PRINCIPALS' MANAGEMENT OF SCHOOL PLANT AS CORRELATE OF TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract
Principals' effective management of school plant encourages personnel in schools to be better and committed to effective service delivery. The application of good management of school plant invariably improves productivity which will in turn influence the achievement of educational objectives. The main purpose of this study was to examine principals' management of school plant as correlate of teachers' job commitment in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study adopted correlational research design. The population of the study comprised 5,133 teachers in 266 public secondary schools in the six Education Zones in Anambra State. The sample of 513 teachers was used for the study. Multi stage sampling procedure was used for the study. The instruments for data collection were researchers-structured questionnaire titled: Principals' Management of School Plant Questionnaire (PMSPQ) and Teachers' Job Commitment Questionnaire (TJCQ). The instruments were validated by three experts. The reliability of the instruments were determined using Cronbach Alpha Coefficient method to determine the internal consistency. The average coefficient for PMSPQ is 0.81 and 0.80 for TJCQ. The researchers adopted on-the-spot delivery method with the help of four trained research assistants to collect the data. Pearson Product Moment Correlation Coefficient was used for the study. The findings of the study showed that principals' management of school building and principals' management of school premises positively and significantly correlate with teachers' job commitment in public secondary schools in Anambra State. The study recommended among others that faults detected by school principals as regards the functionality of any school building should be reported to appropriate authorities to be rectified to avoid total disruption of educational activities.

Keywords: *Effective management, School Plant Management, Teachers' Job Commitment, Secondary Education*

Introduction

Education is a process of acquiring knowledge, skills, values, and understanding through various formal and informal means. It typically involves structured instruction in schools, colleges, or other educational institutions, but can also occur through self-study, mentoring, and practical experiences. A well administered education would equip individuals with capacities to confront problems and changing situations; awaken intellectual curiosity, encourage the spirit of inquiry and make its recipients inventive, self-reliant and resourceful (Agogbua, 2024). However, teachers' commitment to their job is one of the determinant factors to how fast these education objectives would be achieved.

Teachers' job commitment is the level of loyalty and responsibility that teachers demonstrate towards their profession, their students and the educational institution they work for. It encompasses a range of attitudes and behaviors that reflect the teachers' strong belief in the importance of their role in

shaping young minds and contributing to the overall growth and development of their students. Afolakemi and Adeyemi (2021) explained that teachers' job commitment is the level of enthusiasm for tasks assigned to teaching staff in the school. When teachers are genuinely committed to their job, they are more likely to go above and beyond to create a positive learning environment, continually improve their teaching methods and support their students' individual needs. Oviawe (2020) explained that job commitment of teachers could be determined by their proper execution of basic tasks and additional responsibilities assigned by the principals, active involvement in school functions, punctuality to work, remaining in school till the closing hour and willingness to help students to learn.

Teachers' job commitment is reflected in their passion for teaching, their proactive efforts to meet the needs of diverse learners, and their contribution to the overall goals and values of the educational institution. In the view of Odoh (2021), teachers who are committed to their teaching profession work harder, demonstrate stronger affiliation to their school and show a desire to carry out the task of teaching. Committed teachers are the most important resource that a school should have to achieve greater and better results and also impact students' academic performance. Irfan and Shabana (2012) identified several factors that impact on students' performance. They include: communication, proper guidance, and learning facilities. Commitment in the teaching profession is the cornerstone to a thriving educational system, where teachers serve as pillars of inspiration, guidance and support for their students' success and personal growth. Principals, as chief administrators of their schools, are bequeathed with multifarious tasks to ensure the realization of their school objectives. It becomes imperative, therefore, that principals' management of school plant is given attention so as to create an environment where excellence is nurtured, in synergy with teachers' commitment.

School plant management is the process of efficiently and effectively overseeing and maintaining all the physical assets and facilities of an educational institution. It involves various tasks and responsibilities aimed at ensuring that the school's infrastructure and resources are in optimal condition to support the educational mission. Oyesola (2017) stated that the main objective of school plant management is to satisfy educational goals which have been pre-determined by educational planners. Oyesola also emphasized that better planned school plants will enhance better school programmes and the community needs. This provides a place for psychological and physical safety for students and teachers enhance the good, quality and quantity of instruction.

Emphasizing the importance of school plant management, Ajayi (2017) noted that effective management of school plants involves taking care of school buildings, libraries and laboratories, ICT facilities, and classrooms, among others facilitates effective service delivery. The success of schools rests on the principals' ability to manage available human and non-human resource for the attainment of set objectives. Barineka, Mbo and Abiye (2019) asserted that one of the primary functions of secondary school principals is management and maintenance of school plant. Good management of school building, instructional facilities, school grounds or premises, equipment and furniture are some of the vital aspects of school plant every school principal is expected to focus on to ensure favourable educational outcomes. Therefore, within the context of this study, the researchers focused on principals' management of school building, and principals' management of school premises. The justification for the choice of these is that they are often critical determinants of the quality of the educational environment and significantly influence student outcomes, teachers' commitment, and the school's overall effectiveness.

