

Approaches to improving management of secondary education for maximum goal attainment

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ABSTRACT: This paper examines approaches to improving management of secondary education for maximum goal attainment in Rivers State, Nigeria. The paper conceptualizes management and secondary education and discusses approaches such as accountability and transparency in secondary school, funding, qualitative teachers, conducive classroom environment, supervision, teacher's motivation, parental involvement and provision for good school facilities. In conclusion, management of secondary education should involve PTA's and local community for effective goal attainment. The paper suggested among others that the teachers should be well equipped with relevant teaching aids before entering the classrooms, and the school authorities should ensure that school accounts are regularly audited in an organize manner with a view to sanitize the system.

Keywords: Approaches, management, secondary education, goal attainment.

INTRODUCTION

Management is the pivotal aspect of the educational system that demands adequate attention. Without proper management of staffs, students and school facilities in the school system there will be no goal attainment. The success of any education system depends largely on the quality management style made available to the services of that school. Secondary schools' managements all over the world are seriously engaged in numerous activities to efficiently manage school function and provide good educational experience to students. The extent to which the school is efficiently managed to function determines the educational goal attainment. The schools' managers designed and maintained an environment in which teachers and students work together efficiently to accomplish their aims. All effort from the school managers to the staffs ranging from the non-academic staffs to the academic staffs (teachers) is geared to do the right things all the time and striving for improvement continuously. This is espoused by Matome and Thulani (2014) which posited that the responsibility of the teacher's leaders is to change

things, make things happen, correct things and improve things.

In our contemporary society, the secondary education is being faced with a lot of deficiencies which in turn has a negative effect on the academy performance of the students. Such situations are; inadequate qualified teacher's, good school facilities, overcrowded classroom, inadequate instructional material, wrongfully allocation of subject to teacher's etc. The education managers at this point need to perform several tasks to improve teaching and learning in the classrooms. Such as recruiting part time qualified teachers to assist in teaching some core subjects where there are no or few permanent teachers, allocate teachers according to their area of specializations, ensure the classroom environment is conducive for learning, provide adequate fund for the purchase of relevant teaching materials and to meet up other school needs, provide good facilities in the school, motivate teachers, involved parents in the management of the school and ensure there is proper accountability and

transparency in the system. SchoolMo team (2019) posited that every principal, school administrator or manager is tasked with the responsibility of continuously improving student achievement. They further said that to do this, they must tackle issues like recruitment and management of teachers and other staff, monitoring and managing student behaviour, improving learning experience and teacher effectiveness among other things. Accountability and transparency if strictly adhered to, will eradicate corrupt practices such as fund diversion, embezzlement, misappropriation, exam malpractice, nepotism and so on from the system. Bandele (2007) cited in Bandele and Ajayi (2013) asserted that every stakeholder of secondary education should be accountable for his weakness, opportunities and threats analysis of secondary school.

The management of secondary education should involve the local management structure which consist of a school board of governors and parent teachers' association (PTA). These bodies can have a vital role play on the quality of schooling offered, if they understand and embrace their roles. Many PTAs are recognized as entities that can supply funds to schools but are not given the voice they need to make a difference to the academic side of education. The secondary schools' principals are responsible to each of these groups and serves as the school's central authority figure. He or she needs the mandate and management skills to oversee academic and financial tasks within the school and also ability to presents information to the local government bodies in a manner that can persuade them to act in support of the quality education (World Bank, 2008).

Conceptual clarification

Management

This is the act of organizing, planning, controlling, directing and evaluating human and material resources in order to achieve a targeted result or objectives in an organization. Management is the act of getting something done using others. To Uyar and Deinz (2012), management is a set of activities including planning and decision making, organizing, leading and controlling directed at an organization's resources, human, financial and physical with the aim of achieving organizational goals in an efficient and effective manner. In another development Knoontz (1980) cited in Orji et al. (2021) opined that management is the organization and mobilization of all human and material resources in a particular system for the achievement of some specified organizational objectives in the most rational manner. Nwafor (2012) cited in Nwiyi (2019) stated that management is the effective and efficient utilization of managers corporate time to achieve organizational or personal goals.

