

Correlation Between School Plant Organization and Lecturer's Commitment on Academic Achievement among Public Tertiary Institutions in Gusau Educational Zone, Zamfara State, Nigeria

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Abstract

This study studied Correlation Between School Plant Organization and Lecturer's Commitment on academic Achievement among Public Tertiary Institutions in Gusau Educational Zone, Zamfara State, Nigeria. The study explored descriptive correlation approach, anchored in Systems Theory and Meyer and Allen's (1991) Three-Component Model of Organizational Commitment. The population of the study consist of one thousand and sixty tertiary institution lecturers during the 2024/2025 academic session in Zamfara State. A sample size of 286 lecturers were selected from the target population using proportionate and stratified random sampling technique. Data were obtained using a validated 31-item questionnaire (SPOLCQ) with a Cronbach's alpha of 0.997 and students' Cumulative Grade Point Average (CGPA) records, resulting in a 93.7% response rate. Findings found that school plant organization was somewhat competent ($M = 2.98$), while lecturers demonstrated a high level of devotion ($M = 3.18$). Pearson correlation analysis showed a modest positive association between school plant organization and academic achievement ($r = 0.412, p < 0.001$) and a stronger relationship with lecturers' commitment ($r = 0.521, p < 0.001$). Multiple regression analysis found that the two factors jointly explained 31.7% of the variance in students' academic achievement ($R^2 = 0.317, p < 0.001$), with lecturers' commitment emerging as the stronger predictor. The study suggests that both physical infrastructure and human commitment are crucial to academic performance, particularly in tough situations. It offers integrated approaches that simultaneously target facility improvement and lecturer welfare to increase educational quality in northern Nigeria.

Keywords: school plant organization, lecturers' commitment, academic achievement, tertiary institutions, Zamfara State

Introduction

Academic accomplishment in tertiary institutions remains a crucial predictor of human capital development, economic productivity and national development, particularly in developing countries. Globally, studies have repeatedly highlighted the quality of physical learning settings and the devotion of academic staff as two important determinants impacting students' learning results (Barrett et al., 2015; OECD, 2019; World Bank, 2023). School plant organization, which includes the adequacy, functionality, maintenance, accessibility, and strategic arrangement of physical facilities such as classrooms, laboratories, libraries, lecture halls, utilities and the campus environment, is critical to creating conducive conditions for effective teaching and learning. Similarly, lecturers' commitment, defined through Meyer and Allen's (1991) three-component model (affective, continuation and normative commitment), strongly affects instructional quality, student involvement, mentorship and overall academic achievement. In sub-Saharan Africa and particularly in Nigeria, these two variables take even greater significance due to chronic underfunding, fast population expansion and infrastructural shortfalls in state tertiary institutions. Several studies have proven beneficial connections between school plant quality and students' academic achievement (Adeyemi, 2010; Monity & Abam, 2024; Ogunbode & Oyewole, 2024). Likewise, lecturers' commitment has been found to be a powerful predictor of student success through improved instructional methods, encouragement and support (Ogunyemi & Ajayi, 2022; Sopiah, 2020; Uwaleke, 2023). However, most current studies have explored these variables in isolation or within relatively stable environments, with limited attention paid to their combined predictive ability, especially in countries confronting complex security and socio-economic issues.



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The Gusau Educational Zone in Zamfara State, gives a particularly interesting background for this inquiry. Banditry, kidnappings and attacks on educational institutions have caused persistent insecurity in the zone, resulting in facility destruction, disruption of academic activities, teacher attrition and decreased student engagement. These issues exacerbate existing problems of inadequate infrastructure, poor maintenance culture and unsuitable working circumstances, producing a tough environment for both physical facilities and human resources to function properly. Despite these limitations, knowing how school plant organization and lecturers' commitment interact to influence students' academic progress (measured mostly by Cumulative Grade Point Average — CGPA) remains vital for evidence-based solutions. While earlier studies have highlighted the separate contributions of infrastructure and staff dedication, few studies have concurrently studied the joint influence of these variables in high-insecurity northern Nigerian tertiary institutions. This study tries to bridge this gap by evaluating the extent to which school plant organization and lecturers' commitment separately and jointly predict students' academic progress in public tertiary institutions in Gusau Educational Zone, Zamfara State.

