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**PRINCIPALS' SCHOOL PLANT MANAGEMENT PRACTICES AS PREDICTORS OF  
TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN  
ANAMBRA STATE, NIGERIA**

<sup>1</sup>Princewill Chukwuemeka Onyekachi <sup>2</sup>Prof. Perpetua Ngozi Okorji & <sup>3</sup>Dr. Ifeanyi Francis Ikedimma,  
<sup>1,2&3</sup>Department of Educational Management and Policy, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

### **ABSTRACT**

The study investigated principals' school plant management practices as predictors of teachers' job commitment in public secondary schools in Anambra State, Nigeria. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. Correlational research design was adopted for the study. The population of the study comprised 8,187 teachers in the 269 public secondary schools in Anambra State. The sample for this study was 819 teachers drawn using proportionate stratified random sampling technique. Two sets of instruments developed by the researcher and titled "Principals' School Plant Management Practices Questionnaire (PSPMPQ)" and "Teachers' Job Commitment Questionnaire (TJCQ)" were used for data collection. The face validation of the instruments was determined by three experts of which two were from the Department of Educational Management and Policy, and one in Measurement and Evaluation Unit in the Department of Educational Foundations, all from Faculty of Education, Nnamdi Azikiwe University, Awka. Cronbach alpha method was used to determine the internal consistencies of the instruments which yielded reliability indices of 0.81, 0.78, 0.80 and 0.82 for the clusters A-D of PSPMPQ, with an overall coefficient of 0.80, whereas the coefficient value obtained for TJCQ was 0.86. The researcher together with five research assistants collected data for the study using the direct approach method and 97% return was recorded. Simple regression was used to answer the research questions 1-2 and test hypotheses 1-2, while multiple regression was used to answer research question 3 and test hypothesis 3. The findings of the study revealed among others that principals' school plant planning and procurement practices are strong and significant predictors of teachers' job commitment in public secondary schools in Anambra State. It was also found that principals' school plant management practices (planning and procurement practices) jointly and significantly predicted teachers' job commitment in public secondary schools in Anambra State. Based on the findings, it was recommended among others that principals should constitute a committee involving vice-principals, teachers, parents, and community members to strengthen school plant management practices for fostering teachers' job commitment in secondary schools.

**Keywords:** Principals, School Plant, Management, Practices, Teachers, Job Commitment

### **Introduction**

School plant plays an immeasurable role in the implementation of programmes in every educational institution. Every activity in educational institutions is carried out with or on the school plant. Principals need a school plant to ensure smooth operations of secondary schools. Teachers equally require the necessary school plant for effective teaching and learning in the school. Availability of the school plant to teachers could motivate them to exhibit job

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Teachers' job commitment is the inclination of teaching staff to put substantial effort and dedicate their time to carrying out work activities in secondary schools. Okoli, Nwanne and Obionu (2024) defined teachers' job commitment as the loyalty, attachment and devotion of members of teaching staff to discharging their duties to learners, colleagues, parents and the school. Teachers' job commitment is a demonstration of a desirable work attitude towards fulfilling official obligations in secondary schools. According to Adah and Egolum (2025), 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. Contextually, teachers' job commitment is the willingness of teaching staff to exhibit dedication towards their duties, loyalty and devotion to the values and goals of secondary schools.

Teachers' job commitment is demonstrated through a positive work attitude towards curricular and co-curricular activities in secondary schools. Ibezim (2024) maintained that teachers who are committed to their job are punctual to work, willing to prepare their lesson notes and plans, deliver instructions at the expected period, cover their scheme of work/diary before the end of every term, administer examinations and process the results of students at the appropriate time.

