

Principals' Management of School Facilities as Correlates of Teachers' Job Commitment in Public Secondary Schools in Anambra State Nigeria

Adah Okechukwu Uchenna, Charles Chukwunwike Egolum

*Department of Estate Management, Delta State University of Science and Technology Ozoro
Department of Estate Management, Nnamdi Azikiwe University Awka, Anambra State Nigeria*

Date of Submission: 28-05-2025

Date of Acceptance: 08-06-2025

ABSTRACT:

Principals' effective management of school facilities encourages personnel in schools to be better and committed to effective service delivery. The application of good management of school facilities 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 facilities as correlates of teachers' job commitment in public secondary schools in Anambra State. The sample frame of this study includes staffs (Teaching and Non-Teaching) of the public secondary schools within Anambra State. Descriptive statistical tools used in this study includes; pie charts, simple percentages, and standard deviation. The instrument used for data collection was a self-structured likert scale modified questionnaire to determine respondents' agreement with the identified weaknesses and strengths of the developed construct from strongly disagree, to strongly agree and were presented in tabular forms with simple percentages. 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.

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.

School facilities management is the process of efficiently and effectively overseeing

I. INTRODUCTION

Education is a process of acquiring knowledge, skills, values, and understanding

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 facilities management is to satisfy educational goals which have been pre-determined by educational planners. Oyesola also emphasized that better planned school facilities will enhance better school programmes and the community needs. This provides a place for psychological and physical safety for students and teachers and enhance the good, quality and quantity of instruction.

Emphasizing the importance of school facilities 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 facilities. Good management of school buildings, instructional facilities, school grounds or premises, equipment and furniture are some of the vital aspects of school facilities 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.

Statement of the Problem

Principals' effective management of school facilities 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 buildings, school grounds and equipments 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 facilities 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 facilities 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 facilities as correlates 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 facilities as correlates 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 buildings 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 buildings 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 buildings 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

II. METHODOLOGY

Research Design

Specifically, this study adopts the survey research design. Stratified random sampling is used to select the samples of public secondary schools for questionnaire survey. Two principal survey techniques used were administration of questionnaires and non-participant observation. These techniques enabled the researcher to collect both qualitative and quantitative data from the school users and principals of the buildings and facilities in the schools.

Population of the Study

Population of this study consists of the public secondary school staff in the five (5) Education zones of Anambra State

Sample Frame

A sample frame is the list of sampling units or non-theoretical population from which samples are drawn. It is a population the researcher can use in determining sample size. The sample frame of this study includes staff (Teaching and Non-Teaching) of the public secondary schools within Anambra state. According to the Anambra state Post primary school service commission, the public secondary schools in Anambra state cut across five zones which are (Aguata zone, Awka zone, Nnewi zone, Onitsha zone and Otuocha zone).

Determination of Sample Size

The sample size of the study is determined by using Taro Yamane's formula. In this method, a researcher is expected to adopt a sampling error of 0.05.

The formula is given as,

$$n = \frac{N}{1 + Ne^2}$$

Where: **n** stands for samples.

N stands for the size of sample frame or population which is **5576**

e stands for sampling error which is **0.05**

1 stands for unity (a constant).

Substituting into the formula;

$$n = \frac{5576}{1 + 5576 \times 0.05^2}$$

$$n = 373$$

Therefore, the sample size for the study is approximately 373

Instrument of Data Collection

The study obtained both primary and secondary data. Quantitative data was collected from the public secondary school facilities users through a structured questionnaire which was used

in eliciting information from facilities users. There were two separate questionnaires, one for each group. The questionnaire was designed to give an assessment of the maintenance strategies from the maintenance managers and the facilities condition.

Questionnaire 1 consisted of three sections, with school users' information in Section A, maintenance opinion in Section-B and conditions of facilities components in section -C. However, questionnaire 2, consisted of three sections namely; maintenance managers information in Section-A; maintenance strategies in Section-B and factors of deterioration in Section-C. The respondents were asked to indicate the level of satisfaction or dissatisfaction with some selected quality performance criteria.

