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Managing the exterior territoriality shortfalls of critical school plants for enhanced productivity in public senior secondary education in Rivers state

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Abstract
The study investigated the exterior territoriality managerial shortfalls of critical school plants; vital for enhanced optimal productivity in Public Senior Secondary Education Delivery in Rivers State. It started by identifying some critical school plants without conscious managerial factors involvements, to establish the managerial levels of these critical plants that would optimize senior secondary education delivery in Rivers State. Descriptive survey design, two research questions, one hypothesis were used to guide the study while an observation survey schedule was used to gather the needed data. The survey schedules were administered to 86 Principals randomly sampled out of a population of 268 Senior Secondary Schools in Rivers state. The data obtained were analyzed using percentages, averages, aggregate means and graph to answer the research questions; while t-test was used to test the hypothesis. The results; revealed classrooms, laboratories, libraries and computer room critical school plants with a moderate number of them in good condition. Their general exterior territoriality outlooks were found not attractive to teachers and students. Government's establishment of centrally located science laboratories, libraries and computer centre in the 23 Local Government Education Authorities (LGEAs) in Rivers State was recommended. School plants evincing curriculum, plants' maintenance culture, decoration of the exterior territoriality of critical school plants with affixed health measures recommended; as models for optimal productivity in the 21st century.

Keywords: exterior territoriality, critical school plant, short fall, managerial factors: decoration

Introduction

The Nigerian state today is provided with laudable educational policy for the purposes of building a great and egalitarian society, full of opportunities and equity. In the context of this policy statement; a view at a number of school plants such as classrooms, libraries and laboratories in the schools reveals shortfalls in adequacy, dilapidation of roofs and poor decoration of the exterior territoriality of school plants. Interestingly, successes in any institution and the running of the school system depend on proper maintenance and the use of the available structural units and facilities (Ali, Aliya & Sunday, 2013). This explained the needs for proper handling of school plants such as classrooms, science laboratories, libraries and computer room, to attract teachers and students' interests. In this context, decoration of school plants become meaningful for it to evince curriculum contents, promote security, exhibit maintenance culture and discipline. However, it is a common observation today that the exterior territoriality of school plants in publicly own secondary schools are marked with scratches and cracks in the walls with dilapidated roofs in Nigeria (Rivers State) in her 60 years of independence.

Eliezer Orbach (2004:10), commenting on physical plants management and equity in education delivery said, "Federal and State Governments have not done a feasible analysis of the resources needed to address the differences among the states' (L.G.E.A.s) educational facilities. Okeke (2007:239) [13], argued, "the scale of equipment and facilities such as laboratories, workshops, libraries, classrooms, chalk or whiteboard and other facilities ought to be delivered equitably to the point of needs." These facilities are critical because their availability indicates readiness and the possibility of goal achievement with the stress-free promotion of one's ability to maximize productivity in educational delivery. Stress-free promotion of production in the educational system is defined by the existing state of affairs in a nation's economy. On the basis of technological advancements and the social stands of changes; Amnah; Wajana (2019) [4]; said; "Prompt changes in technology, concepts, knowledge and philosophies have brought changes in education management". The truth is that education delivery is no longer restricted to considering human needs and the requirements of the present but seeks to develop future human skills and capacities. The implication is that educational practices today become, organized, meaningful, and comfortable and health supportive when housed. Education is housed to enhance socialization, teamwork and face to face interactions thereby exchanging, transferring experiences, knowledge and skills to the young generations for future developments. Therefore, Government's commitment to keeping Critical School Plants in standard condition is very demanding in the 21st century in Rivers State (Nigeria).

Concept Clarification

The management of Critical School Plants (CSP) to optimize production incorporates the architectural, aesthetic operational design of the exterior and interior territoriality of the school plants. In Georgia U.S.A.; the correlation between users' age, interests and the age of the school buildings and many other factors such as light, acoustics, decorations, temperature control of the environment and lack of resources, decides clients' choice of school to attend. The main reason for this is that environment is a motivating factor, associated with students' formation of firmed - mindset to builds confidence for one's usage of a place to

pursue his or her academic career. MC Guffey, (1982) and Brown (1978) in Faisal, Alsaiudi (2015) [6], linked students' achievement with the physical school facilities, when he said, "quality new building, improved lighting system, thermal comfort, and indoor air quality, as well as specific features on the classroom, science laboratory and libraries, are some of the key factors that always arrest students' interest for high academic performance." Hence, a proper display of the exterior features (decorations) of school plants, projects academic contents; gives chronological age order of the clients to be served, cognisant of the different levels of' clients' maturities and interests. It also expressed the anticipated programme for which they were designed to the level of education to be operated and their usefulness at the educational levels' the designed facilities was projected to serve, (Ledogo, 2020) [10]. Commenting on the planning and constructions of physical school buildings; Ogbodo (2004:45) [12] said:

