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PRINCIPALS' SCHOOL PLANT PLANNING AND UTILIZATION PRACTICES AS CORRELATES OF TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN EBONYI STATE

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Abstract

The study investigated principals' school plant planning and utilization practices as correlates of teachers' job commitment in public secondary schools in Ebonyi State. Two research questions guided the study and two null hypotheses were tested at the 0.05 level of significance guided the study. A correlational research design was adopted for this study. The population of the study comprised 3,206 teachers from the 218 public secondary schools in Ebonyi State. A sample size of 237 teachers was drawn for the study using a multistage sampling procedure. Two sets of instruments, titled School Plant Planning and Utilization Practices Questionnaire (SPPUPQ) and Teachers' Job Commitment Scale (TJCS), were used to collect data for the study. The face validation of the instruments was determined by three experts in the field of education. Cronbach's alpha method was used to obtain a reliability of the instruments, which yielded overall coefficient values of 0.78 for SPPUPQ and 0.81 for TJCS. Pearson Product Moment Correlation Coefficient was used to answer the research question and test the formulated hypotheses. The findings showed, among others, that school plant planning and utilization practices have a strong and significant correlation with teachers' job commitment in public secondary schools in Ebonyi State. Based on the findings, it was recommended, among others, that the Ebonyi State Secondary Education Board should develop a manual to serve as a guideline to principals in their school planning practices to improve teachers' job commitment in secondary schools.



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Keyword: Principals, School Plant, Planning, Utilization, Practices, Teachers, Job Commitment

1.1 Introduction

Teachers are one of the keys to the success of learning institutions due to the fact that their teaching determines the quality of education received by students. The teachers carry out the responsibilities of teaching and character formation, which contribute to the knowledge and skills

acquisition of students in secondary schools. The execution of teaching responsibilities is closely tied to teachers' job commitment.

Teachers' job commitment referred to the demonstration of passion by members of teaching staff in carrying out assigned duties in secondary schools. Olowonefa and Musa (2026) described teachers' job commitment as their unwavering dedication and investment of time and effort to create engaging and inclusive learning environments that cater to diverse student needs for the attainment of predetermined goals. Continuing, Olowonefa and Musa asserted that teachers' job commitment is evident in their passion for teaching, resilience in the face of challenges, and relentless pursuit of excellence in education that leads to better students' academic performance. Teachers' job commitment is a strong psychological attachment to school and dedication to the responsibilities to students, colleagues, parents, the profession, the school and society. According to Chike and Nwogbo (2025), teachers' job commitment is their engagement and dedication towards performing their roles in educational institutions. The authors added that committed teachers show high passion for their job and wholeheartedly perform their duties with little or no supervision. Teachers' job commitment is the dedication to effective instructional delivery and making contributions to ensure the improvement of secondary schools. According to Ejem, Akumh and Okeh (2024), teachers' job commitment is simply described as their attachment or devotion towards their work or task for the accomplishment of school objectives and goals. Teachers' job commitment entails putting effort and devoting time to ensure official duties are well-executed in secondary schools.

Teachers' job commitment is exhibited through their devotion to lesson preparation, instructional delivery, use of teaching aids, classroom control, assessment of students, coverage of the scheme of work, management of instructional time and involvement in school activities, among others. Olowonefa and Musa (2026) opined that teachers' commitment is characterized by investing time in professional development, maintaining a positive attitude, and building connections with students, colleagues, and the school community. Teachers also demonstrate job commitment by accomplishing assigned duties on time, arriving at work on time, putting in extra effort to contribute to the success of the school, being emotionally attached to the learning needs of students, feeling proud and developing a sense of duty to continue working in the teaching profession. There are teachers who are not committed to their job in public secondary schools in Ebonyi State. These teachers, who are not committed to their job, arrive late to work, leave before closing hour, absent from work without permission, exhibit behaviour that violates teaching professional ethics in public secondary schools in Ebonyi State. Poor job commitment of teachers can be associated with an unconducive work environment occasioned by the absence of school plants.

