

Information and Communication Technologies (ICTs) and School Plant Management Practices of Secondary Schools' Principals and Teachers in Ika North East LGA, Delta State, Nigeria

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Abstract

In this study, the researchers worked on Information and Communication Technologies (ICTs) and school plant management practices of Secondary Schools' Principals and Teachers in Delta State, Nigeria. 3 research questions and 3 hypotheses guided the study. The study adopted a descriptive survey research design specifically to collect existing data (information) on ICTs and school plant management practices of secondary schools' principals and teachers. The population of the study was made up of 1,235 comprising 150 principals and 1,085 teachers from the secondary schools (upper basic education level schools – JSS 1-3 and senior secondary schools) in Ika North-East Local Government Area of Delta state, Nigeria. The sample comprised of 247 principals and teachers – 50 principals and 197 teachers. The samples were drawn using simple random and cluster sampling techniques. The instrument used for data collection for this study was a self constructed questionnaire titled 'ICTs and School Plant Management Practices of Principals and Teachers Rating Scale (ICTSPMPPTRS)' which is made up of 30 items in 4-points likert scale. The face and content validities were ensured and Cronbach Alpha was used to ascertain its reliability at 0.82 indexes. Mean and standard deviation were used to answer the research questions while the hypotheses were tested using t-test statistics to establish the significant differences between the variables in the study. From the data analyzed, it was found out that the use of ICT in teaching and learning facilitates teaching and makes learning interesting, effective and efficient. It was also found out that regular inspection on all school plant facilities, regular maintenance on all school plant facilities, close supervision of the usage of school plant facilities are some school plant management practices of secondary schools' principals and so on. The researchers recommended among others that the government at all levels in collaborating with secondary schools' principals and teachers should set in place appropriate security measures to help secure school plant facilities and that secondary schools' principals and teachers should be given regular orientation through workshops and seminars on adequate strategies of managing school plant facilities.

Keywords: ICTs, School Plant, Management Practices, School plant Management Practices, Secondary Schools, Principals and Teachers

Introduction

ICT has permeated teaching, schools' management and leadership and all other education-based issues. The nature of knowledge in human life cannot be underestimated. However, with the advancement of society and the development of education and science and technology in the 21st Century, the role of ICT in schools and other human performance has been greatly improved (Noah, Akpabio & Sammy, 2014). Ogunsola and Aboyede (2015) point out that the widening of information gaps, known as "information explosion" is occurring. As the world changes, knowledge and experience change dramatically, so does the school's facilities and how they are managed. School plant management practices in secondary schools refer to the process of using, managing and supporting resources to achieve secondary education goals. Secondary school administrators and teachers are responsible for directing, using, managing and supporting resources to achieve academic and school goals. They organise classrooms and extra activities for students. They also coordinate the schools' activities to ensure that all programmes run simultaneously and do not conflict with other programmes. The Delta state upper basic education level schools (JSS 1-3) and senior secondary schools' enrollment complicates school administration and creates problems in student management and staff, community relations, teaching supervision and school financial man

agement (Okebukola, 2016), electricity, water, communications, libraries, schools, etc. other school. Ghaemian (2020) supported the above view and mentioned that administrative functions in secondary schools are becoming increasingly complex in terms of enrolments, students' mobility and social problems. This issue requires the use of powerful school administrative equipments resulting in better communication, efficient operations and better personnel services. One of the very vital equipments is the use ICTs and ICT accessories. The secondary schools' principals and teachers need to be well informed in ICT application for effective school plant management. This is essential in the areas utilizing, maintaining and sustaining available school plants.

Regarding the use of ICT in education and the effective management of school equipment, Nwagwu (2015) said that effective storage of information in schools is important for improving education. This will facilitate the management of school equipment for secondary school principals and teachers. Also, Mezieobi (2021) added that planning and managing a school without proper records of school supplies would be a difficult task. This is an area where ICT is needed. In addition, secondary schools need to have adequate and accurate information about student enrollment, school personnel, school records and school records and to function well in order to be effectively organized and managed.