Some scholars have acknowledged the poor job commitment of some teachers in public secondary schools in Anambra State. For instance, Okoli, Nwanne and Obionu (2024) observed that some teachers display negative attitudes, such as failure to present their lesson, absenteeism, lateness and engage in other activities apart from teaching roles during working hours, which may indicate low commitment to their job in public secondary schools in Anambra State. In the same vein, Adah and Egolum (2025) noted that some teachers appear to display poor commitment through lateness to work, absenteeism, sneaking out of school to run their personal businesses and selling goods in the premises of public secondary schools in Anambra State. Furthermore, Adah and Egolum pointed out that some of the teachers who manage to report to work sometimes are found under the trees having a discussion instead of being in the classroom. However, teachers could be prevented from engaging in discussion under trees by creating comfortable offices and work facilities through the availability of necessary school plants.

School plants therefore, comprise all the essential tools, equipment and facilities that facilitate the achievement of secondary school objectives. Onyejekwe, Obi and Ohamobi (2025) referred to school plants as all the physical facilities such as school buildings, classrooms, laboratories, libraries, furniture, playgrounds and other equipment that support teaching and learning activities in secondary schools. School plant consisted of buildings, instructional facilities, school grounds or premises, equipment and furniture in educational institutions. Ogbu and Attiku (2024) described school plants as those educational resources, such as school buildings, school sites, and school equipment, that aid in the implementation of school

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programmes. According to Amadi and Ereh (2024), school plants constitute the location, buildings, equipment and other material resources provided in an educational institution for the purpose of enhancing teaching and learning. Operationally, the school plants are the entire physical environment of learning institutions, including buildings, classrooms, playgrounds, offices, libraries, laboratories, and other facilities used for educational purposes. Principals can plan, purchase and ensure utilization of available facilities through school plant management practices.

School plant management practices involve various tasks and responsibilities of principals, which aimed at ensuring that the school's infrastructure and resources are available and also in optimal condition to support work activities in secondary schools. Okpara, Okaforcha and Ohamobi (2025) defined school plant management practices as the activities of principals to ensure effective and efficient utilization of physical facilities and instructional materials for the improvement of the school. School plant management practices are concerned with the activities of planning, ensuring the availability and utilization of necessary facilities for the smooth running of affairs and implementation of programmes of educational institutions. Ogbu and Attiku (2024) described school plant management practices as the principals' engagement of administrative functions of planning, organizing, coordinating and controlling the physical facilities and environment of learning for the actualization of educational goals in secondary schools. Contextually, school plant management practices are actions taken by managers in planning, purchasing, preserving, protecting and ensuring proper use of facilities, equipment, machines, buildings and other infrastructure in carrying out work activities to achieve predetermined goals in secondary schools.

There are many school plant management practices that could be engaged by principals to properly manage the available facilities in secondary schools. Okwara, Ukozor, Onye and Anyaogu (2021) asserted that school plant management practices include: school plant procurement practices, school plant utilization practices and school plant maintenance practices. Also, Allagoa (2017) outlined school plant management practices as follows: school plant planning practices, school plant maintenance practices and school plant evaluation practices. The focus of this study is school plant planning practices and school plant procurement practices. The choice of these four components of school plant management practices is justified by the shortage and dilapidated facilities in public secondary schools.

School plant planning practices have to do with developing a course of action that is needed to acquire, utilize and maintain facilities in educational institutions. Abdullahi, Igbaji and Nyitse (2024) stressed that school plant planning practices are engaged in activities which ensure that a functional educational programme is developed, a suitable site is chosen, appropriate structures (buildings) are architecturally expressed, and resources are provided for effective teaching and learning in order to ensure the attainment of educational goals and objectives. Principals' school plant planning practices entail considering the physical and emotional needs of

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staff and students in deciding facilities to acquire in secondary schools. Oyewole (2022) noted that school plant planning is the aspect of school plant management practices that ensures that the schools, as the basic learning units, have adequate teaching facilities and any other needed materials for a conducive learning environment. The author added that this includes planning for good teaching aids, equipment, building/learning space and any other things required for effective teaching and learning to take place. School plant planning practices indicate facilities that require urgent attention during procurement practices.