School plant is all the teaching and non-teaching facilities, equipment and infrastructure in educational institutions. According to Shi'itu, Yusuf, Manga, and Musa (2025), the school plant is all the physical facilities and material resources in the learning environment that promote instructional delivery. School plant includes the building, furniture, vehicles, libraries,

laboratories, fields, computers, workshops, machines, playgrounds, trees and other available facilities in educational institutions. school plant as in a comprehensive term includes apparatus, assembly hall, hostels, principal's offices, teachers' quarters, school farms, generators, chalkboard, chairs and tables, flowers, vases and lawn tennis court among others (Imoh, 2023). The school plant comprised teaching facilities such as instructional materials, laboratories, whiteboards, makers and textbooks, among others and non-teaching facilities such as buildings, playgrounds, trees, fields, canteen, assembly hall, school farm, hostels and staff offices, among others. The available facilities can be properly managed by principals through school plant planning practices.

School plant planning practices connotes the acts of making preparation for the acquisition of facilities, tools and infrastructure in educational institutions. Ibrahim, Yusuf and Jumare (2023) noted that school plant planning practices are concerned with decisions associated with school sites, playgrounds, instructional, administrative, convenience, library and welfare facilities, among others, in educational institutions. School plant planning practices involve deliberation of the course of action toward acquiring facilities in learning institutions. Saidu and John, (2026) asserted that school plant planning is an essential aspect of educational planning because, unless schools are well sited, buildings are adequately constructed and equipment is adequately provided, much teaching may not take place. Oko-Jaja (2023) maintained that school plant planning practices enable principals to map out suitable locations for infrastructure, facilities and spaces and as well making provision for their maintenance, which can contribute directly or indirectly to positive learning outcome and as well make provision for plant maintenance. School plant planning practices ensure that facilities meet the psychological and physical needs of teachers and thereby motivate them in performing their duties in secondary schools. Abdullah, Igbaji and Nyitse (2024) pointed out that school plant planning practices bring about a conducive learning environment that is psychologically and physically safe for students and teachers as well as enhance the quality of instruction delivery in educational institutions.

School plant utilization practices are the acts of putting into proper use the available material resources for instructional delivery in educational institutions. Gam and Kongnyuy (2024) referred to school plant utilization practices as the manner in which the physical facilities, such as classrooms, laboratories, libraries, and recreational areas, among others, are used to support educational activities. Furthermore, Gam and Kongnyuy maintained that effective utilization of these facilities is crucial for creating an environment conducive to learning and teaching, thereby enhancing overall school effectiveness. School plant utilization practices are the optimum use of facilities for the implementation of educational programmes. Nwamara and Igwe (2023) asserted that it is the duty of the school administrators to ensure that the school plant is ready for utilization as at when due and that they are correctly used for the purpose for which they are meant. School plant utilization practices entail ensuring that students make use of the available books in the libraries, teachers present their lessons with teaching aids, vital experiments are conducted in laboratories, sporting activities are done at the school fields, information and communication technology facilities are used for executing administrative tasks, among others.

There have been concerns by administrators, parents and other educational stakeholders regarding the status of facilities in public secondary schools in Ebonyi State. Nwafukwa, Onele and Anigbo (2019) noted that some school premises covered with bushes, poorly maintained sanitary conditions, leaking roofs, classrooms with rabbit and rats holes, inaccessible roads and path ways, broken windows and glasses, cobwebs, badly managed students' desks, dirty classrooms and offices, library and laboratory are all indications of poor school plant management in public secondary schools in Ebonyi State. Nwigwe (2024) asserted that some secondary schools in Ebonyi State are plagued by decaying buildings that threaten the health, safety and learning opportunities of students. The author further observed that some school plants have out-of-date design and capacity utilisation pressure, which threaten management, curriculum delivery and students' academic performance in public secondary schools in Ebonyi State. It is against this backdrop that the study investigated principals' school plant planning and utilization practices as correlates of teachers' job commitment in public secondary schools in Ebonyi State.

