
**Principals' Coordination of School Plants and Schools Discipline as Predictors of
Teachers' Service Delivery in Secondary Schools in Imo State**

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ABSTRACT

This study aimed to find out the extent of principals' coordination of school plant and discipline as predictors of teachers' service delivery in secondary schools in Imo State. The research design adopted was ex-post facto. The area of the study was Imo State of Nigeria. The population of the study comprised teachers and principals in the 253 public secondary schools in Imo State. The sample size of 572 teachers representing 8 percent of the teachers' population was selected using stratified random sampling technique. The validation of the instrument was carried out to ensure that the instrument has the accuracy, appropriateness, completeness and the language of the study under consideration. The reliability of instrument was adopted to establish the internal consistency in determining the reliability coefficients of the instruments. It was concluded that the independent sub-variables used which included: coordination of school plant and coordination of school discipline do predict teachers' delivery to a significant low extent in public secondary schools in Imo State. This implies that although teachers' service delivery is predicted to a low extent by these variables, it is significant, hence, the need for school administrators to enhance their managerial functions in building sufficiently motivated and effective teachers in order to meet up with educational goals. The study therefore recommended that Principals should ensure that school plants are well coordinated to enhance teaching effectiveness and Principals should adopt appropriate strategies, like making list of standards and consequences for misbehavior to teachers and students in order to build a reputation for fairness in their disciplinary actions.

Keywords: Principals' Coordination, School Plant, Schools' Discipline and Teachers' Service Delivery

Introduction

Coordination of school plants is one of the important critical role of a principal. This is given the fact that school plants are the basic resources required for effective implementation of school objectives. Amenchukwu and Ololube (2015) defined school plants as the entire physical structure/ infrastructural facilities provided in the school for the purpose of educating the child. In other words, they are educational facilities of schooling which enable skillful teachers to be efficient and effective in actualizing curriculum goals. Therefore, it is believed that efficiency in the management of school plant can correspondingly lead to teaching service delivery in schools.

On the lists of vitality in the actualization of educational goals is the issue of school discipline. Discipline in schools has been a frequent occurred issue recently. To some scholars, it is an important component of human behavior without which he/she cannot function well toward the achievement of its goals (Ouma, simatwa & screm, 2013). To others, it is essential for creating a positive school climate conducive for sound teaching and

learning activities (Masitsa, 2018, Eshetu, 2014). In any case, school discipline is viewed as the maintenance of the quality of atmosphere necessary for achievement of schools could be considered as the life blood of every school system which enhances perfect achievement of schools goals (Akpan, 2005). In essence, discipline in school could be considered as the life blood of every school system which enhances perfect actualization of educational goals. This is in tandem with the assertion of Ndamadu (2006) that when discipline is instilled into the school system, the goals are more easily achieved. On the other hand, effective discipline in school may facilitate cooperation of teachers and students in the areas of punctuality to school, maintenance of schools' plant and ensuring teachers and students' achievement. From the foregoing, the importance of promoting efficiency of school plant management and enforcing school discipline in school development has been highlighted. However, whether these variable translate to teachers' service delivery in Imo State, is another matter altogether. This is the rationale behind this study: which is to examine the extent to which principals' management performance predicts teachers' service delivery in Imo State secondary schools.

Statement of the problem

Discipline in school could be considered as the life blood of every school system which enhances perfect actualization of educational goals. When discipline is instilled into the school system, the goals are more easily achieved. School plant is the entire physical infrastructural facility provided in the school to aid effective teaching and learning in the school system. Effective discipline in school may facilitate cooperation of teachers and students in the areas of punctuality to school, maintenance of schools' plant and ensuring teachers and students' achievement.

On the other hand, indiscipline in school leads to vandalism of school properties and plants, vice habits and recklessness identified with the students. For an effective teacher's delivery to be achieved, there must be harmonious relationship between the principals' managerial techniques in the areas of supervision of instruction, teachers' mentorship, coordination of school discipline, maintenance of schools' plant, amongst others. However, whether these variables (school discipline and school plants) translate to teachers' service delivery in Imo State, is another matter altogether. This is the rationale behind this study: which is to examine the extent to which principals' coordination of school plants and schools discipline predicts teachers' service delivery in Imo State secondary schools.