Secondary education

Secondary education is the education that is offered to children after their six years of primary education and before their tertiary education in Nigeria. It is divided into two; the junior secondary which runs from JSS1 – JSS3 and senior secondary which runs from SS1-SS3. Secondary education is the education children receive after their primary education and before the tertiary stage (FRN, 2014). To Achuonye (2007), secondary education as the name implies comes second; that is the second level of the three-tier system of education in Nigeria.

APPROACHES TO IMPROVING MANAGEMENT OF SECONDARY EDUCATION

Accountability

Accountability simply means being responsible for your decisions actions or money kept in your custody. It is a transparent manner of doing things so that everybody will clearly see what you have done. Omemu (2015) opined that accountability can be described as account giving relationship between persons for example A is answerable to B when A is duty bound to inform B about A's actions and decision, to explain them and to undergo punishment in the case of misdemeanor.

In Nigeria, Rivers State in particular, secondary education is being controlled and regulated by the ministry of education, zonal board of education and local board of education authorities. The ministry of education is responsible for the provision of curriculum, yearly calendar, ensure standard, finance, recruit and make provision for adequate facilities. All these bodies work *pari passu* to ensure the system maintain it standard and achieve its goals. The principals who are the schools managers and their staffs are accountable to the ministry of education, zonal board of education, and the local board of education authority who are being sent regularly to the schools as supervisors to checkmate the schools and teachers whether they are doing the right thing, in order to ensure quality and standard that the school is doing what is supposed to do and the PTA's informing them about the way they carry out their task in the school, how the school activities are being run, assuring them that the school is meeting up its responsibility and give reasons or explanation for any action, money or task given to them in a transparent manner. The managers of the secondary education should endeavor to eradicate corrupt practices such as embezzlement, nepotism, bribery, exam malpractice, diversion of resources etc. from the school system for effective goal attainment. Resources main for the development of secondary education should be used for the purpose of which is been made for. To avoid ineffective educational practice, quality control issues and

differential in classroom practices. Accountability simply connotes holding the providers of services answerable to the beneficiaries and other stakeholders regarding both process and outcome of a program. Openness and transparency in management and a participatory approach in planning, making key decisions, and evaluation are necessary conditions of accountability (Ahmed 2000 cited in word bank paper, 2008). To Enahwo and Eferakeya (1989), accountability means ensuring the level of performance of education inputs is sufficient related to the level of educational goal achievement. They went further to say that the structure of this relationship involves, probity, control, responsibility, blameless and hence goal achievement. From the above view, accountability is seen as the effective use of obtainable resources allocated to the school in order to achieve the set objectives.

Accountability has three dimensions in the secondary education system. Firstly, the education staffs who are the supervisors to the schools are answerable to those in the education hierarchy above them. School managers (principals) are accountable to the ministry of education, zonal board of education and local board of education authorities who are the supervisors sent regularly to the schools to checkmate the school activities to ensure that the staffs are doing their jobs and also show their local board of governors and parents teachers association that the school is meeting its requirements. In the same manner teachers also demonstrate their competence to their principals that they are actually doing their job. Secondly, teachers and principals are accountable to students who come to the school with desire to learn. Teachers are required to deliver a lesson that meet student's needs according to what is stated in the scheme of work. Thirdly, the educational system is accountable to parents and the community. They pay fees for their children to be educated, and they should be presented with evidence that learning has taken place as advertised. They need access to meaningful information and voice in school management. Accountability system must be addressed as a part of the description of governance and it must be managed carefully to function and it must have a specified chain of command, clearly assigned responsibility for activities, a mechanism to redress errors and consequences for the failure to meet requirement (World Bank, 2008). Accountability if strictly adhered to, in every area of management both in the public and private organization shall minimize corrupt practices. The school head or any person given a task should be able to give reason or explanation for their action, money or responsibility given to them in a transparent manner so that everybody will clearly see what they have done.

Transparency

Transparency is the act of being open, honest, and truthful and having nothing to hide. A person is said to be

transparent if he or she is very honest and trust worthy. The school managers or any person in public office should be transparent in carrying out their task. Transparency therefore is the quality of being honest. For instance, if people look at what you have done with money given to you to buy something, they will see that you have not embezzle the money or bought a sub-standard product that for the high-quality product that you have been given the money for (<https://spidercenter.org/programmes/transparency/>). In the secondary school system, the managers (principals) are accountable for the following areas:

School records: These are diaries, scheme of work, registers, report cards, admission records, assessment records, teacher's attendance records and monetary transactions within the school system. These are school records kept by the school authorities.

