



**CORRELATION BETWEEN TEACHERS' PERCEPTION OF PRINCIPALS' EFFECTIVE  
MANAGEMENT OF SCHOOL PLANT AND TEACHERS' JOB INVOLVEMENT IN  
SECONDARY SCHOOLS IN AWKA EDUCATION ZONE**

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**Abstract**

The study examined the correlation between teachers' perception of principals' effective management of school plant and teachers' job involvement in secondary schools in Awka Education zone of Anambra State. One research question and one hypothesis guided the study. Design used for the study was correlation while the population of the study comprised all the public secondary schools in the five local government areas of Awka education zone with a total of 64 schools having 1233 teachers made up of 147 males and 1086 females. Using stratified random sampling technique, 585 teachers were selected which is 47.4%. Instrument for data collection was a questionnaire type designed by the researcher and named —Teachers' Perception of Principals' Effective Management of School Plant and Teachers' Job Involvement Questionnaire (PPEMSPTJIQ). The instrument has two sections: Teachers' Perception of Principals Effective Management of School Plant Scale (TPPEMSPS) which contained 10 questionnaire items and was used to gather data on the independent variable of the study while the second section was tagged Teachers' Job Involvement Questionnaire (TJIQ) contained 10 questionnaire items and was used to collect data on the dependent variable of the study. The instrument was face and content validated using experts in relevant fields. The average reliability of PPEMSPTJI was 0.79 while that of TJIQ was 0.82 using Pearson Moment Correlation coefficient. The findings revealed that a low positive relationship exists between teachers' perception of principals' effective management of school plant and teachers' job involvement in public secondary schools in Awka education zone of Anambra State. Based on the findings, it is recommended that enlightenment campaign be organized by relevant agencies for the principals on effective management of school plant as it relates to teachers' job involvement so as to encourage teachers for improved teachers' job involvement.

**Keywords:** Perception; Principals; Effective Management, School Plant, Job Involvement.



## Introduction

Activities, events and programmes that characterize the school system cannot be operated in a vacuum. Consequently, school plant exists to furnish the school with relevant aspects of the school resources that makes for vibrant school operations. The school plant makes for enticing school environment that promotes teachers' job performance when effectively and efficiently management. Suffice to say that availability of school plant cannot justify its adequate usage and job enhancement if managed by ineffectual school administrator. It takes an effective management to plan, procure, store, distribute, utilize and safe guide school plant for optimal benefits which ultimately leads to attainment of educational objectives. In a situation where the school administrator is deficient in any of the above listed school plant managerial practices, the teachers' job involvement is first jeopardized leading to poor teaching/learning encounter.

Stemming from the above narrative, Uwaezuoke and Morah (2019) rightly espoused that school plant are key determinant factor in the successful implementation of any educational programme since teaching and learning cannot be carried out in the vacuity. The scholars went on to add that school plant aids desirable classroom behavior, encourage school enrolment and active classroom participation, all of these are fallout from the teachers' job involvement. Udosen (2012) emphatically stated that school plant which includes all educational facilities have a positive relationship with quality education. Adeleke and Oyewole (2023) through their study revealed that there is a significant relationship between school plant and teacher productivity.

In the school system school plant are all that have direct relevance in the educational activities carried out in the process of schooling. The concept of school plant has been defined by various authors based on their perceptions and ideologies of the subject matter. School plant is the physical and material resources in the school system. Nwafukwa, Onele and Anigbo (2019) defined school plant as instrument, equipment and different kinds of structures used for implementation of educational programmes at all levels of institutions of learning. The equipment and structures include playground, classroom, administrative blocks, furniture, tools, hostel accommodation, assembly halls, laboratory apparatus, machinery, farms, information and communication technology facilities among others. According to Barineka, Mbo and Abiye (2019), school plant is the material provisions of the school which includes the premises, buildings, playgrounds, libraries, laboratories, classrooms, hostels, common room and canteens. These buildings and facilities promote effective teaching and learning in the school system. Amanchukwu and Ololube (2015) described school plant as the site, the buildings, the equipment and all the essential structures, permanent and semi-permanent as well as such machines and laboratory equipment, the blackboard/chalkboard needed for effective teaching and learning. Adamu (2019) defined school plant as the structure permanent, non-permanent or semi-permanent that are used for the students programmes in the school.