ICT has permeated all areas of the Nigerian system and its role in the country's economy, culture and education is no longer in question. Ogunsola and Aboyade (2021) point out that despite the great impact of ICT on the development of education at home, there is an existing stress on ICT equipment such as computers, printers in many secondary schools, including those in Delta State of Nigeria, printers etc. also in the category of school supplies that can help store school information, but are rarely or never used. Onifade (2013) also noted that secondary schools were underfunded; This shows that administrators and teachers cannot easily purchase ICT equipment and other schools to store and manage information in secondary schools. Ajabor (2011) noted that many secondary schools suffer from electricity shortages affecting the use of computers and other school facilities. According to Obijifor, Inayatullah, and Stevenson (2015), another limitation to the successful implementation of the school factory is the lack of interest and awareness of the benefits of using the school factory, including ICT for information storage.

They point out that ignorance of the nature and needs of school's prized plants can lead to dissatisfaction even if the wealthy buy them. In this context, this study aims to examine the ICT and school management of secondary school principals and teachers in Ika North East LGA of Delta State, Nigeria.

Conceptual Framework of the Paper

Information and Communication Technologies (ICTs)

Information and communication technology (ICT) is considered as the 21st century era that brought many innovations and creativity, especially in education. It is also to be a strategy that includes many factors that make human activities easier, more efficient and good business, including school management, administration and leadership. According to Blurton (2019), ICT refers to different technological tools and resources used to transmit, create, disseminate, store and manage information.

In addition, Edom (2017) defines information and communication technologies as technological tools that facilitate the collection, processing, storage, storage, access, dissemination and retrieval of information when necessary. According to Oliver and Chapman (2013), ICT is a system that supports the creation, storage, management and communication and connection, management and use of information. Thus, ICT consists of physical equipment and software equipment used to move information from one place to another. ICT equipment can be networked to process audio, data, images, audio and even video. These ICT facilities provide a platform for organizations and schools to create their own unique knowledge.

The National Information Technology Policy (NPIT) (2011) states that ICT is a tool used to receive, store, manage, administer, transport, administer, exchange, exchange, send or receive information. It includes the use of these technologies (eg, microelectronics and telecommunications) and how they can be used to collect, store, process and distribute information in any electronic form. ICT is a powerful force of our time, driving innovation in the lives of people, organisations, schools and governments. It changes everything and it will change everything. As we enter the 21st century, it is clear that the development in ICT has rapidly changed the social, economic and educational aspects of many countries.

n the world. Therefore, the researchers observed that ICT is a modern innovation designed for utilization in schools for the purpose of enhancing job performance and increase productivity among teaching and non-teaching staff irrespective of the type of school. The introduction and utilization of ICT in secondary schools have improved the activities of principals and teachers.

School Plant

School plants are all the equipments, accessories, facilities, infrastructures and tools that make the day to day administration and management of the school(s) effective and efficient. These school plants are used in keeping records of staff, students, visitors and so on. They are used for electricity supply, water supply, medical services, counseling services and so on. They also include the road and communication networks, computers, laptops and computer accessories, solar system or generating set(s), laboratory equipments, agricultural tools, fine arts sculptures, television sets, projectors, borehole and borehole accessories like sumo and sumo switch for water supply, physical and health education equipments like football, volley ball, basket ball, table tennis court, gymnastic equipment and so on. School plant and effective school plant management are important in the day to day management and administration of secondary schools by principals and teachers. However, administrative success of principals and teachers of secondary schools is dependent on utilization, management and maintenance of available school plants (Edo, Luke & Abere, 2019). The utilization, management and maintenance of school plants should be based on laid down procedures and responsibilities. The school plant management practices of principals and teachers are part and parcel of the schools' administrative processes. Furthermore, Akomolafe (2012) noted that administrative process is the positive responses, efforts and actions with the intention to accomplish stated goals and objectives. He further pinpointed that it reflects on decision making, delegation of duties to subordinates, setting good examples and motivating the teachers and the students in an effort to create and maintain a conducive working environment that will culminate to effective teaching and learning. Therefore, accomplishing the set goals and objectives related to effective school plant management practices will enhance productive capacity of the teachers and students. Also, Ibukun (2011) viewed administrative process in school plant management as the rate or frequency at which secondary schools' principals carry out their day to day functions towards the attainment of stipulated and outlined educational goals.