The study is rooted on Systems Theory (Parsons, 1977), which views educational institutions as interconnected systems where inputs (school plants), processes (lecturers' commitment) and outputs (students' academic accomplishment) are dynamically related. It also draws from Meyer and Allen's (1991) organizational commitment theory.

Statement of the Problem

Despite many government interventions and policy reforms aimed at boosting post-secondary education in Nigeria, students' academic success in public university institutions in Zamfara State remains chronically low. This poor performance is particularly obvious in the Gusau Educational Zone, where students endure high failure rates, longer graduation times, and restricted academic growth. The situation is aggravated by inadequate school plant organization, characterized by badly kept classrooms, insufficient laboratories, restricted library resources, un-reliable utilities and overall un-conducive learning settings. At the same time, lecturers' commitment is increasingly tested by insecurity, poor welfare circumstances, enormous workloads and inadequate professional assistance. These issues create a tough teaching and learning culture that limits effective instruction and student involvement. Although earlier studies have analyzed school plant organization and lecturers' commitment independently but few have investigated their combined influence on students' academic progress, especially within high-insecurity zones like Gusau Educational Zone. This gap prevents a thorough understanding of how physical infrastructure and human resource elements interact to determine educational results in challenging environments. It is against this context that this study intends to analyze school plant organization and lecturers' commitment as determinants of students' academic progress in public tertiary institutions in Gusau Educational Zone, Zamfara State, Nigeria.

Objectives of the Study

1. Determine the prevalent level of school plant organization and lecturers' commitment in the selected public tertiary institutions.
2. Investigate the relationship between school plant organization and students' academic achievement.
3. Investigate the relationship between lecturers' commitment and students' academic achievement.
4. Determine the joint predictive influence of school plant organization and lecturers' commitment on students' academic performance.

Research Question

1. What is the prevalent level of school plant organization in public tertiary institutions in Gusau Educational Zone, Zamfara State, Nigeria?
2. What is the prevalent level of lecturers' commitment in public tertiary institutions in Gusau Educational Zone, Zamfara State, Nigeria?
3. What is the co-relationships between school plant organization and lecturers' commitment on students' academic achievement in public tertiary institutions in Gusau Educational Zone, Zamfara State?
4. What is the joint predictive influence of school plant organization and lecturers' commitment on students' academic achievement in public tertiary institutions in Gusau Educational Zone, Zamfara State?

Hypothesis

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



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H₀₁: There is no significant relationship between school plant organization and students' academic achievement in public tertiary institutions in Gusau Educational Zone, Zamfara State.

H₀₂: There is no significant relationship between lecturers' commitment and students' academic achievement in public tertiary institutions in Gusau Educational Zone, Zamfara State.

H₀₃: School plant organization and lecturers' commitment do not jointly have any significant predictive influence on students' academic achievement in public tertiary institutions in Gusau Educational Zone, Zamfara State.

Literature Review

Concept of School Plant Organization

School plant organization involves the systematic design, provision, sufficiency, functionality, maintenance and strategic spatial layout of physical facilities within an educational institution (Atolagbe, 2019). These amenities include classrooms, lecture halls, labs, libraries, workshops, administrative buildings, utilities (such as electricity and water supply), sanitation infrastructure and the general campus atmosphere (Mormah, 2023). A well-organized school plant is not just about the presence of structures but about producing a safe, comfortable, and functional learning environment that supports effective teaching and learning activities. Scholars note that the quality and management of school plants greatly influence the teaching-learning process by decreasing physical distractions, boosting student concentration, and encouraging practical and collaborative learning experiences. However, in resource-constrained contexts such as Nigeria, many public tertiary institutions continue to face challenges such as insufficient funding, a poor maintenance culture, overcrowding, and infrastructural decay, which frequently undermine the potential benefits of these facilities (Daniel et al., 2018; Adegbite and Lawal, 2016).