School plant procurement practices entail engaging in a series of activities to acquire essential facilities and services in learning institutions. Eyo, Otu, and Bramaifa (2023) noted that facilities procurement practices are the acts of searching and accepting the terms and conditions or purchasing goods and services in an organisation. The authors added that such goods and services procured include office equipment, supplies, furniture, facilities, technical equipment and support, telecommunications, printed collateral, contingent workers' recruitment, testing and training and travel-related services, among many others. Principals' school plant procurement practices include: invitation of potential suppliers to list their prices and terms of selling their tools or facilities, price bidding and purchasing the needed material resources in an organization. Principals' school plant procurement practices enable principals to acquire facilities and provide services that could be required by teachers to be committed to their job. Principals can rely heavily on procurement practices to ensure the availability of essential educational infrastructure, facilities, tools, and services for utilization by members of staff.

Evidences abound from different scholars that school plants are neglected and underused in public secondary schools in public secondary schools in Anambra State. Nwosu and Ohamobi (2025) noted that despite tremendous investment by the government in infrastructure, it appears that most public secondary schools in Anambra have leaking roofs, gaping holes for windows, broken chairs and desks littered around school premises and unreadable blackboards instead of whiteboards in the 21<sup>st</sup> century, no visual teaching aids or wall posters, no libraries or teaching facilities. Onyekwelu (2024) observed that cases of broken furniture, windows without louvres, and leaking roofs, which disrupt learning during rainy seasons, and a significant shortage of instructional materials, hinder effective teaching and learning processes in public secondary schools in Anambra State. The principals' inability to manage work space could adversely affect teachers' job commitment in public secondary schools in Anambra State. In other words, the teachers' job commitment that have established to be questionable could be traced to the work space or school plant that are inadequately managed by principals. Principals' school plant management practices have been linked to teachers' job commitment by scholars in different geographical location. Available literature showed positive relationship between principals' school plant management practices and teachers' job commitment (Nwodo, Oshia and Nnebedum, 2026; Eyo, Out and Bramaifa, 2023). These studies were conducted in different

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geographical locations and level of education. Given this background, this study investigated principals' school plant management practices as predictors of teachers' job commitment in public secondary schools in Anambra State, Nigeria.

### **Statement of the Problem**

Teachers' job commitment is essential for effective teaching and learning in the classroom. Teachers who are committed to their job arrive at work on time, make early preparation for their lessons, devote their time and efforts to teaching the students to achieve predetermined goals and objectives of secondary education. However, some teachers appear to show little or no commitment to their job by indulging in acts of gross indiscipline such as lateness to work, absenteeism, sneaking out of school to run their personal businesses and selling goods on the premises of public secondary schools in Anambra State. Some of the teachers who manage to report to work sometimes seem to be found under the trees having discussions instead of carrying out their assigned duties in public secondary schools in Anambra State. These laxities in job commitment of teachers could be attributed to shortages of facilities and an uncomfortable work environment that are probably caused by school plant management practices of principals.

Some school plants appear to experience severe wear and tear due to prolonged use without regular maintenance in public secondary schools in Anambra State. The principals might not have been engaging school plant management practices, which could account for the problems of low lighting and ventilation in school buildings in public secondary schools in Anambra State. The public outcry about the seeming neglect of school plants has motivated the state government to supply more facilities to schools and create awareness to improve maintenance culture in public secondary schools in Anambra State. The ugly incident of poor maintenance and use of school facilities has not been averted by the efforts of the government. The poorly maintained and underused school plant infrastructure creates an uncondusive environment, which impedes the teaching and learning activities in secondary schools in Anambra State. Therefore, this prompted the investigation of principals' school plant management practices as predictors of teachers' job commitment in public secondary schools in Anambra State.

### **Purpose of the Study**

The purpose of the study was to examine principals' school plant management practices as predictors of teachers' job commitment in public secondary schools in Anambra State, Nigeria. Specially, the study sought to investigate:

1. Principals' school plant planning practices as predictors of teachers' job commitment in public secondary schools in Anambra State.
2. Principals' school plant Procurement practices as predictors of teachers' job commitment in public secondary schools in Anambra State.

3. Principals' school plant management practices as predictors of teachers' job commitment in public secondary schools in Anambra State.