1.2 Purpose of the Study

The purpose of the study is to investigate principals' school plant planning and utilization practices as correlates of teachers' job commitment in public secondary schools in Ebonyi State. Specifically, the study sought to find out the:

1. Relationship between principals' school plant planning practices and teachers' job commitment in public secondary schools in Ebonyi State.
2. Relationship between principals' school plant utilization practices and teachers' job commitment in public secondary schools in Ebonyi State.

1.3 Research Questions

The following research questions guide the study:

1. What is the relationship between principals' school plant planning practices and teachers' job commitment in public secondary schools in Ebonyi State?
2. What is the relationship between principals' school plant utilization practices and teachers' job commitment in public secondary schools in Ebonyi State?

Hypotheses

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

1. There is no significant relationship between principals' school plant planning practices and teachers' job commitment in public secondary schools in Ebonyi State.
2. There is no significant relationship between principals' school plant utilization practices and teachers' job commitment in public secondary schools in Ebonyi State.

2. Methods

A correlational research design was adopted for this study. The study was conducted in Ebonyi State, one of the five states in South-Eastern Nigeria. The population of the study

comprised 3,206 teachers from the 218 public secondary schools in Ebonyi State. A sample size of 237 teachers was drawn for the study using a multistage sampling procedure.

Two sets of instruments, titled School Plant Planning and Utilization Practices Questionnaire (SPPUPQ) and Teachers' Job Commitment Scale (TJCS), were used to collect data for the study. SPPUPQ has two clusters, I and II, with 7 and 13 items on school plant planning and utilization practices, respectively. SPPUPQ contained 20 items structured on a four-point rating of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), weighted 4, 3, 2, and 1, respectively. TJCS has 26 items that measure the teachers' job commitment. The items of the TJCS are structured on a 4-point rating of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), weighted 4, 3, 2, and 1, respectively. The face validation of the instruments was determined by three experts, two in the Department of Educational Management and Policy, and one in the Department of Educational Foundations (Measurement and Evaluation Unit), all from the Faculty of Education, Nnamdi Azikiwe University, Awka. The instruments were subjected to a test of internal consistency using the Cronbach's Alpha method, which yielded coefficient values obtained for Clusters I and II of SPPUPQ were 0.76 and 0.79 with an overall reliability of 0.78. On the other hand, the coefficient value of 0.81 was obtained for TJCS.

The researcher, with five research assistants, collected data for the study. A total of 237 copies of instruments were distributed and 231 copies of questionnaires were properly filled and successfully retrieved, indicating a 97 percent return rate. The duly completed and successfully retrieved copies were used for data analysis. Pearson Product Moment Correlation Coefficient was used to answer the research question and test the formulated hypotheses. For the decision on the research questions, the coefficient r and the predictive value were interpreted using the correlation coefficient by Cohen, Manion and Morrison, cited in Wubante (2020), as follows.

Predictive Value	Interpretation
.00- .19	Weak Correlation
.20- .39	Fair Correlation
.40- .69	Moderate Correlation
.70- .89	Strong Correlation
-.90- .99	Very strong Correlation
1	Perfect Correlation

In taking decisions on the null hypotheses, if the p -value is equal to or less (\leq) than the significant level of 0.05, the null hypothesis is rejected, but if the p -value is greater than the significant level of 0.05, the null hypothesis is not rejected.

3. Results

Research Question 1: What is the relationship between principals' school plant planning practices and teachers' job commitment in public secondary schools in Ebonyi State?

Table 1: Pearson (r) on Relationship Principals' School Plant Planning Practices and Teachers' Job Commitment

Variables	N	School Planning Practices	Plant	Teachers' Job Commitment	Remarks
School Plant Planning Practices	231	1.00		0.754	Strong Positive Relationship
Teachers' Job Commitment	231	0.754	1.00		

Table 1 revealed that Pearson's correlation coefficient (r) of 0.754 was obtained. This showed that there is a strong positive relationship between principals' school plant planning practices and teachers' job commitment in public secondary schools in Ebonyi State. This indicated that principals' engagement in school plant planning practices will strongly lead to teachers' job commitment.