Qualitative data was obtained by physical survey of the existing facilities in the schools. The secondary data was derived from multiple sources such as books, journals, research works, encyclopedias, magazines, school records, working papers and relevant publications.

Reliability of the Instrument

Reliability is often at risk when assessments are taken overtime, performed by different people or are highly subjective. Reliability is concerned with the consistency in the results given by the same instrument and this was tested using Cronbach's alpha test.

Method of Data Collection

This study used two major data gathering instruments: questionnaire and observation schedule. Both were used in the collection of primary data for this study. Two sets of questionnaire were prepared based on findings from the review of the existing literature. One for the school maintenance managers and the second one for the staffs of the secondary schools who are the users of these facilities in the selected schools. All the questions were close ended.

Method of Data Analysis

Method of data analysis refers to the statistical (or analytical) tools a researcher used in analyzing the primary data in order to achieve each of the objectives stated in that study. In this study, descriptive and inferential statistical tests were employed. Descriptive statistical tools in this study include; pie charts, tables, simple percentages, mean and standard deviation etc. Inferential tools draw conclusion that extends beyond immediate data, they have ability to test hypothesis, and the hypotheses for this study was tested using the

structural equation modeling. For this study, Likert scale was used to determine respondents' agreement with the identified weaknesses and strength of the developed construct from strongly disagree to strongly agree and was presented in tabular form with simple percentages.

III. RESULTS AND DISCUSSIONS

Respondents answered a number of questions to gauge their proper knowledge and understanding about maintenance issues as it affects school buildings and appropriate condition of building components in public secondary schools in Anambra state. The numbers of responses are summarized in the following Tables.

Maintenance Issues as it affects school facilities

	Category				
Does the current state of facilities affect the teaching and learning of users?	Yes 304 [84.4%]	No 56 [15.6%]			
Do you have a maintenance crew in your school?	Yes 97 [26.9%]	No 263 [73.1%]			
Does the current state of the school facilities affect the behavior of the users in the school?	Yes 297 [82.5%]	No 63 [17.5%]			
Which academic building is the most deteriorated in the school?	Classroom 189 [52.5%]	Library 71 [19.7%]	Computer room 32 [8.9%]	Laboratory 68 [18.9%]	
What are the contributions of students in the maintenance of the school facilities?	Sweeping, weeding/cleaning 296 [82.2%]	Technical Involvement == [%]	Not Involved 17 [4.7%]	Paying main. fee 47 [13.1%]	
What are the contributions of academic staffs in the maintenance of the school facilities?	Supervising 237 [65.8%]	Consciousness ==[%]	Nothing 21 [5.8%]	Punishing offenders 102 [28.3%]	
What are the contributions of non-academic staffs in the maintenance of the school facilities?	Sweeping /cleaning 298 [82.7%]	Weeding == [%]	Technical work62 [103.3%]		
In your opinion are the academic buildings properly maintained?	Yes 207 [57.5%]	No 147 [40.8%]			
What is your opinion about the present conditions of the components of the buildings?	Good 37 [10.3%]	Bad 323 [89.7%]			

What are the factors responsible for the deterioration of school facilities?	Age == [%]	Lack of maint. culture 107 [29.7%]	Users attitude 86 [23.9%]	Over population == [%]	Funding 167 [46.4%]
--	---------------	--	------------------------------	------------------------------	---------------------------