### **Research Questions**

The following research questions guided the study:

1. What is the predictive value of principals' school plant planning practices on teachers' job commitment in public secondary schools in Anambra State?
2. What is the predictive value of principals' school plant procurement practices on teachers' job commitment in public secondary schools in Anambra State?
3. What is the predictive value of principals' school plant management practices on teachers' job commitment in public secondary schools in Anambra State?

### **Hypotheses**

The following hypotheses were tested at 0.05 level of significance:

1. Principals' school plant planning practices do not significantly predict teachers' job commitment in public secondary schools in Anambra State.
2. Principals' school plant procurement practices do not significantly predict teachers' job commitment in public secondary schools in Anambra State.
3. Principals' school plant management practices do not significantly predict teachers' job commitment in public secondary schools in Anambra State.

### **Methods**

Correlational research design was adopted for the study. The study was carried out in Anambra State in the southeastern region of Nigeria. The rationale for the choice of this area for the study is based on teachers' job commitment, which is below expectations, probably due to shortages and the deplorable state of facilities in public secondary schools in Anambra State. The population of the study comprised 8,187 teachers in the 269 public secondary schools in Anambra State. The sample for this study comprised 819 teachers from 82 schools drawn using a proportionate stratified random sampling technique.

Two sets of instruments developed by the researcher, titled "Principals' School Plant Management Practices Questionnaire (PSPMPQ)" and "Teachers' Job Commitment Questionnaire (TJCQ)" were used for data collection.

The face validity of the instruments was determined by three experts. The reliability of the instruments were determined using Cronbach Alpha method which yielded an index of 0.80 for PSPMPQ and 0.86 for TJCQ respectively.

The researcher, together with six research assistants who are secondary school teachers, administered copies of the questionnaires to the respondents. The data collected were analyzed

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 using simple regression to answer research questions 1 and 2 and in testing hypotheses 1 and 2, while multiple regression was used to answer research question 3 and in testing hypothesis 3.

## Results

**Research Question 1:** What is the predictive value of principals’ school plant planning practices on teachers’ job commitment in public secondary schools in Anambra State?

**Table 1:** The Summary of Simple Regression Analysis on Principals’ School Plant Planning Practices as a Predictor of Teachers’ Job Commitment

Model	N	R	r Square	Adjusted r Square	Std. Error of the Estimate	Remarks
School Plant Planning Practices	798	0.714	0.509	0.509	.041867	Strong

As shown on Table 1, the predictive value of principals’ school plant planning practices on teachers’ job commitment is 0.714, with a coefficient of determination of 0.509. This shows principals’ school plant planning practices make 50.9% contributions to teachers’ job commitment. The regression coefficient  $r$  of 0.714 indicated that principals’ school plant planning practices is a strong predictor of teachers’ job commitment in public secondary schools in Anambra State.

Hypothesis One: Principals’ school plant planning practices do not significantly predict teachers’ job commitment in public secondary schools in Anambra State.

**Table 2:** The Summary of Simple Regression Analysis on Principals’ School Plant Planning Practices as a Significant Predictor of Teachers’ Job Commitment

Predictor	N	R	$r^2$	$F$	$P$ -value	Remark
Principals’ school plant planning practices	798	0.714	0.509	826.650	.000	*S

\*Significant

Table 2 indicated that the simple regression coefficient ( $r$ ) of principals’ school plant planning practices as a significant predictor of teachers’ job commitment is 0.714, while the  $r^2$  is 0.509. This shows that principals’ school plant planning practices could explain 50.9% changes in teachers’ job commitment. The  $F(1/798) = 826.650$  and the  $p$ -value of 0.000 is less than 0.05.

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Therefore, since the *p*-value is less than the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, principals’ school plant planning practices do significantly predict teachers’ job commitment in public secondary schools in Anambra State.

**Research Question 2:** What is the predictive value of principals’ school plant procurement practices on teachers’ job commitment in public secondary schools in Anambra State?