The school plant management practices of principals and teachers of secondary schools are essential for all round success of the school(s). Eniola (2006) as cited in Muraina (2014) stated that the success and effectiveness of secondary schools' principals depend on their ability to discharge managerial functions which include school plant management and make effective use of their body of knowledge and skills. A secondary school principal with effective school plant management skills is one who facilitates the utilization of the inputs to the school by ensuring that desired goals are realized (Akinola, 2013). Thus, the parameters for measuring the effectiveness of principals' school plant management practices in the secondary school include: level of discipline, tone of the school, school climate, teachers' performance, students' academic performance and achievement and so on. Therefore, the principals and teachers need to justify the use of school plant by producing adequate results which will reflect good performances (Okoroma, 2010).

School plant management practices of secondary schools' principals and teachers involve effective school plant planning. School plant planning is therefore considered a very important aspect of educational planning. The realization of educational goals and objectives is attainable through appropriate and adequate school plant planning. It is therefore imperative to appropriately plan school plant in order to facilitate the effectiveness of school system (Yakubu & Sowunmi, 2017). The cost of purchasing and maintaining school plant is expensive, hence the need to handle school plant with care. The protection and security of the school plant are also school plant management practices of secondary schools' principals and teachers. It is mostly the responsibility of the secondary school principals to ensure that the facility is kept open for use and also kept neat or made to be in a good sanitary condition (Edo, Luke & Abere, 2019). The secondary schools' principals have to ensure that the school plants are optimally used to the advantage of students, teachers, and members of the local community. In managing the schools' plants, and for them to meet the educational goals, caution must

be taken in the usage, that is, school plants must not be underutilized nor over-utilized, but optimally used (Uko, 2015). This therefore, implies that maximum utilization occurs when school plants are put into effective and efficient use in line with the primary educational objectives and its failure will lead to counter-productivity.

Theoretical Framework

Several theoretical backgrounds underpin this study. However, the study will be anchored on the following theories; Cultural Risk Theory and The Domino Theory.

Cultural Theory of Risk

This study adopted the Cultural Theory of Risk which was propounded by anthropologist Mary Douglas and colleagues in 1966 (Douglas 1966; Gross and Rayner 1985; Rayner 1992; Douglas and Wildavsky 1982). Cultural Theory of Risks (CTR) states that structures of social organisation endow people with perceptions that reinforce those structures in competition against alternative ones and it has in recent years been used to analyze policymaking conflicts generally. Two characteristics of cultural theory of risks according to Douglas (1966) inform the basic structure of Cultural Theory. The first of these is a general notion of the social function of individual perceptions of societal dangers. Individuals, Douglas maintained, tend to associate societal harms from sickness to famine to natural catastrophes with conduct that transgresses societal norms. This tendency, she averred, plays an indispensable role in promoting certain social structures, both by imbuing a society's members with aversions to subversive behaviour and by focusing resentment and blame on those who defy such institutions. The second very essential characteristic of cultural theory of risk according to Douglas (1966) is a particular account of the forms that competing structures of social organization assume. Douglas noted that cultural ways of life and affiliated outlooks can be characterized (within and across all societies at all times) along two dimensions, which she called group and grid. A high group way of life shows a high degree of collective control, whereas a low group one exhibits a much lower one and a resulting emphasis on individual self-sufficiency. A high grid way of life is characterized by conspicuous and durable forms of classifications in roles and authority, whereas a low grid one reflects a more egalitarian ordering. In connection to this study, the cultural theory of risks encourages secondary school principals and teachers to promote the use of ICTs as one of their school plant management practice. The way in which secondary school principals and teachers perceive use of ICTs and school plant effective management is informed by their social interactions and cultural worldviews comprising fundamental beliefs about society, the school and nature. Therefore, perceptions of the use of ICTs and school plant along with secondary school principals' and teachers' myths of nature that is, how groups of people conceptualize the way nature functions influence the feasibility and acceptability of school plant planning, policy making, and implementation. Furthermore, when school plant safety is not ensured within and around the schools' environments, the principals, teachers, students, parents and every individual that is found around the schools suffer. School plant safety becomes a culture that must be adhered to by both principals and teachers for the general safety of the school. Also, the schools are located in urban and rural areas which have cultural inclinations that must be adhered to. The cultural theory of risk promotes environmental safety and school plant safety consciousness by individuals – including principals and teachers irrespective of location, experience or gender and ensures security, maintenance and sustenance of the school plants. This theory helped the researchers to understand that risk is inevitable. For schools to be safe, people must take risks, especially when it comes to the safety, maintenance and support of school businesses.