Condition of facilities components

	Category				
What is the condition of the foundations?	Existing cracks 156 [43.3%]	Exposed 77 [21.4%]	Weak 108 [30%]	Good Condition 19 [5.3%]	
What is the condition of the Roofs?	Leaking 162 [45%]	Rusty 77 [21.4%]	Partly Ripped off52 [14.4%]	Ripped off 23 [6.4%]	Good condition 46 [12.8%]
What is the condition of the paintings?	Not Painted 137 [38.1%]	Faded paint 89 [24.7%]	Dirty paint 85[23.6%]	Well painted 49 [13.6%]	
What is the condition of the floors?	Cracks 77 [21.4%]	Peeled-off 84 [23.3%]	Has Defects 163 [45.3%]	No defects 36 [10%]	
What is the condition of the walls?	Partly broken down138 [38.3%]	Developed cracks 123[34.2%]	Pilled off 39 [10.8%]	Tilled 19 [5.3%]	Good Condition 41 [11.4%]
What is the condition of the windows?	Not Existing 81 [22.5%]	Partly broken down112 [31.1%]	Completely broken 69 [19.2%]	Good Condition 98 [27.2%]	
What is the condition of the doors?	No doors 57 [%]	Partly broken down144 [%]	Completely broken 78 [%]	Good Condition81 [%]	
What is the condition of the electrical installations?	Not Existing 63 [%]	Not functioning 77 [%]	Faulty 198 [%]	Good Condition 22 [%]	
What is the condition of the water pipes?	No water pipes 202 [%]	Leaking taps 12 [%]	Broken down 43 [%]	No water 103 [%]	
Which type of toilet facility do you use?	Water closet 31 [%]	Pit latrine 121 [%]	Bush 208 [%]		
What is the condition of WC?	Leaking 12 [3.3%]	Broken down 166 [46.1%]	Not functioning 182 [50.6%]		
Source of water supply	Borehole ==[%]	Spring ==[%]	Not supply 277[76.9%]		
Condition of drains/gutter	Open gutter 87 [24.2%]	Covered with concrete 63 [17.5%]	Not existing 210 [58.3%]		
The school compound is very clean	Strongly disagree 73 [%]	Disagree [%]	Average [%]	Agree [%]	Strongly agree [%]

Descriptive Statistics

The statistics are included to check the integrity of the data and to provide an overview of the statistics.

Descriptive Statistics

Variables	Mean	Std.Dev	N
Users' perception on the condition of public schools	3.461	1.026	360
Teaching and learning	3.149	1.106	360
Current state of public school	3.379	1.485	360
Factors responsible for maintenance of public school	3.263	0.911	360
Student performance	3.291	1.421	360
Maintenance policies and strategies	3.121	1.439	360
Staff working condition	3.592	1.021	360

Source: Researcher's SPSS result 2023

As shown in the table above, the KMO value was 0.822, which was within the acceptable range where the base satisfactory value is 0.70. Because the significance was less than 0.05,

Bartlett's Test Sphericity reflected large outcomes (0.00), $p < 0.05$. Similarly, EFA was deemed appropriate for this investigation.

KMO and Bartlett's Test.

Kaiser–Meyer–Olkin Measure of Sampling Adequacy		0.822
	Approx. Chi-Square	2376.834
Bartlett's Test of Sphericity	Df	24
	Sig	0.000

Source: Researcher's SPSS result 2023

Total Variance Extracted

The table below depicts the total variance explanation (factor analysis) of the facilities condition and maintenance strategies, with factors accounting for 62.028% of the total variance. This demonstrates the significant effect of facilities condition and maintenance strategies in public secondary schools in Anambra state. Furthermore,

the approximated Chi-square value (χ^2 (co) = 2376.834) is greater than the Chi-square critical value (χ^2 (t) = 41.34) with (Df) at 0.05, thus further indicating that there is a statistically significant effect of building condition and maintenance strategies in public secondary schools in Anambra state.

Total variance explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	12.406	62.028	62.028	12.406	62.028	62.028
2	2.367	11.836	73.864	2.367	11.836	73.864
3	1.631	8.153	82.017	1.631	8.153	82.017
4	.997	4.983	87.000			
5	.802	4.010	91.010			
6	.586	2.930	93.940			
7	.286	1.432	95.372			
8	.283	1.416	96.789			
9	.222	1.111	97.900			
10	.159	.794	98.694			
11	.069	.346	99.039			
12	.055	.275	99.314			
13	.051	.256	99.570			
14	.044	.218	99.789			

15	.029	.147	99.935			
16	.011	.046	99.981			
Extraction Method: Principal Component Analysis.						

EFA and Cronbach's Alpha

An EFA test was performed using Amos SPSS to assess the dimensionality of the constructs evaluated in this study. The KMO test was used to assess whether the samples were sufficient, and the result is significantly higher than the 0.5 thresholds. To determine whether there is a correlation

between the variables, the Bartlett test of sphericity was performed, and the results were significant (p -value<0.05). EFA proposed components with eigenvalues greater than one. These factors accounted for more than 62.028% of the variance in the study. Cronbach's Alpha values were found to be greater than 0.7.