School properties: These are the moveable and immoveable assets own by the school which include; the school land, equipment's, computers, chairs, desk, textbooks, school van, school buildings, makers, board, generator set, fans etc.

School finance: These are the money own by school. The school managers are in control of school money, they are accountable for the school money, they give account of every amount spent regardless of who spend it. He or she gives account of how the financial transactions of the school are carried out.

Accountable for deeds: The school principals are answerable for their official actions and activities and that of the staff while in school.

Accountable for students: The principals and the staffs are answerable for the activities and welfare of students while in school.

Imbibing proper accountability and transparency into the management of secondary education system will help in combating corrupt practices from the system. The management ought to be transparent in discharging their duties; because greater accountability is expected from them. They are to make their school perform. They should enact a mechanism that will assess whether the students are learning what they are supposed to learn, by comparing what students learnt with what they are required to learn for maximum goal achievement.

Funding

Adequate fund should be made available to the secondary education sector for seamless management of the school system which comprises of the staffs, students and school

facilities for maximum goal attainment. There should be availability of adequate fund for the procurement of school facilities and its maintenance, instructional materials, teachers' welfare and so on.

Funding of education sector has always been a big problem in Nigeria right from the colonial era till date. In fact, any government that comes on board both military and civilian are always been accused of underfunding this sector. The Nigeria government has never met the UNESCO specification of 26% annual budget to education. Thereby causing a lot of challenge in the educational system. There are issues of insufficient infrastructures, inadequate supply of textbooks/relevant teaching aids, lack of teachers' motivation, inadequacy of good school facilities etc. To buttress this Akhihero (2011) stated that inadequate funding of schools is a big problem, hence, the failure to prioritize the use of available funds would cover the area of needs like: employing qualified teacher's, procuring textbooks, improving on existing infrastructures, procuring equipment, instruments, teaching aids, and the like. He further said that lack of funds has resulted in the absence of workshop in school, in training and re- training of teacher's at all levels, inadequate provision of classroom building's and laboratories etc. Inadequate funding of secondary education has cause teaching and learning to be ineffective due to so many areas that are lacking. No good classrooms, students have been seating on the floor and hanging on the windows to learn, thereby reducing the quality of education at this level. This is why the well-meaning individuals, private sectors, PTA and students have come to the aid of contributing to funding secondary education in Nigeria. In the view of Maduwesi (2001) cited in Omemu (2015), public education is capital intensive, non-profit making social service. Education has never been free at any level. It is always been paid for somehow by somebody.

The well-meaning individuals, private sectors and the PTA's sometimes do make some financial donations for the development of the school and also, they do supply some physical facilities to the school. Such facilities as; motor van, generating set, desk, chairs, table, building of some toilet blocks and classrooms block etc. The following are the clear contributions of students to funding secondary education in Nigeria, Rivers State in particular. The students' contributions to funding education at this level are in two ways; direct and indirect contribution. The direct contribution of students to funding education at this level are the numerous monetary transactions they made in terms of registration fees, examination fees, extra moral class fees, uniform, inter house sports, identity cards, desks and books etc. and the money they pay for external examination West African Examination Council (WAEC) and National Examination Council (NECO) examination fees.

The indirect ways students contribute to funding of education at the secondary school level are the earning

they forgone. To Enaohwo (1990) the indirect contribution of students to funding education are not limited to earning forgone but also include domestic and community activities they have been involved in. The indirect contributions students make are the effort they make in assisting the community through their physical labour in the provision of school facilities such as; building sports, public convenience and so on. They involved themselves in physical labour thereby saving the school from hiring such labour. They also make some contribution through the sales of agricultural produce from the school farm which form the school fund and saved the school from cost of hiring labour to work in the school farm. Since they have been actively involved in the physical labour. In some schools, students produce craft works during practical lessons and when the product is been sold the proceeds are turned into school coffers. The students also contribute through some cultural performances they are hitherto in such as dramatic, arts, musical and dance they display. Normally the public are invited and fund is raised for the school. They also win laurels during sports competition and at the end of the period these laurels are redeemed with money which goes into the schools pose. These are the ways students contribute to funding education at this level.