The public school buildings set up by the communities in the decade of the 1980s, were just set up as buildings to house students without regard to proper planning in term of what educational purpose, the buildings would serve in the delivery of the school programme. (P. 45).

The silent point here is that school plants have educative values that attract interest; if the architectural and aesthetical designs of the exterior (outside) territoriality description, shows expressions of the curriculum to be operated. In support, Akomolafe, C. O; and Adeesua, V. O. (2016) [1], argued that physical facilities (critical physical plants) are germane to effective learning for students' high academic performance. Therefore, the management of critical school plants to suit an educational programme has much to do with the planning and the designs of the plants to elicit visual educative attractiveness in the exterior territoriality of school plants. The valid academic expressions of school plants make provision for their utilization, maintenance; innovative provision against disruption of production; when cases of changes and challenges leading to the conversion of such plants into multipurpose uses arise due to instability in the nation's economy. This consciousness at the planning stage would militate against the present and future inappropriateness and obsoleteness of CSP. It will also key in or guaranteed the facilities' durability. This pre-conception in planning gives guides for the management of the plants with an increase in their economic values and controls of wastes, since it tends to enhance consistency in productivity without a break. The implication is that the level of success that can be attained in the delivery of any educational programme, hinges on the availability of these resources, their relevance in the bits to achieve set educational goal and objectives.

The word, 'managerial' emphasised the deliberate employment of attractive and educative factors in the architectural construction work of fixing moveable or unmoveable Critical School Plants (CSP). This deliberate act provides the plants with eliciting educative values from light reflection, thermal comfort from the exterior and interior surfaces of the school plant. This goes a long way to providing Psychological confidence for their usage by stakeholders. At this point the CSPs have to be sustained under the principle of wears and tears, provisions for maintenance, save-guided rules of respect for public properties under the leadership of the Principal fully supported by educational laws as a measure to checkmate students' brutality to public properties would sustain plants' utility in the 21st century. This would serve as a measure to create a friendly teaching-learning environment, the durability of the provided educational plants and consistency in production since whatsoever a planner (manager) seeks to achieve in an educational plan are often influenced and sometimes are limited by not planning the critical school plants.

In the above context, educational management of physical school plants involves the acquisition of the resources in the needed quantity, quality and shape. It involves their allocations to the appropriate destinations with provided guides on their usage; with the ultimate aim of maximising the production of quality educational products at minimal cost and wastage. It also involves the application of standards (benchmark) on the extent to which the classroom outlays evinced the curriculum content of the educational programme at hand. Ajayi (2007) and Yusuf (2008) cited in Ngozi Amanchukwu and Nwachukwu Prince Ololube (2015), "Managing Physical School Plants, has needs for good leadership, effective monitoring of users of these school plants, enhancement of school maintenance culture for optimal functionality of the plants".

Classroom is therefore a designed room for production in the educational system. A fault in the size and the capacity of a defined classroom, must unconditionally, affects the quantity and quality of its outputs. UNESCO (1995:60) sees a cl**a**ssroom to be, "a room that can accommodate forty (40) students with a teacher's station of 96feet square, 6feet-square per student and a space of three feet (3ft) between roles of seats in the same room''. Marinoho (2009) in his contribution on classroom standard (benchmark) and its shortage in public secondary schools, said:

A classroom, a school, a university is not unique to Nigeria and must conform to an international definition and standard. A classroom anywhere in the world requires optimum content to be called as such. We need 250,000 more classrooms for our children to be 30 per- class. to make children and teachers happy to come to school in a child teacher-friendly school environment (p.17).