School building is a physical structure designed to facilitate the education and development of students, providing a conducive environment for learning and growth. School building are importance components of school plant, which involves all the physical facilities and resources required for a school to function effectively (Chidobi, 2016). Principals play a pivotal role in managing the school building to ensure it supports the educational goals of their school. This involves overseeing a range of tasks, including maintaining the building's safety and cleanliness, scheduling appropriate use of spaces, and planning for renovations or upgrades. Sunday (2014) noted that maintaining a clean and sanitary environment is paramount in promoting students' health and reducing absenteeism from staff member. Effective management of the school building contributes to a positive learning environment.

A well-maintained building with adequate temperature control, lighting, and acoustics could lead to improved teachers' commitment to their jobs (Singh, Sreelakshmi and Krishna, 2016). Therefore, principals' ability to effectively manage the school building is directly linked to the overall success of the school plant and its impact on teaching and learning. In the view of Sanusi (2018), school

facilities such as their availability, maintenance practices influence teachers' commitment. Additionally, principals' proactive management of school premises ensures its functionality and positive contributions to educational objectives.

School premises refer to the entire property or grounds belonging to a school, including all buildings, outdoor areas, playgrounds, parking lots, and any other facilities associated with the educational institution. Andrew, Skiffington and Valentine (2019) noted that principals serve as the backbone in managing the school premises, a vital component of the school plant. This multifaceted role goes beyond just brick and mortar as they ensure a safe, maintained and clean environment for both teachers and students in the school. Smith and Jones (2022) noted that principals are responsible for coordinating the use of school premises for various activities and events, including academic classes, extracurricular programmes, community gatherings, and special occasions.

In the view of Robinson (2018), principals ensure the renovation and upgrade of school facilities to maintain its functionality and ensure that the premises meet current educational standards. Their focus extends beyond the physical; they manage security measures and collaborate with staff to promote a culture of responsible behaviour, creating a safe teaching and learning environment for all (Amanchukwu and Ololube, 2015). Brown and Green (2021) noted that school premises serve as the backdrop for social interactions, academic pursuits, and personal development. One of the most crucial aspects of principal leadership is ensuring both the safety and security of students and staff members. While the school premises are important, principals also play a role in managing the schools' equipment and furniture, which are vital tools for effective teaching and learning.

The general attitude of principals towards the management of school facilities could influence how effectively these facilities support academic programmes and meet the needs of users, including community members (Enweozor, 2021). That notwithstanding, Chidobi (2016) stated that the availability and effective management of school plant is a global concern, and Anambra State is no exception. One of the pressing worries in some public secondary schools in Anambra State is the apparent lack of plant management in some schools (Enweozor, 2021). Effective management of school plant where teachers operate is a paramount concern. Principals are tasked with overseeing the maintenance of these facilities to ensure optimal functioning. However, numerous challenges plague this endeavor in Anambra State, ranging from inadequate school plant to poor management. The scarcity of resources and funding further complicates the situation, placing immense pressure on principals to navigate these obstacles. Balancing the demands of managing school plants with providing a conducive teaching and learning environment pose a significant challenge in Anambra State, potentially affecting the overall quality of education. It is against this backdrop that the study sought to examine principals' management of school plant as correlate of teachers' job commitment in public secondary schools in Anambra State.

Statement of the Problem

Teachers are professionals who have positive effect on students learning and development through their ability to deliver learning content. They are instrumental in driving the success of government-initiated educational programmes. In the school setting, teachers and principals work together to achieve the goals of education. In the course of this, there are bound to be challenges that arise, and one challenge can be the management of the school plant. In some instances, principals may struggle to effectively manage school plant as expected of them which could lead to unconducive teaching and learning environment. This could manifest in various ways, such as inadequate management of school building, equipment and furniture that fail to address teachers' needs. If school principals fail to properly manage different aspects of school plant, the effect may lead to low quality output in schools.

Principals' effective management of school plant seems to be inefficient in public secondary schools in Anambra State. There are cases of some principals paying less attention to the maintenance of the school building, school ground and equipment and furniture in their various schools. Perhaps, principals in public secondary schools in the State need to be trained on how to promote quality teaching and learning through proper plant management. The inability of some principals' adoption of workable management strategies seems to have contributed to why some teachers are indulging in acts of gross indiscipline such as lateness to work, absenteeism, sneaking out of school to run their personal businesses and selling goods in school premises. The researcher observed that some teachers show

little or no commitment in carrying out their assigned tasks. Some of the teachers who manage to report to work sometimes are found under the trees having discussion instead of being in the classroom. These could be a pointer that their principals' management of school plant needs to be questioned. These and many more could account to why teachers seem not to be committed to their job. It is against this that this study examined principals' management of school plant as correlate of teachers' job commitment in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of this study was to examine principals' management of school plant as correlate of teachers' job commitment in public secondary schools in Anambra State. Specifically, the study sought to find out the correlation between:

1. Principals' management of school building and teachers' job commitment in public secondary schools in Anambra State.
2. Principals' management of school premises and teachers' job commitment in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study.

