school plant maintenance in secondary schools in Nnewi Education zone of Anambra state.**

The result of the findings under this section shows that the Principals of urban schools have positive attitude towards school plant maintenance because all the items so identified were rated high by urban students. The rural school principals also had positive attitude towards school plant maintenance but not high compared to those in urban schools. The rural students rated poorly items 28 & 30 which shows that the principals of rural schools have negative attitude towards reminding staff/students to be conscious of cleanliness/orderliness as well as having negative attitude towards leading by example on maintenance. Meanwhile, both urban and rural principals portrayed a positive attitude towards school plant maintenance which is clearly seen or observed by the result of the gross mean obtained for both groups. The revelation of this result is in support of the view of Castaldi (1985;18) that “it is the basic justification of principals for giving significant attention to school plant maintenance as an administrative task of the educational system.”

**The type of school plant maintenance strategies the principals adopt in secondary schools in Nnewi Education zone of Anambra state.**

In this section, the result of the findings revealed that the gross mean obtained for the urban school principals response is 2.50 while that of the rural school principals is 2.40. this shows that the urban school principals adopted a better school plant maintenance strategy compared to their counterparts in the rural schools. Although both groups rated the same number of items positively and negatively, the percentage rating of the principals from urban schools tends to be higher compared to those of principals in rural schools. The commonest strategies both groups seem to adopt include the following: involvement of both staff and students in the maintenance strategies, strive to make enough funds available for school plant maintenance, appoint teachers to supervise specific duties in plant maintenance, as well as apply preventive measures to care for school plants.

**The influence of school plant on students’ academic performance in secondary schools in Nnewi Education zone of Anambra state.**

The result of the findings of this section shows that urban school students agree with items 36 & 40 that their classroom and laboratories help them to learn better and that the state of their classroom and laboratories does not affect their academic performance. On the other hand, the students from the rural school disagrees with items 36 & 40 which shows that their classroom and laboratories do not help them to learn better and that the state of their classroom and laboratories does affect their academic performance. This is in agreement with the assertion of the Tennessee Advisory Commission on InterGovernment Relations (TACR:2003) that there was a

growing evidence of a correlation between the adequacy of a school facility and student behaviour and performance. It went further to saying that school facilities and the classroom must be flexible enough to accommodate changing learning patterns and methods. Meanwhile, it was also observed that both the students in urban schools and their counterpart in rural schools do not agree with item 41 that they are able to study well under any condition. This goes further to buttress the point of Nwagwu (1998) that behind every successful performance of either the students, teachers or school administrator, there is a wonderful school plant. Castaldi (1985) also opined that when a skilful teacher or principal works in a well-designed and highly functional school building with necessary instructional facilities, he is likely to achieve a level of instructional effectiveness leading to high academic performance of his students than when those facilities are not provided.

#### **The results of the four hypotheses.**

Based on the results of the four hypotheses stated, hypothesis 1, 2 & 4 had a critical (table) value which is less than the calculated (obtained) value, revealing that there is significant differences with respect to each of their variables or conditions. Hypothesis 3 showed a critical value that is greater than calculated value which indicate that there is no significant difference between the response of principals in urban schools and those in rural schools with respect to the type of school plant maintenance strategies they adopt in their schools.

#### **Conclusions**

Based on the findings, the researcher concludes that there is significantly positive influence of school plant on students' academic performance in secondary schools in Nnewi Education zone of Anambra state.

#### **Recommendations**

Based on the findings, the following recommendations were made:

1. The government and other providers of education should equip the schools in rural areas with modern school plants so as to meet up with other schools in the urban areas who have better school plant than theirs. This will motivate people to remain in the rural areas the school plants there would be equal to that in the urban area, hence, avoiding over-enrolment in the urban areas and under-enrolment in the rural area.
2. Government should strive to allocate enough funds for schools in rural areas, and avoid the prejudice of giving more to the urban schools. When education administrators, like the principals in the rural areas do not get enough funds, little or no attention is paid to the school plants and

its maintenance, hence the importance of government striking a balance in the allocation of funds to schools in both rural and urban areas.

3. Education commissions/boards should organise seminars and conferences for principals in rural areas to promote their attitude towards school plant maintenance and better strategies for maintenance of school plant. The influence of school plant on students' academic performance will be improved and seen to be positive especially in rural schools if the government equip the rural schools with better plants to compete with their counterpart in the urban schools.

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