School plant is the totality of facilities and material resources that promotes teaching and learning in educational institutions. Ohia (2019) defined school plant as all the facilities, instructional, administrative, recreational, and residential including all equipment used for the effective learning of students. It also includes sites,



buildings, equipment, tool, electrical fittings and other facilities in an institution of learning. According to Eboatu and Agogbua (2018), school plant refers to the sum total of the educational facilities provided in schools to enhance the implementation of educational programmes. Eboatu and Agogbua added that they include material and physical resources such as school sites, school buildings, equipment, machines, laboratories and white boards among others. School plant is the physical facilities and structure in a learning environment. Yusuf and Adigun (2012) defined school plant as all non-consumable and durable physical and infrastructural facilities available in the school for teachers and students use in order to make teaching and learning effective and thus ensure the achievement of pre determined aims and objectives of education. According to Ibrahim, Yahaya and Sahabi (2020), school plant is every facility within the school premises which include the permanent and non-permanent structures. Contextually, school plant is all the physical facilities and material resources in the learning environment which promote instructional delivery.

The school plant depreciates in age with time. Ekpoh (2018) posited that the need for facility maintenance arises due to a number of factors among which include; the daily routine use of the facility, aging of the facility, over utilization, changing curricula to support contemporary instructional practices, extreme climate conditions which causes the wear and tear of facilities, lack of funding, lack of maintenance culture, carelessness exhibited by users, deferred maintenance and so on. The maintenance of school plant keeps them in a functional state for utilization to promote teaching and learning. This is in tandem with Oboegbulem (2013) who found no significant correlation between teachers' perception of finance management and their

job involvement. On the contrary, Nyanyuki, Okioga, Ojera, Nyabwanga and Nyamwamu (2021) discovered that teachers' perception of finance management significantly influenced their job involvement. Huseein (2019) on their own observed positive correlation between finance management and female teachers' job involvement.

The walls of school buildings' worn out and crack could be as a resulting of aging. The dilapidated buildings pose a threat to the properties of the school and life of students and staff. Arowojolu, Yinusa, Ameh and Arowojolu (2019) stressed that utilization and proper maintenance of school plant ensures safety for those occupying the school buildings. Akinsola, Fapohunda, Ogunsanmi and Ajibola (2012) pointed out that when facilities are not well managed and maintained it might lead to various defects which can likely constitute nuisance and disturbances to the users of such facilities. The repair of cracked walls prevents school buildings from eventually total collapse or breakdown which is very harmful to students and members of staff. Fixing of worn out electrical fittings in the school buildings prevent exposure of students and staff to electric shock. This keeps school buildings in perfect condition to promote instructional delivery. School building maintenance prolongs the life expectancy of school building. Adetule and Ayodele (2015) pointed out that adequate maintenance of school plant helps to elongate its lifespan and effective utilization. Eboatu and Agogbua (2018) posited that there is a dire need for good maintenance of facilities in schools in order for schools to achieve the numerous benefits that accrue from proper keeping and utilization of school plants. Continuous effort of checking, repairing and repainting of school structures keep them in functional state at all times for effective teaching and learning. Eboatu and Agogbua (2018)



stressed that good school plant operation and maintenance practices by principals, staff and students will prolong the life-span of school plants, make them ready for use and, in addition, make teaching more effective for teachers and learning more engaging and interesting for the students.

Utilization and maintenance of school plant save cost of management of school facilities. Arowojolu, Yinusa, Ameh and Arowojolu (2019) posited that reconstruction of collapsed buildings may cost more to make early repairs on the buildings. It is cheaper and easier to renovate school building than to erect new ones that have collapsed. Thus, it is imperative for utilize and maintain the available resources as funds allocated to the school system is very limited to always procure new facilities or erect new building. The use of school staff as custodian staff of school plant is an approach to utilization and maintenance of school facilities. Ekpoh (2018) stressed that this approach prevents delays often associated with the bidding and negotiation, as well as, saving overhead costs usually charged by those performing the maintenance. Contracting experts is another approach to school plant maintenance and utilization. The use and maintenance of some facilities require specialized skills which could make the school administrators seek the services of experts. The experts require for the maintenance of some facilities include: carpenters for repairing faulty furniture and electrician for replacing and repairing electronic fixtures among others.

