School Facilities Maintenance Strategies and Quality Education Delivery in Public Junior Secondary Schools, Lagos State

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Abstract

This study used five assumptions to guide the examination of the techniques for maintaining school infrastructure and providing high-quality education in public junior secondary schools in Lagos State Education District 1. All 42 public junior secondary school principals and teachers in the chosen education district made up the study's population, which used a descriptive and correlational research approach. 216 principals and teachers made up the sample, which was selected using multistage - stratified, simple random, and purposive selection approaches from the sampled 18 schools. A self-constructed questionnaire with two dimensions, one with 20 items on quality education delivery and the other dimension on school facilities maintenance strategies, were used to collect data for the study. The study thereafter concluded that school facilities maintenance strategies is apparently a major determining factor of quality education delivery in public junior secondary schools in Lagos State Education District I. Thus, the study's recommendations include, among other things, the requirement that maintenance practices and culture be ingrained in everyone and that all parties involved in the education sector bear responsibility for them in order to guarantee the delivery of high-quality education.

INTRODUCTION

Every nation's growth and development is largely dependent on its educational system, which is essential to national development. In order for a country to achieve its educational goals, the administration of its educational system is equally crucial. To help achieve the specific purpose of teacher education, teachers and students were required to perform at the highest possible level. Meanwhile, the problem of the inadequate condition of infrastructure facilities is currently one of the most contentious ones among educators in various educational institutions. It has been seen and realized that efficient teaching and learning processes are ensured by the general environment in the classroom, not only by the teacher-student interaction within its four walls. Teachers' and students' performance may be influenced by the state of the amenities in a learning environment. The reason for this is that insufficient or malfunctioning facilities have the potential to hinder the learning process and reduce academic production.

School buildings are genuine instruments for teaching. The buildings offer a physically pleasant, safe, secure, accessible, well-ventilated, well-lit, and aesthetically appealing setting that supports the attainment of learning objectives. The physical space of the school is an essential part of the learning environment, much more than just a passive vessel for the educational process. Different administrations have characterized school amenities from various angles. The presented viewpoints aim to enhance comprehension of the meanings associated with facilities. The whole educational environment that administrators, instructors, and students employ to run any school with the primary goal of facilitating an effective and meaningful teaching and learning process is referred to as the school facility (Asiyai, 2019). According to

Nweke (2021), school facilities refer to the process of synchronizing the physical work environment with the personnel and tasks of the company. According to Ikegbusi, Eziamaka, and Iheanacho (2021), the development of cognitive domains of knowledge, talents, and skills required for academic success depends on school facilities. The process of making sure that structures and other technological systems support an organization's activities is known as school facility. In order to examine methods for preserving school facilities and delivering high-quality instruction in public junior secondary schools in Lagos State Education District 1, this study employed five guiding assumptions.

The Broken Windows Theory, put forth by James, Wilson, and George, serves as the foundation for this investigation (2009). As per the hypothesis, major vandalism may be avoided by addressing minor issues early on and providing prompt resolution. To illustrate the notion, the following example was given: "Consider a structure with a few damaged windows. They could eventually even break into the building and, if it's empty, start setting fires inside as squatters. In her recent study on the relationship between student academic success in secondary schools and the upkeep of school infrastructure. They provided a crucial service by emphasizing the pressing need to address the rising issue of school facility maintenance, which she refers to as "Schooling Crumbling Infrastructure," in her enthusiasm to enhance upkeep for an efficient learning environment.

The hypothesis put out by the authors was that if a building's broken windows are fixed, people would probably think that the building is unimportant and that additional windows will break shortly. Taking the notion a step further, it suggested that soon it would be acceptable to trash a whole community. The vandalism and related disregard for school property may be explained by the shattered windows idea. The hypothesis undoubtedly aligns with the upkeep of school infrastructure. I believe that the broken windows hypothesis is applicable to a variety of contexts, including school facilities, which are a component of educational planning and administration and are pertinent to the current study. The purpose of this study is to investigate the association between high-quality education provided in public junior secondary schools in Lagos State, Nigeria, and preventative, corrective, regular, and emergency remedial maintenance procedures of school infrastructure. The study looks at how different maintenance tactics are used and adopted in an effort to offer insightful information about how they affect the delivery of high-quality education.