Qualitative teachers

The quality of education of a nation could be determined by the quality of her teachers. Government should endeavor to employ qualified teachers into all public schools In Nigeria, Rivers State in particular for effective goal attainment. The teachers should be deployed to their localities and be distributed according to their area of specialization during subject allocation. According to Abe and Adu (2013), qualified teachers are the most important factors in improving students' performance at the secondary school level. The quality of teachers plays a significant role on the performance of the students. A qualified teacher is someone who has successfully completed a course in the field of education and has been awarded a degree in education and also has a teaching license from the TRCN which made him or her professional teacher and capable of imparting knowledge. They hold degrees like B.Ed., B.Sc. Ed, B.A. Ed and M. Ed and so on (FRN, 2011).

Abe and Abu (2013) and Wiki (2013) opined that a teaching qualification or teacher qualification is one of the numbers of academic and professional degree that enables a person to become a registered teacher in secondary school. Such qualification includes but is not limited to, Postgraduate Certificate in Education (PGDE), The Professional Diploma in Education (PDE), Bachelor of Education (B.Ed), and Nigeria Certificate in Education (NCE). From the above perspective, a teacher according

to Teacher Registration Council of Nigeria (TRCN) Handbook (FRN, 2011), is someone who had undergone approved professional training in education at appropriate level and capable of imparting knowledge, attitude and skills to the learner. In the perspective of Furrugia (1987), a professional teacher is someone who possesses professional based knowledge in the theory and practice of education and find job satisfaction in the belief that he or she is making a significant contribution to the developmental growth of his or her country. Adieze (1986) cited in Omemu (2015) perceived that non-qualified and non-professional teachers in teaching profession as those that are killing the profession because they are not really teachers. She regarded them as bird of passage that create unnecessary vacuum whenever they see opportunities in their area of specialization.

Conducive classroom environment

A conducive classroom environment is an environment which promote seamless teaching and learning. It is a crucial anchor in facilitating a prosperous mood or atmosphere in a classroom to ensure an efficient-teaching and learning take place. Fraser (1994, 1998) cited in Conducive Classroom Environment (2009) stated that a result of studies conducted over 30 years ago proved that students learning is crucially determined by the quality of the classroom environment. Therefore, teachers should look for every possible way to create a prosperous atmosphere where there will be less behavioural issues in the class by managing and organizing the class in a manner that teaching and learning can take place effectively. The teacher orchestrates the class in a spacious way that there will be free movement in the class. An effective teacher finds every possible way to enhance students learning. The classroom environment is a teaching resource that should not be ignored. Gujjar and Choudhry (2009) in his article "role of a teacher as classroom manager" stated that:

"Classroom management is the orchestration of classroom life: planning curriculum, organizing procedures and resources, arranging the environment to maximize efficiency monitoring students' progress, anticipating potential problems"

The physical atmosphere of the classroom can prevent behavioural issues as well as promote and improve learning. An over populated classroom affects the teaching and learning process because it will take the teacher much time to settle down the students before the lesson can take place. The overcrowded classroom obstruct teacher from moving round the class to monitor students' activities. Secondly students who are seated at the back find it difficult to see the board and other teaching aids being

displayed by the teacher. The classroom should be orchestrated in a spacious and favorable manner that will enhance teaching and learning. The structuring of learning environment is very crucial for teachers and students. So, classroom size should be put into consideration, it should not be larger than necessary. In fact, the FRN (2014) specification of students' teacher ratio clearly stated 1:35 for junior secondary school and 1:40 for senior secondary school. This should be put into practice for effective management of the classroom.

In order to create a seamless classroom atmosphere for smooth teaching and learning, the teacher from the first day of his or her appearance in the class should enact some classroom rules and regulations and make sure that the students abide by the rules and regulations and also equipped him or herself with relevant instructional materials to engage the students with before entering the class. This will minimize behavioural issues as the students will all be engaged in the lesson. It is the teachers' task to create such an environment that students can and will succeed regardless of their educational background. The teacher being the classroom manager should take the classroom organization seriously such as planning the lessons as well as the classroom physical arrangement for effective goal attainment at this level. Proper classroom organization will help the teacher to eliminate chaos in the classroom (Wong and Wong, 2009) as cited in Conducive Classroom Environment, (2009). This opinion is in tandem with the view of Kounin cited in Conducive Classroom Environment (2009) who believes that smooth lesson flow keeps the students' attention without frequent interruptions or distractions, there is a less opportunity for off-task behavior to occur.