**Table 3:** The Summary of Simple Regression Analysis on Principals’ School Plant Procurement Practices as a Predictor of Teachers’ Job Commitment

Model	N	R	r Square	Adjusted r Square	Std. Error of the Estimate	Remarks
School Plant Procurement Practices	798	0.721	0.519	0.519	.41450	Strong

Table 3 indicates that the predictive value of principals’ school plant procurement practices on teachers’ job commitment is 0.721 with a coefficient of determination of 0.519. This shows 51.9% changes in teachers’ job commitment could be attributed to principals’ school plant procurement practices. The regression coefficient *r* of 0.721 indicated that principals’ school plant procurement practices is a strong predictor of teachers’ job commitment in public secondary schools in Anambra State.

Hypothesis Two: Principals’ school plant procurement practices do not significantly predict teachers’ job commitment in public secondary schools in Anambra State.

**Table 4:** The Summary of Simple Regression Analysis on Principals’ School Plant Procurement Practices as a Significant Predictor of Teachers’ Job Commitment

Predictor	N	R	r <sup>2</sup>	F	P-value	Remark
Principals’ School Plant Procurement Practices	798	0.721	0.519	859.410	.000	*S

\*Significant

Result in Table 4 indicated that the simple regression coefficient (*r*) of principals’ school plant procurement practices as a significant predictor of teachers’ job commitment is 0.721, while the *r*<sup>2</sup> is 0.519. This shows that principals’ school plant procurement practices could bring about

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 51.9% changes in teachers' job commitment. The  $F(1/798) = 859.410$  and 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, principals' school plant procurement practices do significantly predict teachers' job commitment in public secondary schools in Anambra State.

**Research Question 3:** What is the predictive value of principals' school plant management practices on teachers' job commitment in public secondary schools in Anambra State?

**Table 5:** The Summary of Multiple Regression Analysis on Principals' School Plant Management Practices as a Predictor of Teachers' Job Commitment

Model	N	R	r Square	Adjusted r Square	Std. Error of the Estimate	Remarks
School Plant Management Practices	798	0.770	0.723	0.721	516.609	Strong

As shown in Table 5, the predictive value of principals' school plant management practices on teachers' job commitment is 0.770, with a coefficient of determination of 0.723. This shows 72.3% changes in teachers' job commitment could be attributed to principals' school plant management practices. The regression coefficient  $r$  of 0.770 indicated that principals' school plant management practices is a strong predictor of teachers' job commitment in public secondary schools in Anambra State.

Hypothesis Three: Principals' school plant management practices do not significantly predict teachers' job commitment in public secondary schools in Anambra State.

**Table 6:** The Summary of Multiple Regression Analysis on Principals' School Plant Management Practices as a Significant Predictor of Teachers' Job Commitment

Predictor	N	R	$r^2$	$F$	$P$ -value	Remark
Principals' School Plant Management Practices	798	0.723	0.721	516.609	.000	*S

\*Significant

Result in Table 6 indicated that the simple regression coefficient ( $r$ ) of principals' school plant management practices as a significant predictor of teachers' job commitment is 0.770, while the <https://journals.unizik.edu.ng/ujoemp/index>

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 $r^2$  is 0.723. This shows that principals' school plant management practices could explain 72.3% changes in teachers' job commitment. The  $F(1/798) = 516.609$  and 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, principals' school plant management practices do significantly predict teachers' job commitment in public secondary schools in Anambra State

## **Discussion**

The finding of the study showed that principals' school plant planning practices is a strong predictor of teachers' job commitment in public secondary schools in Anambra State. The possible explanation for this finding is that school plant planning practices enable principals to incorporate the needs of staff in designing a comfortable and artistically attractive physical environment that could improve the morale of teachers and contribute to the strong predictor of their job commitment in public secondary schools in Anambra State. This agreed with finding of Nwodo, Oshia and Nnebedum (2026), which indicated that school plant planning practices have a strong relationship with teachers' job commitment in public secondary schools. The agreement between the findings could be attributed to similarities in time span and secondary schools in which the studies were conducted. It is through school plant planning practices that the right facilities can make teachers feel comfortable and motivated to exhibit strong job commitment in public secondary schools in Anambra State.