LITERATURE REVIEW

Buildings, grounds, and service systems comprise the main categories of school facilities. The elements that make up school facilities include the physical surroundings of the schools, which includes landscaping, instructional resources like teaching and learning aids, furniture, and equipment, and school infrastructures like buildings. To achieve educational goals and objectives, it is crucial to recognize that having access to and making the best use of school facilities is necessary. However, even more crucial are the efficient maintenance practices used to keep these facilities in good enough condition to support high-quality instruction across all schools.

Maintenance, on the other hand, is the process of returning machinery or facilities to almost their original state. Conversely, "facilities maintenance" in this context refers to an ongoing effort to preserve school property and equipment close to their original state and in the best possible shape for maximum utilization. Gelberg (2014) argues that maintenance is the methodical care and attention needed to maintain machinery operating as intended.

One of the institution's and its staff members' everyday responsibilities is facility upkeep. It has a significant impact on how well teaching and learning are delivered across the educational system. The scope of maintenance activities encompasses all aspects of school facilities, including the school library, ICT labs, classrooms, vocational training centers, buildings, lighting, parks and gardens, recreational centers, and other associated school facilities. Additionally, facility maintenance refers to the ongoing service delivery procedure needed to keep a campus and its buildings in good condition for the duration of their useful

lives. Skilled craftsmen and women who work in facility maintenance teams perform regular inspections and services, as well as replace and repair building system components.

All of the routine tasks needed to maintain the infrastructure and equipment on school property are together referred to as "school facilities maintenance." School plant maintenance, according to Ogunbayo and Aigbavboa (2019), is the process of maintaining the school's structures, furnishings, and grounds in a way that ensures their efficiency and completeness through replacement and repair while maintaining their original aesthetic (Isjoni et al, 2019). In order to preserve school buildings and equipment as close to their original state as feasible, Sani (2019) defines school facility maintenance as any actions including repairs and replacements. Szuba and Young (2013) provide evidence to support this claim by pointing out that maintenance is responsible for establishing a physically suitable and acceptable learning environment as well as for guaranteeing the safety of all facility users, including students, teachers, staff, parents, and visitors.

Maintenance strategies, on the other hand, refer to the approaches or techniques used to maintain school buildings. The creation of a maintenance strategy, according to Xaba (2016), entails a number of structural decisions, such as what has to be maintained, how it will be done, who will do it, what kind of skills are required, and when the equipment should be maintained. In order to maximize productivity in the teaching and learning process, maintenance strategies also refer to the approaches, techniques, or protocols used to return to their original state the material resources made available to staff and students. The many types of maintenance strategies include emergency, remedial, preventative, corrective, predictive, and regular.

In order to prevent malfunctions, preventive maintenance involves routinely inspecting and maintaining school buildings and equipment. Xaba (2016) states that predictive maintenance entails keeping an eye out for warning signs of impending danger, such as noise, danger light indicators, and performance inefficiencies, and appropriately resolving these issues before they become serious problems. Preventive maintenance is a sort of maintenance or procedure that includes testing, cleaning, lubrication, and inspection of machinery and facilities utilized in manufacturing and laboratories. Predictive maintenance, according to Szuba and Young (2013), is maintenance that anticipates an equipment's failure based on factors including age, user demand, and performance metrics. The foundation of this type of maintenance is the correct completion of a facilities audit, which seeks to help schools prevent crises and significantly minimize damage.

Rebuilding, replacing, and generally maintaining the structures and grounds is referred to as routine maintenance (Carter & Carter, 2017). It will be standard maintenance when Room 12's pencil sharpener eventually has to be replaced.

When an equipment malfunctions or breaks down completely, corrective maintenance is used. Restoring (including adjusting and repairing) an asset that no longer meets requirements is known as corrective maintenance. The replacement, ordinary care, and repairs of the structures and grounds are referred to as routine maintenance. Corrective maintenance: corrects flaws that ineluctably arise from unanticipated incidents such as vandalism, lightning strikes, hail, and flooding; however, it does not include actions that increase an asset's capacity or modernize it to meet demands that are either higher than or different from those for which it was designed.