In secondary school system, the classroom setting should not be over populated. The class size should not be more than 35 to 40 students in a class as specified by FRN (2014) and UNESCO recommendation of 1:35 student's teacher ratio for junior secondary and 1: 40 for senior secondary. So that there will be a less behavioural problem in the class, teacher can control the class and the desk orchestrated in a spacious manner that the teacher will be able to move round the classroom freely to ascertain the students' activities for effective goal attainment.

The teacher should adequately plan the lesson by preparing relevant teaching aids before entering the classroom. They should prepare interesting materials to engage the students with, by so doing it will minimize behavioral issues in the classroom making the place conducive for teaching and learning. This view is espoused by Kounin (1970) cited in Conducive Classroom Environment (2009) who believes that smooth lesson flow keeps the student attention without frequent interruption or distraction; there is a less opportunity for off task behavior to occur. The classroom organization requires a good time management skill. Jones (1987) cited in Conducive Classroom Environment (2009) stated that massive time

wasting was the main characteristics of less-productive classes.

The classroom structure should be in manners that will produce less behavioural issues. The desk should be orchestrated in a spacious way that will be favourable for free flow of movement within the class. Teacher should be able to move freely to ascertain the students' activities in the class. The students are to be categorized into small groups for proper classroom management and to enable the students see the blackboard and other instructional materials. A smaller class size enhances students' performance, in the sense that the students will be more engage in the lesson and the teacher will be able to pay more attention to them on a one-on-one basis. Placing the learners in small groups can provide opportunities for the learner to become more active for the learner to become actively engage in learning (Madu and Obiozor, 2012).

Classroom is a place that give shelter to the students, it is a place that house the important enterprise of the school. The whole essence of schooling which is teaching and learning takes place in the classroom. The classroom is the most crucial aspect of the school that needs adequate management of both the students and facilities for a seamless teaching and learning process. A classroom is a place where teachers and students from diverse background come into contact for the purpose of teaching and learning. The characters of the students are being moulded and shaped in the classroom to become a better person in the future that can contribute meaningfully to the society. The classroom is a place in the school premises which provides sitting orchestration for the pupils and students in every school setting ranging from the kindergarten to the tertiary institutions with sitting arrangements to accommodate 40 or more students. There are various types of classrooms, they are mostly built in regular form and semi-circular shape. A good classroom must have adequate lightings and windows with doors for proper ventilations. The walls of some classrooms are embellished with maps, chart, pictures, whiteboard etc. The following items are also found in the classroom which include; chairs, desks, table, bookshelf, waste bin, fan etc. To Khan (n.d) each classroom should have and essential equipment such as desk and chair for the pupils, wall black board, a chair and table for the teacher and a map stand and the non essential equipment which includes bulletin board, water basin, dustbin, door mat, table cloth etc.

Supervision

Proper supervision of the school facilities, teachers and the students will lead to goal attainments. Comparing what the students learn with the scheme of work to ascertain if they are learning what is required of them to learn. Also, their movement and activities while in school, health and

wellbeing, truancy and discipline are checked. And to supervise the teachers to ensure they meet requirements; they do what they are been employed for. By checking their note of lesson, continuous assessment, attendance record, examination scores of students, and so on. Supervision is also done in the following areas which also lead to goal attainment in the secondary school.

1. Pedagogical activities, i.e teaching and learning which would include – lesson planning and lesson notes so that specific objectives can form the basis of activities.
2. School facilities and learning resources, to ensure their longevity and effective utilization.
3. Students: their movements and activities during school hours, their health and welfare; to check truanacies and acts of indiscipline.
4. Examination and evaluation: Reliable and comprehensiveness of the evaluation process as tool for quality control in education (Amirize, 2000).
5. Curriculum relevance of content and effectiveness of delivery. Devices used in supervision excises include inspection and correction of lesson plan notes, evaluation tools and marking scheme etc.