It was also found that principals' school plant planning practices do significantly predict teachers' job commitment in public secondary schools in Anambra State. This is in line with finding of Nwodo, Oshia and Nnebedum (2026), which indicated that school plant planning practices have a significant relationship with teachers' job commitment in public secondary schools. This agreement between the findings could be attributed to the fact that the studies were conducted in secondary educational institutions using teachers as the participants.

The finding of the study showed that principals' school plant procurement practices is a strong predictor of teachers' job commitment in public secondary schools in Anambra State. The finding may be due to the fact that principals' school plant procurement practices are means of providing facilities to staff, which make them feel valued and supported and thereby contribute to a strong predictor of teachers' job commitment in public secondary schools in Anambra State. This disagreed with the finding of Eyo, Otu, and Brambaifa (2023), which revealed that facilities procurement practices have a moderate relationship with organizational commitment of tertiary institutions. This agreement between the findings could be attributed to the fact that the studies were conducted in different levels of educational institutions using different participants. It is through school plant procurement practices that principals make available comfortable furniture, instructional materials, laboratory apparatus and other facilities that boost their job satisfaction

Principals' school plant procurement practices lead to well-equipped staff offices and a healthy work environment, which strengthens teachers' job commitment in public secondary schools in Anambra State. It was also found that principals' school plant procurement practices do significantly predict teachers' job commitment in public secondary schools in Anambra State. This supported the finding of Eyo, Otu, and Brambaifa (2023), which revealed that facilities procurement practices have a significant relationship with organizational commitment of tertiary institutions.

The finding of the study showed that principals' school plant management practices is a strong predictor of teachers' job commitment in public secondary schools in Anambra State. This finding is not surprising, possibly because principals' school plant management practices ensure a healthy and relaxing atmosphere that staff feel supported and secured, which can account for a strong predictor of teachers' job commitment in public secondary schools in Anambra State. This supported the finding of Adah and Egolum (2025), which showed that principals' management of school facilities practices had a strong relationship with teachers' job commitment in public secondary schools. The similarity in secondary schools in which the studies were conducted might explain the agreement between the findings. One also suspects that another reason for the strong predictor of teachers' job commitment is the fact that principals' school plant management practices ensure that they have access to proper infrastructure, equipment and facilities that can make their work easier to do.

Principals' school plant management practices ensure teachers to have proper access to offices with the right temperature, air, lighting, and ventilation, which make them comfortable and motivated to demonstrate strong job commitment in public secondary schools in Anambra State. It was also found that principals' school plant management practices do significantly predict teachers' job commitment in public secondary schools in Anambra State. This upheld the finding of Adah and Egolum (2025), which showed that principals' management of school facilities practices had a significant relationship with teachers' job commitment in public secondary schools. Principals' school plant management practices make teachers have access to the required resources and feel supported, which they reciprocate through significant job commitment in public secondary schools in Anambra State. Principals' school plant management practices facilitated the provision of facilities to teachers to create healthy work environment that significantly improve their job commitment in public secondary schools in Anambra State.

## **Conclusion**

Based on the findings, it was concluded that principals' school plant management practices are positive and significant predictors of teachers' job commitment in public secondary schools in Anambra State. School plant management practices enable principals to plan and procure that

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foster the safety, comfort and well-being of teachers and thereby contribute to their job commitment in public secondary schools in Anambra State. Principals' school plant management practices create a physically appealing work environment that makes teachers feel happier and boosts their morale to demonstrate strong job commitment in public secondary schools in Anambra State.

### **Recommendations**

Based on the findings of this study, the following recommendations were made:

1. The Ministry of Education should formulate a handbook to serve as a guideline for principals to foster their school plant planning practices for enhancing the job commitment of teachers.
2. The Post Primary School Service Commission should organize annual in-service training programmes for principals to enable them keep abreast with school plant procurement practices for facilitating job commitment of teachers.
3. Principals should constitute a committee involving vice-principals, teachers, parents, and community members to strengthen school plant management practices for fostering teachers' job commitment in secondary schools.

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