Repairing and replacing facility parts or equipment is the focus of emergency maintenance. Hence, it is vital to determine the best approaches for enhancing facility upkeep in educational institutions. Remedial maintenance is the work done on school plants after a malfunction has occurred. It starts, when school plants are fixed following a malfunction. It is impossible to overstate the importance of maintaining school facilities. In order to accomplish educational objectives, a proper teaching and learning environment must be provided, which requires upkeep of school facilities. Because it lowers the rate of school equipment repair and breakdown, proper maintenance of school facilities lowers the cost of capital expenditures made in educational institutions. School facilities are expensive to construct and maintain; if they are not, they will deteriorate and wear out sooner than they should, which might prevent such schools from getting the most out of their use. This implies that there will be a need for replacement in cases where educational facilities are not adequately maintained. This may lead to increased capital costs and, if left unrepaired, may also interfere with the efficient functioning

of teaching and learning. An efficient plan for maintaining school facilities can result in the following, according to Elghaffar (2017) such as contribute to an organization's instructional effectiveness and financial wellbeing. Improve the cleanliness, orderliness, and safety of an educational organization's facilities. Reduce the operational costs and life cycle cost of a building. Help staff deal with limited resources by identifying facilities priorities proactively rather than being reactive. Extend the useful life span of buildings.

In addition, well-maintained and managed school facilities create favorable conditions that support high-quality instruction. Corroborating this viewpoint, Szuba and Young (2013) pointed out that a hygienic and appealing school setting fosters learning environments as well as students' pride in their education and desire to continue their education. If properly cared for and employed, they can provide significant increases in efficiency and strengthen sector and national ideals related to school-community ties and community ownership of schools (Putri et al, 2023).

However, quality education, which is defined by the following factors: the qualities of the infrastructure, the availability of the teacher, the motivation of the teacher, the curriculum and teaching/learning materials, classroom activities, the assessment of the students, monitoring and supervision, and the academic achievement of the students, is an important concern in all phases of education. Excellent delivery truly reflects on great education. The distinctive features of the institution, which may be generated by several elements including the standard and status of the school facilities, among other things, may have an impact on the quality of education obtained, according to Gbesoevi, Jinodu, Koshoedo, and Gbenu (2023). This is something that all parties involved in the education sector should keep in mind when making decisions. The subject of providing high-quality education has drawn a lot of attention recently in society. Quality education has been demanded by parents and society at large (Nweke 2021). Accountability includes factors such as educational quality. Education delivered by skilled instructors impacts students' learning of the values, competencies, and abilities necessary to become valuable members of society in addition to academic success. High-quality education is necessary for it to accomplish its goal. According to Gbesoevi et al (2023), high-quality education delivery results from having instructors who are both well qualified in the areas they teach and who also possess the moral and intellectual attributes that are essential for such a significant position.

The availability, caliber, and administration of facilities for service delivery constitute a key metric for assessing an educational institution's effectiveness in implementing its mission to provide high-quality instruction. It works well for gauging the caliber and grade of the education that will be given. The connotation of school plants, school facilities, and educational facilities is the same, therefore they can be used interchangeably. Although it's commonly stated that a variety of intricate elements that interact in classrooms and schools determine the quality of education, the consensus is that the most significant of these elements is the caliber of educational facilities (Gbesoevi, et al 2022). "The managing of the instructional, recreational, general purpose and health facilities, as near their original state of utility as possible" is what can be seen as "managing school facilities for quality service delivery." It is also understood to include maintaining and repairing school buildings and equipment to enable the provision of effective services.

In the meanwhile, a given level of intervention that is known to be safe and capable of enhancing education while utilizing the resources at hand is used to measure how well an education is delivered. However, many public secondary schools are suffering difficulties, which have been noted with great concern by the government, educational institutions, parents, students, and citizens. These difficulties often impede attempts to realize the aims and purposes of secondary education in Nigeria. One of the issues with Nigerian schools that has been noted is the poor or nonexistent upkeep of the physical facilities, the management and maintenance of the facilities, the lack of funds or the insufficient means to maintain the facilities, which may be related to the overuse of the facilities and the lack of discipline in their upkeep. The improper management and upkeep of facilities is a significant issue that schools face nowadays. The physical look of most schools demonstrates and says loudly. It's possible that schooling within the facilities follows the same pattern given the dilapidated structures, messy walls, leaky roofs,

and overgrown compounds. As soon as they are used, facilities start to lose value because of rips and tears. In order to preserve the components' functionality and operating conditions, maintenance is therefore required through component service and repairs. The aforementioned issues or difficulties have been noted and have the potential to impede the efficient use of school facilities, hence impeding the provision of high-quality education. As such, they require careful consideration in Lagos State's public secondary schools. Thus, it becomes essential to do research on nature.