Curriculum is the foundation of the education system. The ministry of education has published curriculum policy documents that set out expectations for student learning in each grade and subject area. The expectation describes the knowledge and skills that students are expected to develop and to demonstrate in their class work on tests and in various other activities on which their achievement is assessed. The policy document also contains achievement chart that help teachers assess the level of each student achievement in relation to the expectations (Education Improvement Commission, 2000).

Teachers' motivation

The extent to which teachers are motivated is a significant factor in influencing the delivery of quality education for goal attainment. Teacher's motivation is the force that propels any school system towards maximum goals attainment. Because they will look at teaching through a different dimension and in doing so motivate the students to learn more. Motivation energies and sustain a positive attitude over a long period of time. The rate of staff turnover in schools and the seeing falling quality of education have bearing on inadequate teachers' motivation in the school system and there by affecting academic performance and effectiveness in the school system. It is quite unfortunate that in some states teachers are not being promoted to the next level as such have been on one position for years. To actualize the national objective of Nigeria education as contained in the national policy on education 2004, there is the need for teachers to be motivated.

Motivation plays an important role for learning to be achieved among learners. Motivation can either be intrinsic (internal) or extrinsic (external). Extrinsic motivation occurs on rewards. When we talk of motivation we are talking of both teachers and the students' motivation. When the teacher is adequately motivated, they perform their task effectively and the students will be motivated by them because the teachers are happy, but when it happened the other way round the reverse is the case. Ugwoegbu (2003) stated that for learning to be effective there must be motivation. He further stressed that it is necessary for teachers to sustain the attention and interest of the learners.

Parental involvement

For maximum goal attainment in the secondary level of education, parental involvement is absolutely necessary. This is because students have diverse behaviors, they behaved differently in school from what their parents know them to be. Some students will leave the house and stop halfway without getting to the school, some do not want to learn, they will be loitering about even when the teacher is coercing them to learn, they will refuse to enter the class and go as far as disappearing from the school during break to indulge in other illegal activities such as cultism, rape, lesbianism and so on. Some would not even do their assignments, so it is absolutely crucial for parents to be involved in their children's' and ward's education to ascertain and manage their activities while in school by checkmating for truancy and nonchalant attitude towards learning. Research tells us that parental involvement is one of the most crucial factors contributing to a child's success in school. According to Lemmer and Squelch (1994:93) cited in Matome and Thulani (2014), parents involvement is the participation of parents in a wide range of school based and home based activities to improve their children's education. When parents are involved in their children's education, the level of student achievement increases, students attend school more regularly, complete more homework in a consistent manner, and demonstrate more in positive attitudes towards school. They also are more likely to complete high school. Parental involvement helps a child succeed. To ensure parents are informed about and involved in their children's education, schools must foster partnership with parents. Parental involvement is one of the most significant factors in a child's success. It is crucial that all schools set a goal in their improvement plans for increasing it (Education Improvement Commission, 2000).

Provision for adequate facilities

This is another approach the school management can imbibe to achieve maximum goal in school. By ensuring

there are adequate provision for physical facilities to aid teaching and learning, because school facilities have a way of improving on the academic performance of the students. By the time all that is required for the smooth running of the school is made available in the right quality and quantity there will be goal attainment. Michael (2019) in his study found out that inadequate school facilities affect the academic performance of secondary schools' students and teachers negatively. To Jacoby (2004) cited in Akomolafe and Adesua (2016) stated that school facilities play a vital role in the actualization of educational goal and objectives by satisfying the physical and emotional needs of the staff and students of the school. In espousing the above claim Akomolafe and Adesua (2016) stated that if physical facilities are available, student's tend to have interest in learning, which will invariably lead to high performance. These facilities are the buildings, playground, furniture's, equipment, library, laboratory, garden and all other physical facilities that are required for the achievement of goal in the school as an organization.

Building

The school building give shelter to the students, staff, school facilities and to every visitor that comes to the school. The school building is constructed to give shelter to its occupants. It is constructed in large numbers to accommodate the staff, students and every activity of the school. It has many rooms and partitions for offices, classroom, laboratories, libraries and so on.

The staffroom/office

This is where the teachers reside in the school premises to do their work. They write their lesson note here, mark assessment scripts, record results and carry out other responsibilities. It is a room designed for teachers to work together or individually within the school compound equipped with cupboard, chairs, tables and every equipment/material necessary to aid teaching and learning in schools.