The school administrators could constitute committee for utilizing and managing school plant. The committee could comprise teachers, students and non-teaching staff. The function of the committee could be to regularly inspect school plant classify the faculty facilities and determine the

maintenance cost. To buttress this, Alabi (2018) stressed that a useful approach in ensuring adequate maintenance of school plant is to have a committee on plant and maintenance development, which comprises the teaching staff, the student, schools personnel and members of the community. Alabi added that the tasks of the committee include the site planning, beautification and formulation of maintenance policy and objectives and insistence on desirable adherence to plant maintenance schedule. Yusuf and Adigun (2012) noted that school administrators can set up a number of committees made up of some responsible teachers and students, to receive all complaints on damages, deterioration, faults and deficiencies in various aspects of school plants. Arowojolu, Yinusa, Ameh and Arowojolu (2019) pointed out the committee could be charged with the responsibility of funds-raising that can be used for school plant maintenance and rehabilitation. Arowojolu et al added that all complaint relating to the damaged infrastructure could be directed to the committee for immediate action.

Community participatory approach could be used for school plant utilization and maintenance. Appeal to members of school community to participate in providing maintenance services is an essential approach to maintenance of school plants. Yusuf and Adigun (2012) posited that the members of the immediate community in which a school is established should be involved in the repairs and maintenance of school plant. Professional members of the community especially those who are PTA members should be actively involved in the maintenance of school plants of minimal cost.

School plant is an essential tool in achieving educational predetermined objectives not just by mere provision of the indices of school plant but largely on their





maintenance. This assertion was backed up by Livala, Bulus, Daver and Livala (2021) who found that management of school plant correlates with teachers' job involvement. Management of school plant determines the life span, availability, distribution, safety and optimal utilization among others. Teachers' job performance enhances when school facilities are promptly supplied to the areas of need in real time. This makes the teachers accessible to the usage as and when due thus increased productivity. Most times as observed in some of the literature reviewed, some schools in Anambra State do lack some of these educational propellers when there is need, in some other instances, they are not well maintained and secured. Some of these school plants are stolen and/or vandalized leading shortage of when the need arises. When it happens this way teachers are left to improvise which may not augur well with them. This has led to the teachers' teaching/learning delivery poor lesson quality leading to students' poor academic achievement which is a reflection of teachers' low job performance. The research is worried over this school plant mismanagement and its concomitant negative influence in accomplishment of educational objectives hence the study.

### **Purpose of the Study**

The main purpose of the study is to ascertain the correlation between teachers' perception of principals' effective management of school plant and teachers' job involvement in public secondary schools in Awka education zone of Anambra State.

### **Research Question:**

One research question guided the study.

What is the correlation between teachers' perception of principals' effective

management of school plant and teachers' job involvement in public secondary schools in Awka education zone of Anambra State?

### **Hypothesis**

One null hypothesis was tested at 0.5 level of significance.

There is no significant relationship between teachers' perception of principals' effective management of school plant and teachers' job involvement in public secondary schools in Awka education zone of Anambra State

### **Research Method**

Design used for the study was correlation while the population of the study comprised all the public secondary schools in the five local government areas of Awka education zone with a total of 64 schools having 1233 teachers made up of 147 males and 1086 females. Using stratified random sampling technique, 585 teachers were selected which is 47.4%. Instrument for data collection was a questionnaire type designed by the researcher and named —Teachers' Perception of Principals' Effective Management of School Plant and

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relevant fields. The average reliability of PPMSPTJI was 0.79 while that of TJIQ was 0.82 using Pearson Moment Correlation

Coefficient which also serve as the method of data analysis.