1. What is the correlation between principals' management of school building and teachers' job commitment in public secondary schools in Anambra State?
2. What is the correlation between principals' management of school premises and teachers' job commitment in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant correlation between principals' management of school building and teachers' job commitment in public secondary schools in Anambra State.
2. There is no significant correlation between principals' management of school premises and teachers' job commitment in public secondary schools in Anambra State.

Methods

The study adopted correlational research design. The population of the study comprised 5,133 teachers in 266 public secondary schools in six Education Zones in Anambra State (Planning, Research and Statistics Department, Anambra State Post Primary School Service Commission (PPSSC), Awka, 2023). A sample of 513 teachers (that is, 10% of the population) was used for the study. Multi stage sampling procedure was used for the study. The instrument for data collection were questionnaires developed by the researchers. The instrument was titled "Principals' Management of School Plant Questionnaire (PMSPQ) and Teachers' Job Commitment Questionnaire (TJCQ). The instruments were divided into section A and B. Section 'A' sought demographic information of the respondents; section 'B' which has two clusters 'A-B'. Cluster A elicited information on principals' management of school building. Cluster B elicited information on principals' management of school premises. The instruments were on four-point rating scale of Strongly Agree (SA) (4 points), Agree (A) (3 points), Disagree (D) (2 points), and Strongly Disagree (SD) (1 point). The face validity of the instruments were established by three experts; one from Measurement and Evaluation and two in Educational Management and Policy. All the experts are all from the Faculty of Education, Nnamdi Azikiwe University, Awka. The data collected were analyzed with Cronbach Alpha method and coefficient values of 0.83 for principals' management of school building and 0.81 for principals' management of school premises were obtained. Out of 513 copies of the questionnaire administered, 484 (94%) were correctly completed and returned. Pearson Product Moment Correlation Coefficient was used to answer research questions and test hypotheses at 0.05 level of significance.

Results

Research Question 1: What is the correlation between principals' management of school building and teachers' job commitment in public secondary schools in Anambra State?

Table 1: Summary of Pearson Product Moment Correlation on the Correlation between Principals' Management of School Building and Teachers' Job Commitment in Public Secondary Schools in Anambra State.

Variables	N	r	r^2	Remark
Principals' Management of School Building	484			
		.611	.402	Positive Relationship
Teachers' Job Commitment	484			

***Significant at p < 0.05*

The summary result of Pearson Product-Moment Correlation Coefficient in Table 1 shows that principals' management of school building positively correlates with teachers' job commitment in public secondary schools in Anambra State with: r = .611, r^2 = .402, percentage (%) = 40.2 and N = 484. This reveals a positive correlation coefficient value of .611 indicating a positive relationship existing between principals' management of school building and teachers' job commitment in public secondary schools in Anambra State. This implies that a unit increase in management of school building leads to .611(61%) increase in teachers' job commitment in public secondary schools in Anambra State. The coefficient of determination (r^2), .402, shows that the explanatory power of the variable is moderately strong. This means that the better the school building is managed, the more committed teachers become on the job.

Research Question 2: What is the correlation between principals' management of school premises and teachers' job commitment in public secondary schools in Anambra State?

Table 2: Summary of Pearson Product Moment Correlation on the Correlation between Principals' Management of School Premises and Teachers' Job Commitment in Public Secondary Schools in Anambra State

Variables	N	r	r^2	Remark
Principals' Management of School Premises	484			
		.764	.533	Positive Relationship
Teachers' Job Commitment	484			

***Significant at p < 0.05*

The summary result of Pearson Product-Moment Correlation Coefficient in Table 2 showed that principals' management of school premises positively correlates with teachers' job commitment in public secondary schools in Anambra State with: r = .764, r^2 = .553, percentage (%) = 55.3 and N = 484. This revealed a positive correlation coefficient value of .764 indicating a positive relationship existing between principals' management of school premises and teachers' job commitment in public secondary schools in Anambra State. This implies that a unit increase in management of school premises leads to .764(76%) increase in teachers' job commitment in public secondary schools in Anambra State. The coefficient of determination (r^2), .553, showed that the explanatory power of the variable is moderately strong.

Hypothesis 1: There is no significant correlation between principals' management of school building and teachers' job commitment in public secondary schools in Anambra State.