Research Question 2: What is the relationship between principals' school plant utilization practices and teachers' job commitment in public secondary schools in Ebonyi State?

Table 1: Pearson (r) on Relationship Principals' School Plant Utilization Practices and Teachers' Job Commitment

Variables	N	School Utilization Practices	Plant	Teachers' Job Commitment	Remarks
School Plant Utilization Practices	231	1.00		0.782	Strong Positive Relationship
Teachers' Job Commitment	231	0.782	1.00		

Result in Table 2 revealed that Pearson's correlation coefficient (r) of 0.782 was obtained. This showed that there is a strong positive relationship between principals' school plant utilization practices and teachers' job commitment in public secondary schools in Ebonyi State. This

indicated that principals' engagement in school plant utilization practices will strongly contribute to teachers' job commitment.

Hypothesis One: There is no significant relationship between principals' school plant planning practices and teachers' job commitment in public secondary schools in Ebonyi State.

Table 3: The Summary of Pearson (r) on the Significant Relationship between Principals' School Plant Planning Practices and Teachers' Job Commitment

Variables	N	School Plant Planning Practices	Teachers' Job Commitment	P-value	∞	Remarks
School Plant Planning Practices	231	1.00	0.754			
Teachers' Job Commitment	231	0.754	1.00	0.000	0.05	Rejected

Table 3 indicates that the *p*-value of 0.000 is less than 0.05. Therefore, since the *p*-value is less than the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, there is significant relationship between principals' school plant planning practices and teachers' job commitment in public secondary schools in Ebonyi State.

Hypothesis Two: There is no significant relationship between principals' school plant utilization practices and teachers' job commitment in public secondary schools in Ebonyi State.

Table 4: The Summary of Pearson (r) on the Significant Relationship between Principals' School Plant Utilization Practices and Teachers' Job Commitment

Variables	N	School Plant Utilization Practices	Teachers' Job Commitment	P-value	∞	Remarks
School Plant Utilization Practices	231	1.00	0.782			
Teachers' Job Commitment	231	0.782	1.00	0.000	0.05	Rejected

As revealed in Table 4, the *p*-value of 0.000 is less than 0.05. Therefore, since the *p*-value is less than the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, there is significant relationship between principals' school plant utilization practices and teachers' job commitment in public secondary schools in Ebonyi State.

4. Discussion of Findings

The finding of the study showed that there is a strong relationship between principals' school plant planning practices and teachers' job commitment in public secondary schools in Ebonyi State. The reason for this finding could be due to the fact that principals' school plant planning practices create a safe and conducive work environment that perhaps makes teachers feel comfortable and motivated to be committed to their job in public secondary schools in Ebonyi State. This agreed with the finding of Adah and Egolum (2024), which showed that principals' school planning practices strongly correlate with teachers' job commitment in public secondary schools. The agreement between the findings could be attributed to the similarities in participants and public secondary schools in which the studies were conducted. It is through school plant planning practices that principals can address the safety, recreational, emotional and sanitary needs of staff, which can contribute to teachers' job commitment in public secondary schools in Ebonyi State. It was also discovered that there is a significant relationship between principals' school plant planning practices and teachers' job commitment in public secondary schools in Ebonyi State. This finding supported that of Adah and Egolum (2024), which showed that principals' school planning practices significantly correlate with teachers' job commitment in public secondary schools. Principals' school plant planning practices ensure that teachers have access to required facilities that can significantly contribute to their job commitment in public secondary schools in Ebonyi State.