The library

For goal attainment in every school setting, it is pivotal to have an adequate functional library in the school for the purpose of research. The school library is a room in the school designated for the storage of books and other forms of stored information's for research and reference purposes. It is a quiet and confined place in the school where the teacher's and students stay to study their books without any impediments. The books kept in the library are used by the members of the school, the public and individuals who deemed it necessary to use the library.

The school library is a building that is set aside in the school to lend out books, other forms of stored information and other services to the school community in order to improve academic life of the school and provision of research facilities (Nnokam, 2018)

Laboratories

This is another room that is considered very germane that the school management should incorporate into the school for effective goal achievement. By procuring adequate equipment for the laboratories to function and recruiting the right resource personnel to impart the knowledge. It is quite worrisome that some of the contemporary schools' laboratories are in a bad shape, there are paucity of equipment, chemicals, and furniture. The laboratory is a room or building constructed in the school premises for the purpose of scientific research experiment and analysis equipped with chemicals, apparatus and other relevant tools to aid the teaching of science subject. To buttress this, Nnokam (2018) posited that a laboratory is a room or building equipped for scientific research, experimentation or analysis.

Subject room

This is a room designated for practical subjects such as creative Art, drawing, theatre, science, music, mathematics, geography and so on, for the storage of their practical instructional materials, equipment and apparatus used in teaching. It is a place where the students learn the practical of individual subject.

Hostel

A hostel is a building constructed for students' resident in the school premises. It is mostly constructed in a storey form to accommodate the students and the hostel matron/patron, hostesses and warden who has their offices and compartment attached to the hostel. A hostel is a home for students when staying away from their home (Ajie and Atianashie, 2019).

The school auditorium

The school auditorium is a large hall constructed in the school premises for the purpose of hosting a large gathering such as school assembly, seminars, conferences, exhibition, lectures and general meetings in the school. This is espoused by Nnokam (2018) who stated that school auditorium is a large room or hall set aside for the assembly, general meetings, conferences, lecture and exhibition in the school.

School playground

This is an open large area in the school premises that is designated for students and pupils to play in the school during break period and for their extra curricular activities such as regular physical exercise, games and sports. School playground is the large open area with a hard surface just outside a school building, where the schoolchildren can play and do other activities (Collins English Dictionary).

Equipment

These are materials and furniture set up or utilized in schools, every academic institution deserves adequate equipment and furniture that will boost academic work in the school such as generators, school desks, chairs, cupboards, maps, blackboards and picture etc.

School records

These are the important documents kept in the school by the school authorities. The school record provides useful source of information for school and the larger society. This is an important aspect of school activity which serve as information bank regarding school properties (moveable and immoveable). These includes admissions list, scheme of work, diaries, assessment records, report card, register, teacher's attendance record and monetary transaction within the school system.

Quarters

These are resident places for teachers and principals on the school premises. Ordo (1995) asserted that the school plant is the compound of school sites and school buildings. However, he classified the school plant into the following categories:

- The school compound-which is made up of the site of the school, the landscape, the fields, the playground pitches, courts, school farms, hostel areas, the areas occupied by buildings etc.
- The infrastructures- made up of the roads or paths, light or electricity and water system etc.
- The buildings- which include the office blocks, classrooms, halls, and boarding houses.
- Educational facilities-these include sports facilities (football pitches, running tracks, swimming pool, tennis court etc) and studying facilities (libraries, laboratories, workshops, theatre, geographical gardens, etc).
- Educational equipment-sport equipment (football, boots,

racks, hockey, sticks, bats, skipping ropes etc) and teaching aids (audio-visual aids etc.).

- Transport- cars, tippers, Lorries, water tankers, motorcycles etc.

CONCLUSION

The management of the secondary education system should not be left in the hands of the educators alone. They should involve the local community and PTA and make use of all the approaches mentioned in this paper for effective goal attainment in secondary schools.

Suggestions

1. Teachers should be well equipped with relevant teaching aid such as charts, visual aids and many more before entering the classroom.
2. The nature of punishment should be clearly spelt out to guide financial administration in school.
3. Authorities should ensure that school accounts are regularly and systematically scrutinized with a view to sanitize the system.
4. Community leaders and PTA should be involved in the management of secondary education for effective goal attainment.

CONFLICT OF INTEREST

The author declares no conflict of interest.

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