Objectives of the Study

1. Ascertain the extent to which principals' coordination of school plants predicts teachers' service delivery.
2. Examine the extent to which principals' coordination of schools' discipline predicts teachers' service delivery.

Research Question

1. To what extent does principals' coordination of school plants predict teachers' service delivery in secondary schools?
2. To what extent does principals' coordination of school discipline predict teachers' service delivery in secondary schools?

Research hypotheses

Ho1: Principals' coordination of school plants does not significantly predict teachers' service delivery in Imo State secondary schools.

Ho2: Principals' coordination of school discipline does not significantly predict teachers' service delivery in Imo State secondary schools.

LITERATURE REVIEW

Principals' Coordination of School Plant

Research and good practical experience indicates that effective teaching is a manipulative effort of extraordinary teachers. As put by Yair (2007), extraordinary teachers are those who have symmetric and personalized relations with their learners, thus helping them to decrease their uncertainty, suspicion and disengagement and providing them with the courage to raise innovative ideas. At one time, teachers serve as machine on which every teaching delivery service is handled. They are ultimately responsible for translating curriculum policy into action and principles based on practice, helping the students on what to learn, develop appropriate learning units, establishing functional classroom cultures, effectively organizing and managing classroom planning and delivering focused, structural and engaging lesson and communication as clearly as possible with their students. Thus, for teachers to deliver on these responsibilities of effective service; scholars opined that optimum school plants have to be effectively provided and utilized. This brings to the fore the fundamental functionality of school plants. Basically, different scholars have diverse opinions on what constitute school plants. To Amenchukwu and Ololube (2015), school plant is the entire physical infrastructural facility provided in the school for the purpose of educating the child. According to the authors, it comprises the school site and all the structures that have been put in place to aid effective teaching and learning in the school system. In a similar perspective, Oguh (2008) considers school plants as educational facilities (things) of schooling which enables a skillful teacher to achieve a great level of institutional effectiveness that extremely exceeds what is possible when they are not provided. In other word, the type of successes and learning growth expected of the students (learners) is dependent upon the availability of functional school plant.

Management of school plant entails the process of ensuring judicious utilization and allocation of available organizational input (in human and materials resources) through planning, organizing, directing, controlling and procuring for the purpose of maximizing results and producing/providing services for the achievement of school educational objectives. However, proper management of school plants ensures growth in the development of infrastructure and maintenance of existing ones (Oguh, 2008); ensures effective running of the administration; encourage teaching and learning as well as promoting enthusiastic attitude of teachers towards teaching. The utilization of all available educational resources in school which is a major task of educational administration is for service delivery which in turn is an essential aspect of schools. Thus, if these school resources are poorly managed by way of lack of maintenance, the situation become chaotic and in disarray (Oguh 2008; Obi, 2001).

Educational effectiveness in school system depends greatly on the efficiency in the management of school plants. This is because plants are the resources used in the delivery of curriculum content. This is why Oguh (2008) defined school plant as the space interpretation of the school curriculum. The implication according to the author is that it is one of the ways through which curriculum finds it's physical expression through the construction and internal arrangement of the school plant. In other words, curriculum would be meaningful and functional if the required school plants are provided in adequate quantities at appropriate

times and maintained properly. Aloga (2014) described school plant as the site, building, equipment and all the facilities and at the same time protects the physical wellbeing of the teachers and the learners. In another similar perspective, it consists of the basic system and structures which a viable school or institution needs in order to function effectively and fulfill the purpose for which it was established (Olagboye in Aloga, 2014).

Olagboye pointed that school plant include the following:

- Building: Classroom blocks, libraries, laboratory, workshops, hostels, staff quarters, assembly halls, administrative/office blocks etc;
- Equipment: Laboratory workshop equipment, sporting kits, teaching aids etc
- Machinery: Workshop machines/tools, secretarial machine e.g computers etc.
- Vehicle:
- Furniture: Classroom/office, hostels/staffs furniture etc.
- Books: Textbooks, stationary/library books.
- Electrical infrastructure: electrical fisting, fans A.C., generator etc.
- Water supply infrastructure: Pipe borne water, borehole, deep well, tanks etc.