Table 3: Summary of Pearson Product Moment Correlation on the Significant Correlation between Principals' Management of School Building and Teachers' Job Commitment in Public Secondary Schools in Anambra State

Variables	N	r	r^2	p-value	Remark
Principals' Management of School Building	484				
		.611	.402	.000	Significant
Teachers' Job Commitment	484				

***Significant at p < 0.05*

The summary result of Pearson Product Moment Correlation Coefficient in Table 3 shows the significant correlation between principals' management of school building and teachers' job commitment in public secondary schools in Anambra State with p-value = .000. Since p-value (.000) is less than .05, the study rejected the null hypothesis that there is no significant correlation between principals' management of school building and teachers' job commitment in public secondary schools

in Anambra State and accepted the alternative hypothesis that there is significant correlation between principals' management of school building and teachers' job commitment in public secondary schools in Anambra State.

Hypothesis 2: There is no significant correlation between principals' management of school premises and teachers' job commitment in public secondary schools in Anambra State.

Table 4: Summary of Pearson Product Moment Correlation on the Significant Correlation Principals' Management of School Premises and Teachers' Job Commitment in Public Secondary Schools in Anambra State

Variables	N	r	r^2	p-value	Remark
Principals' Management of School Premises	484				
		.764	.553	.000	Significant
Teachers' Job Commitment	484				

***Significant at p < 0.05*

The summary result of Pearson Product Moment Correlation Coefficient in Table 4 shows the significant correlation between principals' management of school premises and teachers' job commitment in public secondary schools in Anambra State with p-value = .000. Since p-value (.000) is less than .05, the study rejected the null hypothesis that there is no significant correlation between principals' management of school premises and teachers' job commitment in public secondary schools in Anambra State and upheld the alternative hypothesis that there is significant correlation between principals' management of school premises and teachers' job commitment in public secondary schools in Anambra State.

Discussion of Findings

Findings on the correlation between principals' management of school building and teachers' job commitment revealed that there is a positive and significant correlation between principals' management of school building and teachers' job commitment in public secondary schools in Anambra State. This is in agreement with the findings of Chidobi (2016) which revealed that a well-maintained and functional school building with proper heating, cooling, lighting, and technology facilitates a more focused and productive learning experience for both students and teachers. Sunday (2014) also revealed that maintaining a clean and sanitary environment is paramount in promoting both the health of teachers and students and at the same time reduce absenteeism. Effective management of the school building contributes to a positive learning environment. The finding is also in agreement with the result of Sanusi (2021) which revealed that there is a significant influence of school facilities availability, maintenance practices on teachers' job commitment. Singh, Sreelakshmi and Krishna (2016) highlighted that a well-maintained school building with adequate temperature control, lighting and acoustics significantly impact teachers' commitment to their jobs. Principals' management of school building plays a crucial role in fostering a conducive environment for teaching and learning, thereby enhancing teachers' commitment to their job. Principals' management of school building encompasses aspects like maintaining clean and functional classrooms and common areas, ensuring proper ventilation and lighting, and providing adequate resources for instruction. By effectively managing these aspects, principals contribute to a sense of professionalism and respect for teachers, ultimately strengthening their teachers' job commitment.

Findings on the correlation between principals' management of school premises and teachers' job commitment revealed that there is a positive and significant correlation between principals' management of school premises and teachers' job commitment in public secondary schools in Anambra State. The result is in agreement with Ishwara (2010) who disclosed that a strong relationship exists between teachers' perception of principals' efficient management of school premises and physical resource and their dedication to the teaching profession. Similarly, a study by Altun (2017) revealed that teachers' commitment to work thrives in schools where principals prioritize the maintenance of school premises for both students and staff. Smith and Johnson (2022) which revealed a significant positive relationship between principals' effective management of school premises and teachers' job commitment. The study by Brown (2022) further corroborated these findings, indicating that principals who invest time and resources in maintaining the school environment tend to foster a sense of belonging

and pride among teachers. These consistent findings underscore the critical role of principals' management in enhancing teachers' commitment to their job as it highlights the importance of administrative support in creating a conducive teaching and learning environment.

Conclusion

Principals' management of school plant play a critical role in shaping the culture and overall success of a school. Effective principals prioritize collaboration and creating a positive learning environment for students, teachers and other staff members. Based on the findings of the study, it was concluded that principals' management of school plant positively and significantly correlate with teachers' job commitment in public secondary schools in Anambra State.

Recommendations

On the basis of the findings of this study, the following recommendations were made:

1. Faults detected by school principals as regards the functionality of any school building should be reported to the appropriate authorities to be rectified to avoid total disruption of educational activities.
2. Principals should continue to ensure proper maintenance of school premises so as to encourage both students and teachers to utilize these facilities considering their contributions to the enhancement to teaching learning process.

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