It is essential to acknowledge that this study is not without limitations. It is possible that the results are restricted to the particular setting of public senior secondary schools in Lagos State's Education District 1, and that they cannot necessarily be applied to other districts within the state. Further research may examine the impact of additional maintenance measures, such as psychological development of staff and students, ad hoc committees, postponed repair, scheduled maintenance, and preventive maintenance, on the provision of high-quality education.

METHODS

A descriptive and correlational research approach was used in the study to give a thorough account of the existing state of affairs in Lagos State's Education District V's public senior secondary schools. This design was selected because it included data observation and description of the relationship between methods for maintaining school buildings and high-quality instruction. Participants in the research include all 42 public junior secondary school principals and instructors in Lagos State Education District I. Out of all the schools, eighteen public junior schools were chosen at random. This study used a stratified, simple random, and purposive sampling approach, which is a multistage sampling strategy. The zone under District I was chosen using a stratified sampling process. Six (6) public junior secondary schools were chosen at random from each zone within Education District I, for a total of eighteen schools, using a basic random selection approach. Twelve participants each school, consisting of 10 teachers, 1 principal, and 1 vice principal, were chosen using the purposeful sampling approach. The purposive sample approach was used since the administrators and instructors are knowledgeable of the maintenance plans implemented in their own schools. Thus, the sample size for the study consisted of 2i6 people in total.

A standardized tool called the "School Facilities Maintenance Strategies in Practice Questionnaire (SFMSPQ)" and the "Quality Education Delivery Questionnaire (QEDQ)" was utilized to gather data for the study. Its two aspects were intended to elicit answers and assess the study's hypotheses. Three sections made up the study: Section A collected respondents' personal information, while Sections B and C contained twenty items each dimension connected to the variables under investigation. Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree were the available response options for the SFMSPQ (4). To verify the validity and content of the instrument employed in this study, professionals in the field of educational management examined it. More so, the dependability of the instrument was assessed utilizing the test retest reliability tests, which provided coefficients of 0.77 and 0.79, respectively. Descriptive statistics such as frequency and simple percentages, as well as inferential statistics like Pearson's Product Moment correlation (PPMC), were used to examine the data gathered from the given questionnaire. Statistical Package for Social Sciences (SPSS) version 23.0 was used to do the analysis at a 0.05 significant level.

RESULTS

The section presents the results of the study under the following sub-headings.

Table 1: Participants Demographical Data

Variables		Number	Percentage (%)
Gender	Male	90	41.7%
	Female	126	58.3%
Age	20 - 29 years	20	9.3%
	30 - 39 years	70	32.4%
	40 years and above	126	53.3%
Educational Qualification	B.Sc/PGDE	30	14.4%
	B.Sc/Ed	130	60.2%
	M.Sc/PGDE	20	9.2%
	M.Ed	35	16.2%
Years of Working Experience	1 – 5	20	9.3%
	6 - 10	70	32.4%
	11 years and above	126	58.3%

Table 1 classifies respondents by gender and revealed that90 (41.7%) of the participants were male while the remaining participant indicating 126 (58.3%) were female. This implies that more female participated in responding to the questionnaire in this study. In terms of age group distribution, 20 to 29 years representing 20 (9.3%), while 30 to 39 years representing 70 (32.4%) and 40 year and above representing 126 (53.3%) participated in the study respectively. This implies significantly that, participants who fell within the age bracket of 40 years and above participated more in the study. More so, in terms of educational qualification, participants with B.Sc/PGDE qualification were 30 (14.4%), with B.Sc/Ed qualification were 130 (60.2%), with M.Sc/PGDE qualification were 20 (9.2%) and with M.Ed qualification were 35 (16.2%). The significant observation is that majority of the participants B.Sc/Ed as educational qualification. Also, in terms of years of working experience, the analysis revealed that 20 representing 9.3% participants had 1 - 5 years of working experience, 70 representing 32.4%had 6 – 10 years of working experience and 126 representing 58.3% had 11 years and above working experience. This implies that majority of participant had 11 years and above working experience.

Testing of Hypotheses

Hypotheses One

In Lagos State's public junior secondary schools, there is no significant relationship between preventive maintenance practices and high-quality instruction.