Numerous studies have catalogue the profound effect of school plant both teaching and learning. For instance, Oguh (2008) opined that an effective school plant is a controlled environment condition which aids the teaching-learning process, and at the same time protects the physical well-being of the occupants. However, studies have contended that funding of school has but a little connection with students' academic achievement (Olaniyan and Israel, 2013). The authors acknowledge variation in her pupil expenditure in different places, although no conclusive evidence was made to suggest that higher expenditures yield better students achievement.

The achievement of the relevance of school plant requires effective management (Oguh, 2008). This entails the practice of coordinating the physical work place with the people and the work of the organization by integrating the principles of business and the learning for the actualization of learning. The International Facilities Management (IFM) (2003) defines school plant management as the application of scientific methods in the planning, organizing, decision taking, coordination and controlling of the physical environment of learning for the actualization of the educational goals and objectives. This culminates in the collective and participative decision making process towards the selection, establishment and installation of school plants, design of school grounds, halls and spaces; upgrading, innovation and purchase of new machineries and equipment, choice, design and implementation of programmes and projects; backup and review of management policies, practices, rule and regulations. However, proper management of school plant ensures growth which connote the development of infrastructure and maintenance of existing ones; and as well as ensuring effective running of the administration.

Highlighting the potentials of school plants management, Danesty (2004) averred that there is a nexus between learning and school plants as availability and good condition will exude academic excellence. Also, according to the researcher, if plants are poorly maintained, this could lead to mismanagement cases in the area of: scarcity of adequate books in the libraries; inadequate funding of libraries; Mutilation and stealing of library materials; poor integration of library services in planning; poor collection and acquisition patter and; poor access academic library information resources.

Principal's Coordination of School Discipline

Provision of quality education and training is the ultimate goal of any educational system. The success of teaching is reflected by academic performance of students. This goal can never be achieved without school discipline. Recently, Knapp, Copland, Honig, Plecki and portin (2010) and Effiong (2011) have written more on indiscipline among pupils and its effect on learning outcome and on their progress in schools. Discipline in school is very important aspect towards academic excellence, while lack of it gives rise to a lot of problems such as lack of vision and mission, poor time management, irregular attendance and punishment. It also plays a vital role in the acquisition of sense of responsibility in learners as well as educators.

Discipline is an important component of a human behavior as it directly defines the character of a human being. It is a product of acceptable values in the society that one subscribe to and quite often it regulates the conduct of individuals and their relations with others. Some school's success growth and development are largely determined by the discipline standard s of its stakeholders. Effective discipline helps in the achievement of goals, expectation and responsibility in students (Dunham in Mussa, 2015). Good discipline creates a good image of the school and prepares learners for the future. Disruptive behavior amongst learners and teaching professional can be eliminated if there is good discipline at school. The implementation of effective discipline at school is a key for the learners in their journey to adulthood. Traditionally, discipline in school administration connotes punishment that is pain and fear. To some, discipline can mean something negative such as obeying orders blindly, kneeling down, doing manual work, fetching firewood and water for teachers and parents, caning and other forms of punishment. Bull in Mussa (2015) associated this physical discipline that leads to threats and condemnation to a child. According to Okumbe (2008), discipline is the action by management to enforce organizational standards. Indeed, discipline involves the preparation of an individual to be a complete and efficient member of the community.