Concept of Lecturers' Commitment

Lecturers' commitment refers to the psychological bond, commitment, and readiness of academic staff to spend time, energy, and effort towards their institution, profession, and students' achievement (Uwaleke, 2023). It goes beyond mere contractual requirements and shows a deeper sense of responsibility and commitment in teaching and mentoring activities. In higher institutions, this commitment is regarded a critical human resource aspect that directly determines the quality of instruction and overall institutional effectiveness. The concept is best explained through Meyer and Allen's (1991) three-component model of organizational commitment, which includes affective commitment (emotional attachment and identification with the institution), continuance commitment (perceived costs of leaving), and normative commitment (sense of moral obligation and loyalty). In the Nigerian context, lecturers' commitment is molded by both intrinsic elements such as job satisfaction and professional calling, and external factors including compensation, working conditions, infrastructure, and security concerns (Ogunyemi & Ajayi, 2022). Despite these limits, many academics in northern Nigeria continue to display remarkable commitment, frequently inspired by personal ideals and a feeling of duty. Committed lecturers greatly boost students' academic progress by maintaining high standards of teaching, giving mentorship, offering timely feedback and fostering supportive learning environments (Okoro, 2023). Their passion creates stronger student motivation, engagement, and persistence, making professor commitment one of the biggest indicators of academic success in higher education institutions.

Relationship between School Plant Organization, Lecturers' Commitment and Students' Academic Achievement

School plant organization and lecturers' devotion are widely regarded as key aspects that influence students' academic progress in higher institutions. A well-organized school plant provides the physical foundation for effective teaching and learning by assuring adequate classrooms, functional laboratories, well-stocked libraries, reliable utilities and a congenial campus climate (Barrett et al., 2015). When these facilities are appropriately planned, maintained and accessible, they assist alleviate physical discomfort, eliminate distractions, and provide conditions that foster sustained student attention and participation. Lecturers' devotion, on the other hand, symbolizes the human factor that lends life to the physical infrastructure. Committed lecturers are more likely to utilize available facilities creatively, prepare thoroughly for courses, employ new teaching tactics, and provide constant academic and emotional support to students (Ogunyemi & Ajayi, 2022). Their passion generally translates into superior instructional quality, increased student motivation and improved learning results, even while working under constricted conditions.

The interaction between these two variables is not only additive but often synergistic. Good school plant organization promotes the efficacy of devoted lecturers by giving them with the essential tools and atmosphere to perform efficiently.



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Conversely, highly motivated lecturers can maximize the utility of even modestly sufficient facilities by innovative techniques and good facility management. This connection provides a more potent combined influence on students' academic achievement than either component in isolation (Adegbite & Lawal, 2016). Empirical studies have continuously established good links between school plant organization and academic performance, as well as between lecturers' devotion and student success. However, research evaluating the joint predictive ability of both factors remains sparse, particularly in northern Nigeria. In the context of Gusau Educational Zone, where insecurity and infrastructural constraints are prominent, understanding this linked relationship becomes even more crucial for policy and practice. The present study consequently contributes to the literature by analyzing how school plant organization and lecturers' commitment separately and collectively influence students' academic progress in public tertiary institutions within this demanding environment. Such an integrated approach offers deeper insight into the complex factors that impact educational results in resource-constrained and insecurity-affected communities.