Table 4.7.1: Summary of Exploratory factor analysis and Cronbach's alpha

	Users' perception on the condition of public school	Teaching and learning	Current state of public school	Factors responsible for state maintenance of public school	Student academic performance	Maintenance policy and Strategies	Staff working condition
USP1	0.683						
USP2	0.782						
USP3	0.702						
USP4	0.718						
USP5	0.544						
TL1		0.480					
TL2		0.647					
TL3		0.832					
TL4		0.818					
CPS1			0.650				
CPS2			0.696				
CPS3			0.774				
CPS4			0.776				
FRP1				0.604			
FRP2				0.260			
FRP3				0.512			
FRP4				0.874			
SP1					0.912		
SP2					0.911		
SP3					0.875		
SP4					0.771		
MSP1						0.175	
MSP2						0.889	
MSP3						0.884	
MSP4						0.836	
MSP5						0.846	
SWC1							0.908
SWC2							0.868
SWC3							0.458
Cronbach Alpha	0.876	0.727	0.715	0.874	0.927	0.901	0.769

Interpretation of Factors

To choose salient variables for each factor, a threshold loading value of 0.40 was used, and the variables were loaded for extracted factors. According to the above table all variables have a loading value greater than 0.4, indicating that they contributed significantly to their factor groups. To determine the reliability of each factor, Cronbach's Alpha Value was calculated for each of them; and

only factors with a value greater than 0.5 (factors 1-8) were significant. As shown in the table, the 28 success factors (variables) used for the study are categorized into 7 namely: Users perception on the condition of public schools, teaching and learning, current state of public school, factors responsible for maintenance of public school, student performance, maintenance policies and strategies and staff working condition.

Summary table for the hypothesis testing

			Estimate	t-Statistic	p-value
H_{01}	Significant correlation of Principals' management of school buildings -> Teachers' job commitment.		0.293	2.478	0.013
H_{02}	Significant correlation of Principals' management of school premises-> Teachers' job commitment.		0.085	1.924	0.048

A structural model was devised based on the proposed idea. According to the model evaluation measures, the data and hypothesis are well matched. The regression weights confirm our hypothesis. Hypotheses such as H_{01} , and H_{02} , were found to be positively and statistically significant at 5% level of significance.

The implication of the result is that a unit change in significant correlation of Principals' management of school buildings will lead to a corresponding increase in teachers' job commitment. And also, a unit change in the significant correlation of Principals' management of school premises will lead to an increase in teachers' job commitment.

Discussion of Findings

Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity BTS were used to measure the sampling adequacy and significant level, since obtaining acceptable values of these tests guarantees the appropriateness of EFA analysis. This led to obtaining the total variance extracted, the result indicates that the total variance explanation of the building condition and maintenance strategies, with factors accounting for 62.028% of the total variance. This demonstrates the significant effect of building condition and maintenance strategies in public secondary schools in Anambra state.

The factor correlation matrix suggests that all the variables included in this study, the result shows both negative and positive correlation of the variables. All the factor loadings displayed infer that the construct employed in this study was above the recommended 0.4 threshold which suggest that

we retain all the construct as developed in each variable.

Conclusively, from the result of the hypothesis, we see that at 5% level of significance H_{01} , and H_{02} , are to be accepted since their p (<0.05). Hence the result of the specific objectives is presented below

Hypothesis One

The result of the analysis test with respect to hypothesis one shows that at 5% level of significance, the correlation of Principals' management of School buildings has a significant positive effect on teachers' job commitment with a probability value ($p < 0.05$).

Hypothesis Two

The result of the analysis test with respect to hypothesis two shows that at 5% level of significance, the correlation of Principals' management of school premises has a significant positive effect on teachers' job commitment. With a probability value ($p < 0.05$).

IV. CONCLUSION

Principals' management of school facilities 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 facilities positively and significantly correlate with teachers' job commitment in public secondary schools in Anambra State.