The Domino Theory

The domino theory was introduced in 1931 by Herbert W. Heinrich. Heinrich's domino theory held that accidents occur as a result of a series of successive events, metaphorically like a domino falling. If one of the dominoes fails, it triggers the next domino and the next domino, but removing a key element (such as an unsafe state or an unsafe operation) doesn't start a chain reaction. According to Heinrich (1931), all incidents directly

connect to unsafe conditions and acts, which he defines as "unsafe performance of persons, such as standing under suspended loads ... horseplay, and removal of safeguards"; and "mechanical or physical hazards such as unguarded gears ... and insufficient light." He further pinpoints five metaphorical dominoes labeled with accident causes. They include social environment and ancestry, fault of person, unsafe act or mechanical or physical hazard (unsafe condition), accident, and injury. In relation to this study, secondary school principals and teachers have the responsibilities of keeping the school plant safe for effective teaching and learning. And when school equipment is safe, misuse, damage, destruction, and unnecessary expense are prevented. This law is the school enterprise management practice of principals and secondary school teachers.

The purpose of this research therefore focuses on ICTs and school plant management practices of secondary school principals and teachers in Ika North East LGA of Delta state, Nigeria. Specifically, this study sought to:

1. Identify some impacts of ICTs in secondary schools in Ika North East LGA of Delta state;
2. Find out school plant management practices utilized by secondary schools' principals; and
3. Ascertain school plant management practices utilized by secondary schools' teachers.

The research was guided by the following research questions:

1. What are the impacts of ICTs in secondary schools in Ika North East LGA of Delta state?
2. What are the school plant management practices utilized by secondary school principals? and
3. What are school plant management practices utilized by secondary school teachers?

Based on the research questions above, the following hypotheses were formulated to guide the study and were tested at 0.05 level of significance.

H₀: There is no significant difference in the mean rating scores of secondary school principals and teachers on impacts of ICTs in Ika North East LGA of Delta state;

H₀: There is no significant difference in the mean rating scores by principals in urban and rural locations on school plant management practices utilized; and

H₀: There is no significant difference in the mean rating scores by teachers in urban and rural locations on school plant management practices utilized.

Methodology

This study adopted the descriptive survey research design with focus on ICTs and school plant management practices of secondary schools' principals and teachers in Ika North East LGA of Delta state, Nigeria. In this research, data was collected and described in a systematic manner. Odigwe, Ikpiken, Agbo and Ukpabio (2009) define survey research design as the design that gathers systematic descriptions of existing phenomena in order to describe or explain what is going on. It also makes provision for data on the contemporary situation to enhance plan for the future. Therefore the researchers adopted this design as it was used in collecting existing data (information) on ICTs and school plant management practices of secondary schools' principals and teachers in Ika North East LGA of Delta state, Nigeria without any kind of manipulations.

Ika North East Local government Area is one of the several local governments that make up Delta State, Nigeria. The people of Ika North East are Igbo speaking people. Ika North East houses the former Delta State College of Education, Agbor currently known as University of Delta, Agbor. The population of the study was made up of 1,235 comprising 150 principals and 1,085 teachers from the secondary schools (upper basic education level schools – JSS 1-3 and senior secondary schools) in Ika North-East Local Government Area of Delta state, Nigeria. The sample comprised of 247 principals and teachers - 50 principals and 197 teachers. The samples were drawn using simple random and cluster sampling techniques. The instrument used for data collection for this study was a self constructed questionnaire titled 'ICTs and School Plant Management Practices of Principals and Teachers Rating Scale (ICTSPMPPTRS)' which is made up of 30 items in 4-points likert scale. The face and content validities were ensured by three experts from Delta State University, Abraka and Cronbach Alpha was used to ascertain its reliability at 0.82 indexes. Mean and standard deviation were used to answer the research questions while the hypotheses were tested using t-test statistics to establish the significant differences between the variables in the study.

Results

Research Question One: What are the impacts of ICTs in secondary schools in Ika North-East LGA of Delta state?