Empirical Evidence and Research Gap

Empirical studies have continuously emphasised the favourable influence of school plant organization on students' academic progress. For instance, Adeyemi (2010) and Monity and Abam (2024) discovered that appropriate and well-maintained physical amenities such as classrooms, laboratories, and libraries greatly boost student engagement, attendance, and overall performance. In many Nigerian institutions, schools with better-organized school plants tend to achieve higher academic outcomes compared to those with outdated infrastructure. Similarly, a rising body of evidence reveals the substantial link between lecturers' devotion and students' academic accomplishment. Ogunyemi and Ajayi (2022) observed that lecturers who exhibit high levels of affective and normative commitment are more effective in engaging students and increasing learning outcomes. Their study, along with others, reveals that committed lecturers often yield superior student performance through persistent support and quality training. When both variables are analyzed together, their joint influence looks considerably more important. Adegbite and Lawal (2016) and Atolagbe (2019) showed that the combination of good school plant organization and high lecturer commitment generates better predictive power on academic achievement than when studied independently. This synergy shows that infrastructure and human variables reinforce one other in establishing optimal learning circumstances. However, most existing studies have explored these variables either in isolation or within southern and urban sections of Nigeria. For example, Adeyemi (2010) concentrated on school facilities in Osun, Ondo, and Ekiti States, Daniel et al. (2018) did their study in Akwa Ibom State, while Atolagbe (2019) investigated school plant organization in Osun State. Relatively few studies have studied their combined consequences in northern Nigeria. In the specific context of Zamfara State, empirical evidence on this topic remains scant. While insecurity has been widely reported as a key disruptor of education in the region (Dahiru & Almustapha, 2025; Esther & Ahon, 2024), little is known about how school plant organization and lecturers' commitment operate as predictors of student progress amid these obstacles. Most available studies have focused on secondary education or more stable situations. The present study therefore addresses this important research gap by providing empirical evidence on the individual and joint predictive influence of school plant organization and lecturers' commitment on students' academic achievement in public tertiary institutions in Gusau Educational Zone, Zamfara State. By focusing on this under-researched area, the study intends to offer significant insights for policy and practice in tough educational environments.

Theoretical Framework

This study is built on two fundamental theories. The first is Systems Theory (Parsons, 1977), which views educational institutions as open systems encompassing inputs, processes, and outputs. In this study, school plant organization represents the structural input, lecturers' commitment acts as the human process, and students' academic accomplishment is the result. The idea highlights the interdependence of these variables for good institutional functioning. The second is Meyer and Allen's (1991) Three-Component Model of Organizational Commitment. This paradigm describes lecturers' commitment through three dimensions: affective (emotional connection), continuation (perceived costs of leaving), and normative (feeling of obligation). These dimensions assist understand why lecturers remain dedicated despite demanding working conditions. Together, these theories provide a robust platform for studying how school plant organization and lecturers' commitment separately and jointly predict students' academic progress in the setting of Gusau Educational Zone.

Research Methodology

This study utilized a descriptive correlation research design. The design was chosen appropriate because the study wanted to analyze the levels of the independent variables and examine their correlations with the dependent variable. The target population comprises 1,060 lecturers from six public tertiary schools in Gusau Educational Zone, Zamfara State. A sample of 286 lecturers was generated using Taro Yamane's method and proportionate stratified random sampling technique to achieve fair representation among the institutions. Data were collected using a validated 31-item questionnaire titled School Plant Organization and Lecturer Commitment Questionnaire (SPOLCQ). The test was divided into sections addressing demographic information, school plant organization (16 items), and lecturers' commitment (15 items), scored on a 4-point Likert scale. The questionnaire showed an excellent internal consistency with Cronbach's alpha of 0.997. Students' academic achievement was judged using their Cumulative Grade Point Average (CGPA) derived from institutional records. Data collection was carried out after getting formal clearance from the selected institutions. Completed questionnaires were retrieved immediately from respondents, providing a response rate of 93.7 percent (268 useable replies). Data were analyzed using the Statistical Package for the Social Sciences (SPSS Version 22). Descriptive statistics (means and percentages) were utilised to answer study questions one and two, while Pearson Product Moment Correlation and Multiple Linear Regression were employed to evaluate the hypotheses at 0.05 level of significance.

Presentation of Results

Table 1: Response Rate of Respondents

Category	Frequency	Percentage
Questionnaires Administered	286	100%
Questionnaires Returned	268	93.7%

Out of 286 questionnaires provided to teachers throughout the six public tertiary institutions in Gusau Educational Zone, 268 were duly completed and returned. This represents a high response rate of 93.7%. The excellent response rate shows strong cooperation from the respondents and promotes trust in the representativeness and reliability of the findings.