## Presentation of Results

**Research Question:** The correlation between teachers' perception of principals' effective management of school plant and teachers' job involvement in public secondary schools in Awka education zone of Anambra State

**Table 1:** Pearson's correlation between teachers' perception of principals' effective management of school plant and teachers' job involvement

Variables	N	Effective management of school plant	Teachers' Job Involvement	Remark
Effective management of school plant	585	1	.272	
Teachers' Job Involvement	585	.272	1	Low positive

As shown on Table 1, the correlation between teachers' perception of principals' effective management of school plant and teachers' job involvement is  $r = 0.272$ . The correlation coefficient (0.272) shows that a low positive relationship exists between teachers' perception of principals' effective management of school plant and teachers' job involvement in public secondary schools in Awka education zone of Anambra State.

**Hypothesis:** There is no significant correlation between teachers' perception of principals' effective management of school plant and teachers' job involvement in public secondary schools in Awka education zone of Anambra State?



**Table 2:** Test of Significance of Pearson's correlation between teachers' perception of principals' effective management of school plant and teachers' job involvement

Variables	N	Effective management of school plant	Teachers' Job Involvement	P value	Remark
Effective Staff	585	1-.425			
Personnel		-.425 1			
Administration					
	585				
Teachers' Job Involvement				000	Significant

Data analysis presented on Table 2 revealed Pearson product-moment correlation of -0.425 and p-value of 0.00. Since the p-value is less than .05 ( $0.000 < .05$ ), the null hypothesis is therefore rejected. Thus, the relationship between teachers' perception of principals' effective management of school plant and teachers' job involvement in public secondary schools in Awka education zone of Anambra State is significant.

### Discussion

The result of the study showed no significant correlation between teachers' perception of principals' effective finance management and teachers' job involvement in public secondary schools in Awka education zone of Anambra State. What this means is that an increase in level of finance management may not likely lead to increase in teachers' job involvement in public secondary schools in Awka education zone of Anambra State. This is because an innovative teacher who can improvise in the class may not bother how the school fund is being managed. Again, management of funds is the duty of the principal and the bursar. Since

teachers are not mostly involved in this issue, the reason for the no significant correlation becomes evident. The teachers seem not to bother how the school funds are being managed.

This result is supported by the findings of Oboegbulem (2013) who found no significant correlation

between teachers' perception of finance management and their job involvement. However, the result is not in support of the finding of Nyanyuki, Okioga, Ojera, Nyabwanga and Nyamwamu (2021) who found that teachers' perception of finance management significantly influenced their job involvement. Again, the finding of



Huseein (2019) indicated positive correlation between finance management and female teachers' job involvement.

Furthermore, the study indicated that the relationship between teachers' perception of principals' effective management of school plant and teachers' job involvement in public secondary schools in Awka education zone of Anambra State is significant. The meaning is that when there is an increase in the principals' effective management of school plant, the level of the teachers' job involvement will likely increase. The importance of effective management of school plant cannot be over emphasized. In a school where adequate facilities are provided and effectively managed, it is most likely that the teachers in the school will be very well involved in their job, all things being equal. This finding of the study indicated that effective management of school plant is a major factor influencing teachers' job involvement. This may be interpreted as effective management of school plant exerting an influence on teachers' job involvement.

This result is consistent with Livala, Bulus, Daver and Livala (2021) who found that management of school plant correlates with teachers' job involvement. The result also supports the findings of Nwafukwa, Onele and Anigbo (2019) who found that the relationship between teachers' perception of management of school plant and their job involvement is significant. This also agree with the findings of Arowojolu, Yinusa, Ameh and Arowojolu (2019) who found teachers to have show a significant higher level of involvement to their job in relation to their school plant management. This is to say that teachers' perception of effective school plant management is a significant factor in their job involvement.

## Conclusion

In line with the result analysis, it is concluded that there is no significant correlation between teachers' perception of principals' effective finance management and teachers' job involvement in public secondary schools in Awka education zone of Anambra State. The hypothesis testing declared that there is significant relationship between teachers' perception of principals' effective management of school plant and teachers' job involvement in public secondary schools in Awka education zone of Anambra State.

## Recommendations

Based on the findings, it is recommended that:

1. enlightenment campaign be organized by relevant agencies for the principals on effective management of school plant as it relates to teachers' job involvement so as to encourage teachers for improved teachers' job involvement

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