Indiscipline cases included bullying, acts of disrespect for teachers, verbal abuse for teachers, racial tension, widespread disorder in classrooms, undesirable gang activities and undesirable cult or extremist activities. Evidence from various students reveals that a common pattern of discipline problems prevails in schools both in developed and developing countries. In many African countries, studies attribute discipline problems in schools to unconducive home environment, negative peer pressure, lack of parental guidance, mass media, weak school leadership and of late, championing of child rights by human rights activities (Magana, 2009). Undisciplined students pose a great challenge for teachers in their fundamental bid to educate children effectively. This consequently undermines the role of school as a socializing agent (Koutseline, 2002). Jordan in Kimani (2013) inferred that noisiness, vandalism, smoking marijuana and drinking alcohol were the most prevalent forms of indiscipline in schools. Mukama (2005) attributed this widespread disorder to peer influence. The author argued that when a child begins school, he or she moves from the family environment and begins to relate more with his or her peer group. Such groups have a considerable influence on the behavior and attributes of the individual, since they participate in their activities in order not to be rejected. Thus, peer group is a source of great influence during the time of adolescence.

Karuri (2012) defines indiscipline as an act of lawlessness and disorder or going against societal norms. Burudi (2003) explained that indiscipline can be regarded as a situation whereby individuals do not conform to set boundaries especially in institutions like a school. The behaviours that conflicts with desirable learning can also be referred as indiscipline or unwanted behaviour (Leach 2003). For a long time, indiscipline has been a common place

feature of school life with its causes embedded in the social, cultural, historical and economical contexts of the time. Ndirangu (2010) rightly recorded that instances of indiscipline could assume many forms such as lying, stealing, playing pranks, truancy and running away from home. Neaves (2009) also gave the types of indiscipline cases as use of obscene language, skipping classes, missing of class regularly, stealing other peoples' property, beating others in school, causing strikes and unrest and drinking alcohol in school and at home. Ileri in Kimani (2013) claimed that the problems of indiscipline in secondary schools include all forms of disrespects, unruly behaviours, shouting/noisemaking, rudeness, laziness, insolence, grumbling and bullying. Karuri (2012) opined that indiscipline cases include sleeping in class, failure to do assignments, failure to do duties like mopping the dormitories and sweeping the classes as well as improper dressing while in school. Pregnancy among girls is also a major form of indiscipline as much as defiance of authority.

Teachers' Service Delivery in Public Secondary School

Based on Yusuf's assertions, teaching is effective if it can accomplish the planned goals and assigned tasks in accordance with school goals. The activity of educating or instructing learners on some specific skills and knowledge in particular is discipline (Ogunh 2008). By implication, teaching means the act of giving guidance to learners so as to help them acquire knowledge and skills. Thus, effective teaching service delivery is the instructional technique which makes the teaching appealing to the learners, thereby enhancing easier acquisition of knowledge and skills. This therefore is the work of an effective teacher.

According to Moran, Seaman, and Tinti-Kane (2011), a well-motivated teacher move enthusiastically towards the achievement of effective teaching and learning process aimed at learners' behavioural change. For this to be achieved there must be harmonious relationship between the principals' managerial techniques in the areas of supervision of instruction, teachers' mentorship, coordination of school discipline, amongst others. In implication, teaching means act of giving guidance to learners so as to help them acquire knowledge and skills. From the foregoing, it is highly deductive to know that attainment of this objectives policy on education depends greatly on effective teaching. An effective teaching is one that result in the learner's maximum learning. Ogunh (2008) posited that effective teaching geared towards promoting students cognitive development; developing students to become good citizen, promoting their physical, emotional, economic wellbeing and inculcating skills and attitudes that encourage lifelong learning. This implies that teaching in an activity of the teacher performed to produce a change in the learners' behavior. In other word, the main aim of teaching is to facilitate learning, which is to influence learners to make desirable change in their behavior. Highlighting further the potentials of effective teaching in secondary school, Goldstein, O., Waldman, Tesler, Shonfeld, Forkosh-Baruch, and Zerkovitz-Zidan (2012), inferred that effective teaching emphasize academic goals, make goals expectation and expect learner to be able to master the curriculum; carefully organizes and sequences the curriculum; clearly explains and illustrates what learners are to learn; and give prompts feedback to ensure success. This connotes the fact that nothing, absolutely nothing could said to have happened in education until it has happen to a student. However, efficiency in the reformation of education can only take place when there is enhancement in the learning opportunities and results for students which is dependent on effective teachers.

