

## ABSTRACT

### Towards The Reformulation and Development of Maintenance Systems for Two Secondary School Types: A Collective Case Study

Mabrak Nkrumah

Adequate and appropriate school plant inventories are required for teaching and learning in a safe and healthy environment. Sound maintenance of the school assets is, therefore, of paramount importance in education systems. The purpose of this study was to describe the understandings about secondary school maintenance of stakeholders at two selected schools and the Ministry of Education. These understandings were then used to evaluate the existing maintenance systems.

Naturalistic inquiry was used in this collective case study to elucidate stakeholders' understandings about school maintenance which provided a holistic database that could be applied to improve the existing maintenance systems. Data collection techniques included structured and unstructured interviews, participant observation and document analysis. The credibility, transferability, dependability and confirmability of the data were ensured to establish trustworthiness.

In all cases there was evidence of deficiencies in the maintenance systems, (for example dilapidated roofs, cupboards and flooring, notably in the science laboratories,) that impacted negatively on teaching and learning. In one case, students showed preference for non-science subjects or chose to transfer to other schools with better facilities to

pursue Sixth Form education. Inadequate facilities existed for some subjects in which there were poor student performances.

A broad-based maintenance system for all secondary schools would be inappropriate since there are different types of schools with different needs. Conceptual frameworks emerged for the reformulation of secondary schools' maintenance systems, including the elements for a maintenance plan, implementation processes and evaluation mechanisms.

Keywords: Mabrak Nkrumah; Secondary school maintenance system/s; Stakeholders perspectives; Teaching and learning.