V. 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.

REFERENCES

- [1]. Adesina, O. B. (2011). School plant planning as correlates of students' academic performance in Southwest Nigeria Secondary Schools. *International Journal of Business Administration*, 2(2), 41-47. <http://org.doi:10.5430/ijba.v2n2p41>
- [2]. Akuezilo. (2007). Assessing school facilities in public secondary schools in Delta State, Nigeria. *African research review. An International Multidisciplinary Journal*, Ethiopia, 6(2), 192-205.
- [3]. Ajayi, I. A. (2007). Issues in school management. Bola bay Publications.
- [4]. Amanchukwu, R., & Ololube, N. P. (2015). Managing school plant for effective service delivery in public secondary schools in Rivers State of Nigeria. *Human Resource Management Research*, 5(4), 95-102. <http://doi.org.10.5923/j.hrmr.20150504.02>
- [5]. Asiabaka, I. P. (2021). The need for effective facility management in schools in Nigeria. *New York Science Journal*, 1(2), 10-21.
- [6]. Asiyai, R. I. (2022). Assessing school facilities in public secondary schools in Delta State, Nigeria. *African research review. An International Multidisciplinary Journal*, Ethiopia, 6(2), 192-205
- [7]. Ayers. (2019). The Applicability of Usability Concepts in the Built Environment. *Journal of Facilities Management*. 4(4); 262-270
- [8]. Bloom. (2021). 'The relationship between design of school facilities and student behaviour and academic achievement'. Unpublished doctoral dissertation, The University of Mississippi
- [9]. Bosah. (2015). Teachers' satisfaction with physical working environment: imperative for effective service delivery. *Journal of Education and Human Development*, 7(1), 92-97.
- [10]. Buys, N.S. (2004). The Physical Learning Environment: A Path to Success or Not? Inaugural Lecture Delivered at Nelson Mandela Metropolitan University. Port Elizabeth, South Africa. 4th August
- [11]. Ekaette, U. J. (2019). Policy Focus and Value System in Higher Education. *The Guardian*. Lagos: 18 June; Pp. 58-59.
- [12]. Njoku, D.C. (2019). Relationship between organizational factors and administrative effectiveness of university academic managers in Imo and Rivers State of Nigeria. Unpublished M.Ed thesis, Faculty of Technical and Science Education, Rivers State University Press.
- [13]. Okolie, K.C and Shakantu, W.M. (2011). Design and User/Occupier Needs in Building Performance. Conference Proceedings of COBRA 2009 held in Cape Town. Organized by the Royal Institute of Chartered Surveyors (RICS). September 9-11. Pp. 998-1010
- [14]. Olaniyan and K.I. Anthony, (2018). Effect of inadequate school plant on academic performance of Nigerian secondary school students. *International Journal of Humanities and Management Sciences*, 1(3): 198-200.
- [15]. Ojogwu and Alutu. (2009). Enhancing the Instructional Supervisory Skills of Principals of Secondary Schools. *Principals Year Book. A Publication of all Nigerian Conference of Principals of Secondary Schools (ANCOPSS)*. Nsukka, Nigeria: Moke Social Publishers
- [16]. Okonkwo, M. E. (2018). Overview of Total Performance Concept of Buildings: Focusing on Quality, Safety, and Durability. Paper presented at the 34th Annual Conference of the Nigerian Institute of Building held in Abeokuta. April 27-28. Pp 2-10.
- [17]. Oluchukwu, S. O. (2000). Development of Facilities Maintenance and Management Strategies For Nigeria. Enugu: Unpublished Facilities Management Course Manual. Centre for Academic Excellence

- [18]. Saint, W; Hartnett, T. and Strassner, E. (2017). Higher Education in Nigeria. HigherEducation Policy. 16; 259-281
- [19]. Udida, L.A. (2021). Issues in National Policy on Education in Nigeria. Calabar: University of Calabar press.
- [20]. Wordu, H. and Nlerenchi, W.W (2021). School plant management for effective instructional Delivery in public senior secondary schools in Port Harcourt metropolis. International Journal of Education and Evaluation, 4(8) 67-76.