Consequently, the provision of blueprints on how to manage, the limited critical plants and their maintenance in secondary schools, are needful. This is because the younger generation in the 21st century as was earlier mentioned no longer respect public properties as one can observe the trend of events in today's society. Planning with provided law on respect for public properties is now standing cardinal because its omission in schools has caused hamstrung to the attainment of intended equity stands of the available facilities for the maximization of productivity in the school system due to acts of vandalism. The school system maximises production when the facilities are available and the clients can function following the rule of laws and market demands. This can only be attained if the school environment is friendly for teaching-learning activities. For instance, a friendly teaching-learning, environment; would always attract students' and teachers' to be coming to school punctually and regularly. Teachers would willingly accept conducting extra-moral classes. In this case production in the school system should be seen to involve teachers' knowledge of what to do which include, the appropriation of management skills into proper utilization of capital,

information, energy, time, curriculum contents, supported by the attractive decoration of the exterior territoriality of school plants. All these put together, coupled with teachers' efforts to enhance the transformation of inputs into specified and prescribed outputs-manpower resource.

Where there is equipped science laboratory, library, computer rooms, etc; students would have the experience on how to behave in a science laboratory and how to handle science equipment during practical works. The safety rules guiding the use of these facilities would help students to gain confidence in their ability to make use of computer. In this case, parents would want to send their children to such schools thereby increasing the chance of attracting and training more children of school-going age against the current trends of the youths going into insurgency and restiveness.

Laboratories as Critical School Plant

Precisely, science laboratories are critical school plants. It takes practical scientific activities from the classroom. Its utility requires the services of functional attendants to be always available to direct the students. Oder and Azeke (1986:332), in their contribution, asserted; "the universality of Science Laboratory demands that the practising scientist should be able to work with or manipulate the relevant tolls and materials practical to the field". In this respect, laboratory is a type of classroom or an environment outside the classroom that provides first hand and continued practical working environment and experiences to learners. Here electric cables should be insulated; the outside decoration of a science laboratory-made science curriculum informing, to alert the outside environments of the needs for one to be careful when he or she comes nearer to a science laboratory. This is because some chemical substances therein can get exposed which may constitute a danger to life. Tobon, (1988), recommended measurement and standard for a science laboratory in his study of science centres in Columbia, (cited in UNESCO (1994), stated, "an integrated science laboratory space for junior secondary schools should be 420m^2 and 280m^2 while that of the senior secondary 420m^2; where 40-50 students can work at the same time, in smaller groups of 4 students in a group (p.223). This suggests the building of science centres in each of the local government areas in Rivers State. These being centrally located would stand as a measure to solve the problem of inadequacies in the provision of scientific plants needed for practical works in senior secondary schools; especially in a period of dwindling economy in a nation. The above also supports the observation of lives saving distancing protocol in an era of the pandemic virus outbreak. Health and safety rule in a science laboratory inclusively written and pasted outside for all to read and be acquainted with.

Library as Critical Physical Plants

Library is a room or building containing books that can be looked at or borrowed. The United Nations Education, Scientific and Cultural Organization (UNESCO) at its 16th session held in Paris in 1970, cited by (Atueji 2009:26) commented; "libraries are an organized collection of printed books and periodicals. or Audio-visual materials, with the services of a staff to provide and facilitate the use of the materials as required". On needs to establish libraries facilities in schools added that primary and secondary school curricula included to the services of Information Communication Technology (ICT) that the inclusion of e-library, internet and information communication technologies (ICT) devices, would help to meet the challenges of library provisions in the schools. The idea behind this recommendation aims to ensure that children and youths use ICT skills early in life for them to be encouraged to reading wisely. *Desmond (2002:447) noted that "the spirit of individual investigation is cultivated in students by the use of library". Libraries are especially important when emphases are placed on independent-life-long-learning, including the eradication of "illiteracy". Without the cultivation of reading habits, which invariably go with the abilities to make use of libraries, a person cannot retain the capacity of an educated person. It serves as the source of research materials where students, teachers and researchers obtain the needed information for their works since most textbooks cannot be provided for some obvious reasons.

Statement of the problem

Distractive negative activities among youths in the 21st century are on the increase every day in today's society. Youths' interests in schooling are turning zero whereas education the instrument that brings positive change. His has called for innovative education in a competitive world against the emerged zero-level inclination of youths' willingness to attend school than indulging in violence. In 1979, the National Policy on Education was articulated. New contents with affixed courses of arts, commerce, mathematics, science, vocational education and intro-technology were affixed to the existed 3Rs (writing, reading & arithmetic), without a corresponding review into the structure of the types of school plants that would accommodate the innovation in the educational system. This innovation has continued to generate the needs to properly structure critical school plants like, classrooms to have the attractiveness that depicts the needed standard for excellence. That educational programmes and students' interests, dictate the structure of critical school plants to attract students and teachers' attention and to psych academic environmental friendliness, bothered the researcher to carry out this work.