Table 1: Mean and standard deviation on impacts of ICTs in secondary schools in Ika North-East LGA of Delta state

S/N	ITEMS	PRINCIPALS			TEACHERS		
		Mean	SD	Decisions	Mean	SD	Decisions
1.	ICTs make us keep adequate records of school plants	3.21	1.0	Agree	4.09	1.09	Agree
2.	ICTs make retrieval of information on school plants easier	3.42	1.3	Agree	2.90	1.21	Agree
3.	With ICTs, the safety of available school plants is assured	3.11	1.2	Agree	3.51	1.22	Agree
4.	ICTs make the use of school plants effective	3.05	1.2	Agree	2.71	1.39	Agree
5.	The maintenance of available school plants is enhanced by the use of ICTs	4.00	1.3	Agree	3.10	1.34	Agree
6.	Every details of school plants can be found in the schools' computer	2.92	1.2	Agree	3.06	1.8	Agree
7.	Computers are available for students' use	3.01	1.2	Agree	2.76	1.3	Agree
8.	ICTs can be used to monitor the safety of the school plant	2.96	1.00	Agree	2.84	1.2	Agree
9.	We use projectors in teaching our students	3.00	1.4	Agree	3.08	1.6	Agree
10.	Our students are given assignments to do online	4.09	1.6	Agree	3.22	1.7	Agree
Grand Mean		3.28	1.2		3.33	1.4	

Result in table 1 shows that all the items scored above 2.50. This implies that ICTs make us keep adequate records of school plants, ICTs make retrieval of information on school plants easier, With ICTs, the safety of available school plants is assured, ICTs make the use of school plants effective, The maintenance of available school plants is enhanced by the use of ICTs, Every details of school plants can be found in the schools' computer, Computers are available for students' use, ICTs can be used to monitor the safety of the school plant, We use projectors in teaching our students and Our students are given assignments to do online are some of the impacts of ICTs in secondary schools in Ika North-East LGA of Delta state.

H0₁: There is no significant difference in the mean rating scores of secondary schools principals and teachers on impacts of ICTs in Ika North-East LGA of Delta state.

Table 2: t-test on secondary schools' principals and teachers on ICTs

Variables	Number	Mean	SD	t-cal	t-crit	P	Decision
Principals	50	3.28	1.2				H ₀ not
Teachers	197	3.38	1.4	0.47	1.96	0.05	rejected

The result of the t-test presented in table 8 shows the calculate t-value 0.47 is not significant at 1.96. The null hypothesis is accepted and the researchers conclude that there is no significant difference in the mean scores of secondary schools' principal and teachers on impact of ICTs in Ika North-East LGA of Delta state.

Research Question Two: What are the school plant management practices utilized by secondary schools' principals?

24.	We ensure that there is total adherence to environmental safety when using school plants like electricity, generating sets and medical facilities	3.09	1.5	Agree
25.	Compliance to applicable health regulations is our priority	2.95	1.5	Agree
26.	The community that hosts my school cooperates on school plant management safety	3.62	1.7	Agree
27.	We encourage the students to comply with applicable school plant use regulations	3.02	1.4	Agree
28.	Students avoid misuse of available school plants	3.11	1.3	Agree
29.	The school provides appropriate school plant safety training for students	3.05	1.5	Agree
30.	There is the availability of proper first aid in my school	3.13	1.3	Agree
Grand Mean		3.13	1.45	

Result in table 5 shows that all the items scored above 2.50. This implies that we ensure that school plants used for teaching are properly secured, we ensure that students appropriately utilize available school plants, we are encouraged to supervise students' activities whenever they are using school plants, we ensure that there is total adherence to environmental safety when using school plants like electricity, generating sets and medical facilities, compliance to applicable health regulations is our priority, the community that hosts my school cooperates on school plant management safety, we encourage the students to comply with applicable school plant use regulations, students avoid misuse of available school plants, the school provides appropriate school plant safety training for students and there is the availability of proper first aid in my school are the school plant management practices utilized by secondary schools' teachers.

H₀: There is no significant difference in the mean rating scores by secondary schools' teachers in urban and rural locations on school plant management practices utilized.

Table 6: t-test on school plant management practices utilized by secondary schools' teachers in urban and rural locations

Location	Number	Mean	SD	t-cal	t-crit	α	Decision
Urban	100	3.32	1.4				
Rural	97	3.16	1.6	0.62	1.96	0.05	H ₀ not rejected

The result of the t-test presented in table 6 indicated that the calculated t-value of 0.62 is not significant at 1.96. Therefore, the null hypothesis is accepted and the researchers conclude that there is no significant difference in the mean scores of school plant management practices utilized by secondary schools' teachers in urban and rural locations.