Method

Design of the Study

The study adopted the ex-post facto design.

Area of the Study

The study was conducted in Imo State of Nigeria.

Population of the Study

The population of the study comprised teachers and principals in the 253 public secondary schools in Imo State.

Sample and Sampling Technique

A sample size of 572 teachers representing 8 per cent of the teachers' population was used for the study.

Instrumentation

The Main Instrument used in this study was Questionnaire titled "Principals' Coordination of School Plant Predicts Teachers' Service Delivery Questionnaire (PCSPPTSDQ)" and "Principals' Coordination Schools' Discipline Predicts Teachers' Service Delivery Questionnaire (PCSDPTSDQ)".

Validation of the Instrument

The face validation of the instrument was carried out to ensure that the instrument has the accuracy, appropriateness, completeness and the language of the study under consideration.

Reliability of the Instrument

The inter item approach was adopted to establish the internal consistency in determining the reliability coefficients of the instruments.

Method of Data Collection

A letter of introduction was submitted to all schools for permission to utilize them for the study.

Method of Data Analysis

Sample linear regression was used to analyze the collated data

RESULT AND DISCUSSION

Results

Research Question One

What is the extent to which coordination of school plants predict teachers' service delivery in public secondary schools in Imo State?

Table 1: Simple linear regression analysis for the extent to which coordination of school plants predicts teachers' service delivery in public secondary schools in Imo State (N=555)

Variable	R	R ²	% of prediction
Coordination of School Plants	.149	.022	2.2%
Teachers' Service Delivery			

The entries in Table 1 show the R for the strength of the relationship and R² for the determination of the extent to which coordination of school plant predicts teachers' service delivery in public schools. The R- Value of .149 indicates the extent to which the prediction occurs. The calculated R² of .022 which is the coefficient of determinant indicates that only 2.2% variability in teachers' service delivery is predicted by coordination of school plants. This result implies that coordination of school plant contributed 2.2% to predict teachers' delivery in public secondary schools in Imo State.

Research Question Two

What is the extent to which coordination of school discipline predict teachers' service delivery in public secondary schools in Imo State?

Table 2: Simple linear regression analysis for the extent to which coordination of school discipline predicts teachers' service delivery in public secondary schools in Imo State (N=555)

Variable	R	R ²	% of prediction
Coordination of School Discipline	.224	.050	5.0%
Teachers' Service Delivery			

The entries in Table 2 show the R for the strength of the relationship and R² for the determination of the extent to which coordination of school discipline predicts teachers' service delivery in public schools. The R- Value of .224 indicates the extent to which the prediction occurs. The calculated R² of .050 which is the coefficient of determinant indicates that only 5.0% variability in teachers' services delivery is predicted by coordination of school

discipline. This result implies that coordination of school discipline contributes 5.0% to predict teachers' service delivery in public secondary schools in Imo State.

Hypothesis One

The extent to which coordination of school plant predict teachers' service delivery in public secondary school in Imo State is not significant.

Table 3: Simple linear regression analysis for the prediction of coordination of school plant on teachers' service delivery in public secondary schools in Imo State

Source of Variation	Sum of Square	df	Mean Square	F-cal	F-crit
Regression	19.37	1	19.37	12.66*	3.86
Residual	84.01	554	15.52		
Total	86.38	555			

***significant**

The entries in Table 3 reveal that the calculated F-value of 12.663 is greater than the critical F-value of 3.86 at .05 level of significant with 1 and 554 degrees of freedom. With this outcome, the null hypothesis which claims that the extent to which coordination of school plant predicts teachers' service delivery is not significant is rejected. The result implies that the extent to which coordination of school plant predicts teachers' service delivery in public secondary schools in Imo State is significant.

Hypothesis Two

The extent to which coordination of school discipline predict teachers' service delivery in public secondary schools in Imo State is not Significant.