Rationale for the study

Identification of: (1) critical school plants, (2) managerial factors of the exterior territoriality of critical school plants to promote teacher – students' attractiveness to establish managerial measures that would optimize productivity in the face of changes and challenges in public senior secondary education delivery in Rivers State.

Research Questions

1. What facilities termed critical school plants are in existence with shortfalls in the urban and rural located senior secondary schools in Rivers State?
2. What levels of shortfalls are in the managerial factors of the exterior territoriality of critical school plants capable of limiting optimal productivity in urban-rural senior secondary education delivery in Rivers State?

Hypothesis 1
There is no significant difference between the responses on managerial exterior territoriality of critical school plants for optimal productivity in senior education delivery in urban and rural located schools in Rivers State.

Methodology
The researcher adopted a descriptive analytical survey design. The sampled population for the study includes 86 senior secondary schools and their headteachers out of 268 public secondary schools in Rivers State. Two instruments titled: "Critical physical plants survey and observation schedule on shortfalls in managerial factors of the exterior territoriality of critical school plants eliciting production maximization intensities in secondary schools in Rivers State." were developed and used. The instruments were validated by three experts from the department of educational management, University of Port Harcourt. Their suggestions were used to update the instruments which were administered to obtain the needed data. Mean, aggregate mean, percentages and graph were used to answer the research questions while the Separate Variance model of t-test by Popham (1973) in Ofo, (2006) was used to test the hypothesis.

Results
Research Question 1: What are the school plants in good condition without management of their exterior territoriality in urban and rural located secondary schools in Rivers State?

Table 1: School plants in good condition without management of their exterior territoriality to attract teachers-students' interest in urban and rural located senior secondary schools in Rivers State

S/N	School Plants &Teaching Resources	Availability		Good condition without exterior Territoriality management		%Good condition without exterior Territoriality management	
		Urban	Rural	Urban	Rural	Urban	Rural
1	Classroom spaces	8098	16305	5443	8824	67.22	54.12
2	Classroom chairs/ Desks	6853	15060	4401	7197	64.22	47.78
3	Library Space	560	2612	309	1102	55.1	42.20
4	Number of library sitting space with tables and chairs	843	2895	574	1509	68.11	52.11
5	Basic Science laboratory space	1121	3173	764	1587	68.11	50.01
6	Basic Science laboratory furniture/ equipment	672	2724	297	1095	44.23	40.21
7	Computer studio	448	2500	185	1006	41.20	40.23
8	Functional computer studio	103	2155	50	718	48.22	33.33
9	Home Economics Laboratory	448	2500	252	1081	56.22	43.25
10	Basic Science & Technology laboratory	336	2388	184	1008	54.64	42.22
11	Creative arts studio	426	2478	193	1048	45.28	42.29
12	Teachers' office spaces	274	431	155	1935	56.74	44.71
13	Teachers' tables	495	652	337	333	68.12	51.01
14	Teachers' chairs	331	488	216	295	65.12	60.47
	Aggregate mean					57.32	46.00

Source: Ledogo and Agabi, Fieldwork 2014(Dissertation Adopted &Modified)

Table 1 revealed that the percentage of school plants in good condition without the use of managerial factors to add educational values to the exterior territoriality of the plants ranging between 41.20% to 68.12% in the urban and 33.33% to 60.47% for schools in rural schools in Rivers State. The table also show an aggregate mean percent of school plants in the urban and 46.00 for the rural area. Graphically presented is as shown below.