Table 2: Pearson's Correlation between preventive maintenance strategy and quality education delivery in public junior secondary schools in Lagos State Education District I

		Preventive Maintenance Strategy	Quality Education Delivery
Preventive Maintenance Strategy	Pearson Correlation	1	.813**
	Sig. (2-tailed)		.000
	N	0	216

Quality Education Delivery	Pearson Correlation	.813**	1
	Sig. (2-tailed)	.000	
	N	216	150
** Correlation is significant at the 0.01 level (2-tailed)			

Table 2 shows that, a significant relationship exists between preventive maintenance strategy and quality education delivery in public junior secondary schools in Lagos State Education District I with (r = .813; N=216; p< .05). Therefore, the hypothesis which states there is no significant relationship between preventive maintenance strategy and quality education delivery in public junior secondary schools in Lagos State Education District I was therefore not accepted. Hence, there is a significant relationship between preventive maintenance strategy and quality education delivery in public junior secondary schools in Lagos State Education District I.

Hypotheses Two

In Lagos State's public junior secondary schools, there is no significant relationship between the implementation of a corrective maintenance approach and high-quality instruction.

Table 3:Pearson's Correlation between corrective maintenance strategy and quality education delivery in public junior secondary schools in Lagos State Education District I

		Corrective Maintenance Strategy	Quality Education Delivery
Corrective Maintenance Strategy	Pearson Correlation	1	.786**
	Sig. (2-tailed)		.000
	N	216	216
Quality Education Delivery	Pearson Correlation	.786**	1
	Sig. (2-tailed)	.000	
	N	216	216
** Correlation is significant at the 0.01 level (2-tailed)			

Table 3 shows that in public junior secondary schools in Lagos State Education District I, there is a significant association (r =.786; N = 216; p<.05) between the quality of education delivered and the corrective maintenance plan. Consequently, the hypothesis that posits no meaningful correlation exists between the implementation of corrective maintenance strategies and the provision of high-quality education in public junior secondary schools within Lagos State Education District I was rejected. Therefore, in Lagos State Education District I's public junior secondary schools, there is a strong correlation between the implementation of a corrective maintenance approach and the provision of high-quality instruction.

Hypotheses Three

In Lagos State's public junior secondary schools, there is no significant relationship between regular maintenance practices and high-quality instruction.

Table 4: Pearson's Correlation between routine maintenance strategy and quality education delivery in public junior secondary schools in Lagos State Education District I

		Routine Maintenance Strategy	Quality Education Delivery
Routine Maintenance Strategy	Pearson Correlation	1	.765**
	Sig. (2-tailed)		.000
	N	216	216
Quality Education Delivery	Pearson Correlation	.765**	1
	Sig. (2-tailed)	.000	
	N	216	216

** Correlation is significant at the 0.01 level (2-tailed)

Table 4 shows that in public junior secondary schools in Lagos State Education District I, there is a significant association between routine maintenance method and quality education delivery ($r = .765$; $N = 216$; $p < .05$). As a result, the hypothesis that claims there is no meaningful connection between regular maintenance practices and high-quality instruction provided in public junior secondary schools in Lagos State Education District I was rejected. Therefore, in public junior secondary schools in Lagos State Education District I, there is a strong correlation between a regular maintenance approach and the provision of high-quality instruction.

Hypotheses Four

In Lagos State's public junior secondary schools, there is no significant relationship between emergency maintenance approach and high-quality instruction.

Table 5: Pearson's Correlation between emergency maintenance strategy and quality education delivery in public junior secondary schools in Lagos State Education District I

		Emergency Maintenance Strategy	Quality Education Delivery
Emergency Maintenance Strategy	Pearson Correlation	1	.745**
	Sig. (2-tailed)		.000
	N	216	216
Quality Education Delivery	Pearson Correlation	.745**	1
	Sig. (2-tailed)	.000	
	N	216	216

** Correlation is significant at the 0.01 level (2-tailed)

Table 5 indicates a substantial correlation (r =.745; N = 216; p<.05) between emergency maintenance plan and high-quality education delivery in public junior secondary schools in Lagos State Education District I. Therefore, the hypothesis that claims there is no meaningful connection between emergency repair plans and the provision of high-quality instruction in Lagos State Education District I's public junior secondary schools was rejected. Therefore, in Lagos State Education District I's public junior secondary schools, emergency maintenance plan and quality instruction delivery are significantly correlated.

Hypothesis Five

Remedial maintenance plan and high-quality instruction in Lagos State's public junior secondary schools do not significantly correlate with one another.