The result of the study showed that there is a strong relationship between principals' school plant utilization practices and teachers' job commitment in public secondary schools in Ebonyi State. The possible explanation for this finding is that principals' school plant utilization practices ensure that teachers use the required facilities in performing their duties, which could contribute to the strong relationship with their job commitment in public secondary schools in Ebonyi State. This aligned with the finding of Maduabuchi and Igah (2022), which revealed that a strong relationship existed between material resources utilization and employees' job commitment. This is also in line with the finding of Okorn and Asuquo (2024), which showed that there was a strong relationship between school plant utilization and teachers' job commitment in secondary schools. This similarity in secondary schools and the use of teachers as the participants can account for the agreement between the findings. Principals' school plant utilization practices ensure that teachers use the library, instructional materials and facilities in their offices, which can make them comfortable and committed to their job in public secondary schools in Ebonyi State. Further results indicated that there is a significant relationship between principals' school plant utilization practices and teachers' job commitment in public secondary schools in Ebonyi State. This affirmed the finding of Okorn and Asuquo (2024), which showed that there was a significant relationship between school plant utilization and teachers' job commitment in secondary schools. This also upheld the finding of Maduabuchi and Igah (2022), which revealed that a significant relationship existed between material resources utilization and employees' job commitment. Teachers who use school fields, gyms and playgrounds for sporting and other physical activities can be physical fit,

which can motivate them to significantly exhibit job commitment principals' school plant utilization practices and teachers' job commitment in public secondary schools in Ebonyi State.

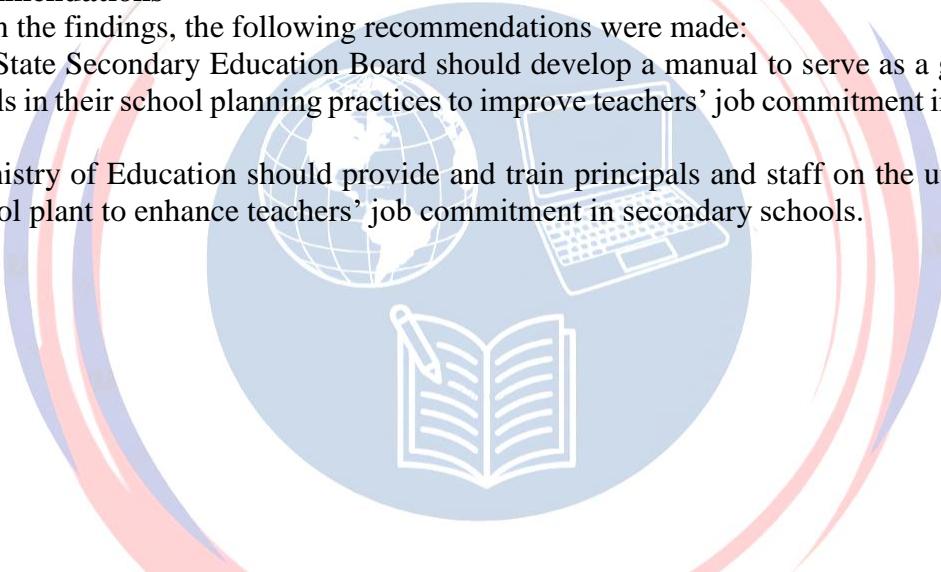
5. Conclusion

Based on the findings, it is concluded that principals' school plant planning and utilization practices have a positive and significant correlation with teachers' job commitment in public secondary schools in Ebonyi State. Principals' school plant planning and utilization practices ensure that school buildings are structural sound, staff offices are equipped with the facilities that they need and teachers have access required facilities to improve their job commitment in public secondary schools in Ebonyi State. A well-planned school plant and teachers' use of the available facilities can enhance their job commitment in public secondary schools in Ebonyi State.

6. Recommendations

Based on the findings, the following recommendations were made:

1. Ebonyi State Secondary Education Board should develop a manual to serve as a guideline to principals in their school planning practices to improve teachers' job commitment in secondary schools.
2. The Ministry of Education should provide and train principals and staff on the utilization of the school plant to enhance teachers' job commitment in secondary schools.



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