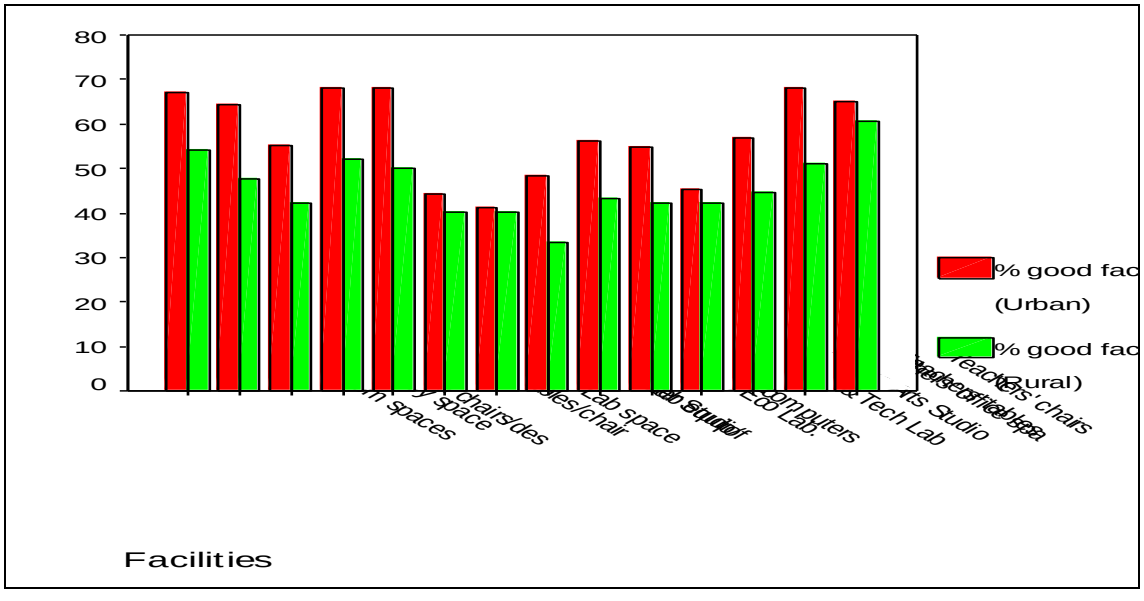

Fig 1: Mean % of school plants in good condition without management of their exterior territorialities in rural and urban areas

As graphically presented above, it becomes more clearly shown at a glance that percentage school plants in good condition in urban area are higher than the percentage of school plants in good condition in rural areas for all the 14 school plants examined. The gaps are widest for classroom space/furniture, library facilities, basic science laboratory and teachers' offices, tables and chair. (see the gaps between the two bars for each of these school plants in figure 1 above).

Research Question 2: What management level with shortfalls are in the managerial factors of the exterior territoriality of critical school plants in urban and rural located senior secondary schools in Rivers State?

Table 2: Shortfalls levels in the managerial factors of the exterior territoriality of critical school plants in urban-rural senior secondary school plants, for education delivery in Rivers State

Statistically or mathematically, a performance that is "error-free" is by expression at 100% accurate level. Based on this truth, a 0.5% error allowance was given to obtain a 99.5% error-free level index; (Natural statistical truth) for the work as shown in table 2 below.

Table 2

S/N	Plants: Managerial Factors & Shortfalls Items	Urban: Critical School Plants						Rural: Critical School Plants						
		Expected %Error Free Level	Classroom %	Science Lab. %	Library %	Computer %	Mean %	Expected % Error Free	Classroom %	Science Lab. %	Library %	Computer%	Mean %	Decision
15	% Curriculum Evinced	99.5	14.5	15.5	14	17.1	24.5	14.5	99.5	34.65	9.5	7.5	16.5	Accept
	%Short falls	00.0	85	84	85	75	82.3	00.0	65	85	90	92	83	Accept
16	%Sch. Plants Security	99.5	40.0	7.5	13.4	0.44	15.3	99.5	64.5	21.5	14.5	8.5	27.3	Accept
	%Short falls	00.0	59.8	92	86.1	98.5	84.1	00.0	35.0	78.0	85.0	91.0	71.3	Accept
17	%Maintenance	99.5	39.5	39.5	29.5	24.5	26.8	99.5	19.0	14.5	17.5	9.5	15.13	Accept
	% Short falls	99.5	60.0	60.0	70.0	75.0	66.3	00.0	80.0	85.0	82.0	90.0	84.3	Accept
18	%Exterior Territorial Decoration	99.5	8.5	9.5	7.5	7.5	6.6	00.0	8.5	5.5	5.5	5.5	6.2	Accept
	Shortfalls	00.0	91.0	90.0	92.0	92.0	91.3	00.0	91.0	94.0	94.0	94.0	93.25	Accept
19	% Health Friendliness	99.5	26.0	9.5	27.0	71.5	33.5	00.0	73.0	74.2	72.5	71.5	72.63	Accept
	%Shortfalls Managerial	00.0	69.0	25.0	72.5	28.0	48.6	00.0	26.0	25.0	27.0	38.0	29.0	Accept
	%Mean Shortfalls	99.5	25.5	16.3	18.3	25.7	18.5	00.0	39.9	26.1	23.8	20.5	27.6	Accept
	% Mean	00.0	72.9	79.2	81.1	73.7	66.3	00.0	59.4	73.4	75.6	81.2	57.92	Accept
Aggregate Managerial Mean %							19.6						27.6	Reject
Aggregate Mean % Shortfalls							74.6						81.1	Accept