Table 6: Pearson's Correlation between Remedial Maintenance Strategy and quality education delivery in public junior secondary junior schools in Lagos State Education District I

		Remedial Maintenance Strategy	Quality Education Delivery
Remedial Maintenance Strategy	Pearson Correlation	1	.925**
	Sig. (2-tailed)		.000
	N	216	216
Quality Education Delivery	Pearson Correlation	.925**	1
	Sig. (2-tailed)	.000	
	N	216	216
** Correlation is significant at the 0.01 level (2-tailed)			

Table 6 indicates a strong correlation (r =.925; N = 216; p<.05) between remedial maintenance technique and high-quality instruction provided in public junior secondary schools in Lagos State Education District I. Thus, the hypothesis that contends that remedial maintenance approach and high-quality instruction in Lagos State Education District I's public junior secondary schools are unrelated was rejected. Therefore, in public junior secondary schools in Lagos State Education District I, there is a strong correlation between remedial maintenance plan and the provision of high-quality education.

DISCUSSION

Preventive maintenance strategies and high-quality instruction in public junior secondary schools in Lagos State Education District I are positively correlated, according to the analytical results of the data gathered for hypothesis one. This result supports the theory put forth by Szuba and Young (2013), who state that regular equipment maintenance—such as changing air conditioner filters every ten weeks or inspecting water fountains every six months—is essential to guaranteeing that the apparatus is in good operating order and ensures the safety of teachers and students. In support of this, Sanni (2019) suggested that the use of preventative maintenance involves routinely inspecting and maintaining school buildings and equipment to minimize breakdowns before planned completion dates.

The results of the second hypothesis study showed a substantial correlation between the quality of education provided in public junior secondary schools in Lagos State Education

District I and the corrective maintenance method. According to Grasmick, Hall, Collins, Maloney, and Puddester's (2018) findings, a corrective maintenance strategy should address deficiencies that are unavoidably caused by unforeseen events such as vandalism, lightning strikes, hail, and flooding. However, it should not include activities that upgrade or expand an asset's capacity to serve needs that are different from or greater than those for which it was originally intended.

The conclusion drawn from hypothesis three shows that, in public junior secondary schools in Lagos State Education District I, regular maintenance approach and high-quality instruction delivery are significantly correlated. Carter and Carter (2017) found that regular maintenance plan should be used for the general upkeep, replacement, and repair of the buildings and grounds. This conclusion contradicts their perspective. It will be standard maintenance when Room 12's pencil sharpener eventually has to be replaced. By keeping equipment in excellent working condition and lowering the likelihood of equipment failure, periodic maintenance ensures that equipment will last the desired amount of time.

Furthermore, the result obtained from hypothesis four suggested that there is a substantial association between emergency maintenance plan and quality education delivery in public junior secondary schools in Lagos State Education District I. The research's findings are consistent with UCSC Physical Plant's (2014) definition of emergency maintenance, which is concerned with fixing or replacing equipment or facility parts that need to be fixed right away because they're critical to the operation of a system or because someone's health, safety, or life is in danger. Emergency maintenance is the one that everyone fears (the air conditioner fails on the warmest day of the year or the main water line breaks and floods the lunchroom). Supporting this, Asiabaka, (2018) emphasized that emergency maintenance option takes place where the school plants are restored only when the need arises so as not disrupt teaching and learning process.

The conclusion drawn from hypothesis five is that, in public junior secondary schools in Lagos State Education District I, remedial maintenance strategies and the provision of high-quality instruction are significantly correlated. This study's findings are consistent with that of Young Green, Roehrich-Patrick, Joseph, and Gibson (2018), who claims that when school plants are fixed after a breakdown occurs, remedial maintenance approach is started, and which will then support teaching and learning after facilities have to be installed. In addition, Akram. Anderson, Arent, Ashkin, Ayers and Brittain (2014) concurred that school plant care includes all operations that include renovating and replacing school structures and furnishings to maintain them as close to their original state as feasible in order to support instruction and learning for high-quality delivery.

CONCLUSION

The fundamental goal of maintaining school facilities is to promote the delivery of high-quality education in a supportive atmosphere. Providing administrators, instructors, and students with a secure, healthy, and educationally relevant environment is the primary duty. This is accomplished via the provision of high-quality maintenance services. The most important instrument for school administration to safeguard its investment in assets is a thorough facility maintenance program. This chapter attempted to address the topic of school facilities maintenance, emphasizing the necessity, kinds, obstacles, and recommendations.

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