Table 4: Simple linear regression analysis for the prediction of coordination of school discipline on teachers' service delivery in public secondary schools in Imo State

Source of Variation	Sum of Square	df	Mean Square	F-cal	F-crit
Regression	43.59	1	43.59	29.188*	3.86
Residual	82.79	554	15.52		
Total	86.38	555			

***significant**

The result in Table 4 reveals that the calculated F-Value of 29.188 is greater than the critical F-value of 3.86 at .05 level of significant with 1 and 554 degrees of freedom. With this outcome, the null hypothesis which claims that the extent to which coordination of school discipline predicts teachers' service delivery is not significant is rejected. The outcome implies that the extent to which coordination of school discipline predicts teachers' service delivery in public secondary schools in Imo State is significant.

Findings

The findings of the study as summarized based on research questions revealed that:

1. Coordination of school plants contributes 2.2 percent to the prediction of teachers' service delivery in public secondary schools in Imo State.
2. Coordination of school discipline contributes 5.0 percent to the prediction of teachers' service delivery in public secondary schools in Imo State.

The findings of the study as summarized based on research hypotheses revealed that:

1. Coordination of school plants significantly predicts teachers' service delivery in public secondary schools in Imo State.
2. Coordination of school discipline significantly predicts teachers' service delivery in public secondary schools in Imo State.

Discussion of Findings

Principals' Coordination of School Plants and Teachers' Service Delivery in Public Secondary Schools in Imo State

The results of the analysis as shown in Tables 1 and 2, to which coordination of school plants predicts teachers' service delivery in public secondary schools in Imo State revealed that coordination of school plants significantly predicts teachers' service delivery in public secondary schools in Imo State. The researcher expected the result, in that principals' coordination of school plants play a key role in promoting effective service delivery by teachers. The reason for this is because for teachers to deliver on their responsibilities effectively, optimum school plants have to be provided, utilized and managed. More so, lack of coordination of current and relevant school facilities for teaching and learning could possible lead to low academic achievement by students and ineffectiveness of teachers in service delivery. The finding of the study aligns with that of Issah (2010) who found that students in schools with availability of adequate classroom block were more attentive to teaching; respond comfortably to class activities as well as concentrate on learning than those students in schools without adequate availability of classroom blocks.

Principals' Coordination of School Discipline and Teachers' Service Delivery in Public Secondary Schools in Imo State

The results of the analysis as shown in Tables 3 and 4, to which coordination of school discipline predicts teachers' service delivery in public secondary schools in Imo State reveals that coordination of school discipline significantly predicts teachers' service delivery in public secondary schools in Imo State. The researcher believes that the implication of this, is that, discipline is an important aspect in achieving academic excellence which can eliminate disruptive behavior amongst learners and teachers thereby promoting an environment that is conducive for learning. The finding is in line with that of Mussa (2015) who found that the best performing school has suitable school rules and regulation, used and implemented different mechanism as well as apply fair and consistence punishment contrary to least performing schools, which had suitable rules and regulation, do not well use and implement different mechanisms, apply unfair and inconsistence punishment and had written rules which had no supervision.

Conclusion

Based on the findings of the study, it was concluded that the independent sub-variables used which included: coordination of school plant and coordination of school discipline do predict teachers' delivery to a significant low extent in public secondary schools in Imo State. This implies that although teachers' service delivery is predicted to a low extent by these variables, it is significant, hence, the need for school administrators to enhance their managerial functions in building sufficiently motivated and effective teachers in order to meet up with educational goals.

From the on-going, it is therefore suggested that principals should organize routine coordination of school plants and discipline without which effective service delivery cannot be achieved. Also, since the task of running a school is too broad a responsibility for one person to manage alone, school heads should strive to entrust authority and responsibility to other people to avoid being overburdened which might stall growth and impede enhanced performance. Added to the list is the fact principals should maintain smooth and strong relationship with staff and avoid unnecessary rancor that may kill motivation and in turn reduce effectiveness in service delivery of teachers

Recommendations

1. Principals should ensure that school plants are well given attention and serviced to enhance teaching effectiveness.
2. Principals should adopt appropriate strategies, like making list of standards and consequences for misbehavior to teachers and students in order to build a reputation for fairness in their disciplinary actions.

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