Source: Field Work Observation (Ledogo 2019) (In the table; R=Rejected, A= Accepted)

Table 2; revealed the managerial factors of the exterior territoriality of school plants (classrooms, science laboratories, libraries and computer room) to be evinced of curriculum contents, security of the plants, maintenance, decoration of the walls with academic constructs with 25.5% , 16.3%, 18.3%, 25.7% managerial level and shortfalls of 72.9%, 79.2%, 81.1% and73.7% in the urban area while the rural managerial level for the above mentioned school plants were revealed to be 39.9%, 26.1%, 23.8%, and 20.5% while shortfalls stood at 59.4%, and 73.4% in the urban 75.6% and 81.2% in the rural area respectively. The aggregate mean percentage of the management of the managerial factors, stood at 19.6% and 27.6% in the urban, shortfalls at 66.3% and 72.4% levels in the rural area.

Hypothesis 1

There is no significant difference between the managerial of academic emitting factors of the exterior territoriality of critical school plants for productivity in senior secondary schools in urban and rural located schools in Rivers State.

Table 3: Presents, means, standard deviation and t-values showing significant difference between urban and rural located senior secondary schools' managerial factors levels of the exterior territoriality of critical school plants for productivity in senior secondary schools - Rivers State.

Table 3

Observed managerial factors capable of maximizing productivity	N	$\bar{X}$	SD	Df	t-cal	alpha-levels	t-Critical	Decision
Critical school plants in Urban located schools	5	19. 86	10.47	8	0.0079	0.01	2.306	Ho_1 Rejected.
Critical physical plants in Rural located schools	5	27.56	26.28	8		0.05	3.355	

Significant at 0.01 and 0.05 alpha- levels

Table 3 indicates that at degree freedom of n_1+n_2-2, the probability levels of 0.01and 0.05.the obtained t- critical table value of 2.306 and 3.355 is greater than the calculated t-test value of 0.0079. The table t-test values of 2.306 and 3.355 are not of the same range, hence the null hypothesis rejected. (Popham,1973; in Ofo, 2006). Therefore, there is a significant difference between the urban and rural located senior secondary schools' managerial factors' management levels of the exterior territoriality of critical school plants for productivity in Rivers State.

Hypothesis 2
There is no significant difference shortfall in the management of the exterior territoriality of critical school plants limiting the maximization of productivity in senior secondary education delivery in urban and rural located schools in Rivers State.

Table 4: Mean, Standard Deviation and t-values showing significant shortfall level in urban and rural located senior secondary schools based on the managerial factors of the exterior territoriality of critical school plants in Rivers State

Observed managerial strategies capable of maximizing productivity	N	$\bar{X}$	SD	Df	t-cal	alpha-levels	t-Critical	Decision
Critical school plants in Urban located schools	5	69.85	84.45	8	0.00068	0.01	2.896	Ho_2 Rejected.
Critical physical plants in Rural located schools	5	77.34	26.28	8		0.05	1.860	

Significant at 0.01 and 0.05 alpha- levels

Table 4: indicates that at degree freedom of n_1+n_2-2, the probability levels of 0.01and 0.05.the obtained t- critical table value of 2.896 and 1.860 is greater than the calculated t-test value of 0.00068. The table t-test values of 2.896 and 1.860 are not of the same range, hence the null hypothesis rejected. (Popham, 1973; in Ofo, 2006). Therefore, there is a significant difference