Discussion of the Findings

Impacts of ICTs in secondary schools in Ika North-East LGA of Delta State

The result showed that ICTs make us keep adequate records of school plants, ICTs make retrieval of information on school plants easier, With ICTs, the safety of available school plants is assured, ICTs make the use of school plants effective, The maintenance of available school plants is enhanced by the use of ICTs, Every details of school plants can be found in the schools' computer, Computers are available for students' use, ICTs can be used to monitor the safety of the school plant, We use projectors in teaching our students and Our students are given assignments to do online are some of the impacts of ICTs in secondary schools as they were above 2.50. The result of the t-test presented in table 2 shows the calculate t-value 0.47 is not significant at 1.96. The null hypothesis is accepted. This position agrees with the finding of Oladokun, Seidu, Ogunbiyi, Aboyade, Yemi-Peters and Elai (2022) and Ogunshola and Abiodun (2017) on the impacts of ICTs. This implies that with the knowledge of some of the impacts of ICTs in secondary schools, the schools can be repositioned and adequately equipped to advance the use of ICTs in teaching, learning, school plants' record keeping and other roles of ICTs.

School plant management practices utilized by secondary schools' principals

Findings revealed that regular inspections on all school plant materials, fences have been built around my school to secure available school plants, there are efforts to ensure that there are adequate maintenance on school plants, we are committed to the advancement of school plant management safety culture, appropriate usage of school plant is promoted, regular update on available school plants. It is important provide information to students about available school plants, students are encouraged to report potential problems with school plants, activities protective of the school plants are ensured and spoilt school plants are kept away from the students are the school plant management practices utilized by secondary schools' principals. This is because they scored above 2.50. The result of the t-test presented in 4 shows that the calculated t-value 0.92 is not significant at 1.96. The null hypothesis is accepted. This is in agreement with Edo et al (2019) who stated that regular inspections on all school plant materials, fences have been built around my school to secure available school plants and so on was significantly high.

School plant management practices utilized by secondary schools teachers

Findings showed that we ensure that school plants used for teaching are properly secured, we ensure that students appropriately utilize available school plants, we are encouraged to supervise students' activities whenever they are using school plants, we ensure that there is total adherence to environmental safety when using school plants like electricity, generating sets and medical facilities, compliance to applicable health regulations is our priority, the community that hosts my school cooperates on school plant management safety, we encourage the students to comply with applicable school plant use regulations, students avoid misuse of available school plants, the school provides appropriate school plant safety training for students and there is the availability of proper first aid in my school are the school plant management practices utilized by secondary schools' teachers. This is because they scored above 2.50. The result in hypothesis three of the t-test presented in table 6 indicated that the calculated t-value of 0.62 is not significant at 1.96. Therefore, the null hypothesis is accepted. McMichael (2016) observed that ensure that total adherence to environmental safety when using school plants like electricity, generating sets and medical facilities, compliance to applicable health regulations, cooperating with host community on school plant management safety are important for the participation of teachers in school plant management.

Limitations of the Study

The study was limited to secondary schools in Ika North-East LGA of Delta State, Nigeria. This can affect the generalization of the findings to other secondary schools in other LGAs of Delta state and other states of the federation.

Conclusion

Several works of literature have related ICTs, school plant, and school plant management practices. This study showed that knowledge of the use of ICTs is very important in school plant management, students' education, teaching and learning and can influence the school plant management practices of secondary schools' principals and teachers. It is also essential to state that the school plant management practices of principals and teachers are very essential for effective utilization, storage, maintenance and sustenance of the available school plants. The relationship between ICTs and school plant management practices is a contemporary issue especially with the promotion of the world as a global village. Principals' and teachers' school plant management practices can be enhanced and developed through the use of ICTs in secondary schools.

Based on the findings of the study, the following recommendations are apt:

- Secondary schools' teachers and principals should be adequately trained in the use of the latest information technologies and gadgets to be effective and efficient in their school plant management practices.
- The incorporation of Information and Communication Technologies (ICTs) in the secondary schools' curricula should be encouraged and promoted.
- The federal and state governments should put in place power plants or solar energy systems in every secondary school irrespective of location to solve the issue of poor power supply.

- For secondary schools' school plant records to be properly and accurately maintained, the federal and state governments should make provision for the necessary ICT infrastructure and equipment.
- The secondary schools' principals and teachers should be exposed to contemporary school plant management practices in line with best practices.
- Quality assurance should be carried out on school plants from time to time to ensure that they maintain needed standard for effective and efficient usage.

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