Discussion
School plants such as classrooms, science laboratories, libraries and a computer room were discovered to be Critical School Plants. The management of the managerial factors (items 15-15 in table 2) was discovered to be low at percentage mean levels of 25.5%, 16.3%, 18.3%, 25.7%; and aggregate percentage mean of 19.6% and 27.6%, in the urban and rural areas. The application of managerial factors (evinced of curriculum contents, security of the plants, maintenance, and decoration of the walls with academic constructs), were found to have shortfalls of 72. 9%, 79.2%, 81.1%, and 73.7% in the urban area. In the rural area were 59.4%, 73.4%, 75.6% and 81.1% respectively. The aggregate percentage management levels at 19.6% and 27.6% in the urban area and shortfalls of 66.3% and 72.4% are indications that the needed attention to make school plants attractive is very low. Attention to making the exterior territoriality of Physical school plants to be attractive is necessary because it represents part of the learning environment which has tremendous important comforting effects on the performance of students and teaches' interest to teach. School plants are designed to satisfy students' physical, academic, emotional and psychological needs. In supports, Akomolafe, C. O; and Adeesua, V. O. (2016) [1]; argued, "Physical facilities (critical physical plants) are germane to effective teaching-learning activities for students' high academic performance". The role of management of critical school plants should be to intentionally decorate school plants exteriorly with features that educate; attracts and boosts students' intellectual and emotional practices which they needed most. That the calculated t-value for hypothesis 1is and that of hypothesis 2 is below the critical table value of the t-test, are clear indications that the exterior territoriality of the classrooms, science laboratories, libraries, computer rooms in the schools are yet to be managed using the managing factors mentioned herein.
Importantly, among the entire school subjects, science is particularly fascinating because of its practical involvement. Science marks the use of laboratories. Hence it provides students with experience of the physical world, around us with theoretical and practical scientific knowledge. Science Laboratories, therefore:

- Provide patterned components of the skills and congruities of learning objectives in Science Education.
- *Have essential effective outcome, as it reduces students' fears of technology Psychologically as they found themselves in a new environment called science Laboratory within a school motivates students' (female as well as male) to pursue Careers, in Science-Based Fields.
- Provide hands-on-activities in science education, involving the use of practical work Scale experiment to explain scientific concepts.

The implication is that the areas needing greater attention in the decoration of science laboratories for students to be attracted to science-oriented subjects had not been given priority attention by the government for teaching-learning activities; thereby, leaving the system at the mercies of circumstances and denial of psychological, emotional and material resources supports. These are some of the factors that are sending teachers to frequent strike actions.

Summary
A school is an organization in this 21st century when in a bounded environment for health, gaining students attraction from supra- environment distracters, when decorated on the exterior territoriality as a measure to attract students and teachers to enjoy the school premises, students should be a priority and security. Quality educational programmes are best executed housed. Therefore, the beautification of school plants in any institution in this 21st century is an inevitable practice. Focused on retaining students and teachers' interests should be clothed this time around with school plants maintenance rules and educational laws on respect for public properties taken seriously to check acts of vandalization from the public. This because the success of any educational programme depends on the availability of the plants (Ali Hamdallah, Aliyu Ozonvehe & Sunday Olanrewaju, (2013) [2].

Conclusion
Proper outlay of school plants such as classroom, science laboratory, library and playgrounds pronounced seriousness for academic and needs for the physical development of the human power of reasoning, appreciation and discovery of the reality of life at school. This gives clients confidence, confinement, enhanced concentration to students and a sense of health care commitment; and fulfilments on the part of the school authority. Housing education enhances control, face to face discussion, direct- observations, removal of fear when the exterior territoriality of school plants are well decorated to give academic expression to the environment.

The provision of these physical plants for the accommodation of academic activities and the exaction of safety, health care measures, in addition to needed esthetical values of the physical plants adds meaning to education delivering environments in the 21st century. The implementation of the findings in this work would exact changes in youths' attitude to school properties public in public schools and their interest redirected from restiveness for schooling.

Recommendations

Government funds School plants maintenance committee be created at the schools' board with the most senior principal appointment as the chairman for the excursion of plans in the area of innovations, repairs of dilapidated roofs of school plants with accountability. Respect for public educational properties is included in Educational courses at the primary, secondary and tertiary institutions, in the school system (syllabus) to get the people re-oriented from the practice of not preserving public properties. Educational laws should be enacted to check the present-day attitudes of the general public against the vandalization of private and public properties.

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