Table 2: Demographic Characteristics of Respondents (Years of Experience)

Years of Experience	Frequency	Percentage
0 – 2 Years	51	19.0%
3 – 5 Years	74	27.6%
6 – 9 Years	83	31.0%
10 Years and Above	60	22.4%
Total	268	100%

The demographic analysis revealed a well-balanced distribution of responders by years of teaching experience. Nineteen percent (19.0%) had 0–2 years of experience, 27.6% had 3–5 years, 31.0% had 6–9 years, and 22.4% had 10 years and more. This dispersion across multiple career stages improved the data by obtaining opinions from both rookie and highly experienced teachers.

Research Question One (RQ1):

What is the prevalent level of school plant organization in public tertiary institutions in Gusau Educational Zone, Zamfara State, Nigeria?

Table3: Level of School Plant Organization

Variable	Mean	SD	Interpretation
Overall School Plant Organization	2.98	0.64	Moderately Adequate

The study revealed that the level of school plant organization in the selected public tertiary institutions was generally perceived as moderately adequate, with an overall mean score of 2.98 on the 4-point Likert scale. Respondents gave high ratings to core instructional facilities such as ventilation and lighting ($M = 3.52$), electricity and water supply ($M = 3.43$), and availability of instructional materials ($M = 3.38$). However, lower ratings were recorded for restrooms ($M = 2.43$), general cleanliness ($M = 2.44$), security measures ($M = 2.48$), and health facilities ($M = 2.48$). These findings indicate that while basic teaching spaces are reasonably functional, auxiliary facilities still require significant improvement.

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Research Question Two (RQ2):

What is the prevalent level of lecturers' commitment in public tertiary institutions in Gusau Educational Zone, Zamfara State, Nigeria?

Table 4 Level of Lecturers' commitment

Variable	Mean	SD	Interpretation
Overall Lecturers' Commitment	3.18	0.54	High

Lecturers in the Gusau Educational Zone demonstrated a high level of commitment, with an overall mean score of 3.18. The respondents showed particularly strong affective commitment (emotional attachment) and normative commitment (sense of obligation). High mean scores were recorded on items such as willingness to spend the rest of their career in the institution ($M = 3.66$), perceived loyalty ($M = 3.59$), and belief that they have few alternative job options ($M = 3.74$). This high commitment level is noteworthy given the challenging security and infrastructural context of the zone.

Research Question Three (RQ3):

What is the Co-relationships between school plant organization and Lecturer's Commitment on students' academic achievement in public tertiary institutions in Gusau Educational Zone, Zamfara State?

Table 5: Pearson Product Moment Correlation Analysis

Variables	r-value	p-value	Remark
School Plant Organization ↔ Academic Achievement	0.412	< 0.001	Moderate positive, significant
Lecturers' Commitment ↔ Academic Achievement	0.521	< 0.001	Strong positive, significant

As presented in Table 5, school plant organization had a moderate positive and statistically significant relationship with students' academic achievement ($r = 0.412$, $p < 0.001$). Lecturers' commitment showed a stronger positive and highly significant relationship with academic achievement ($r = 0.521$, $p < 0.001$). This suggests that lecturer commitment has a greater individual influence on student performance than school plant organization in this context.

Research Question Three (RQ4):

What is the joint predictive influence of school plant organization and lecturers' commitment on students' academic achievement in public tertiary institutions in Gusau Educational Zone, Zamfara State?

Table 6: Multiple Linear Regression Analysis

Model	R	R ²	Adjusted R ²	F	p-value
School Plant Organization + Lecturers' Commitment	0.563	0.317	0.311	—	< 0.001

The multiple regression analysis (Table 2) demonstrated that school plant organization and lecturers' commitment jointly accounted for 31.7% of the variance in students' academic achievement ($R = 0.563$, $R^2 = 0.317$, Adjusted $R^2 = 0.311$, $p < 0.001$). This finding reveals a large joint predictive influence, with lecturers' commitment appearing as the stronger predictor. The model was statistically significant, confirming that both variables make considerable contributions to students' academic achievements.

Discussion of Findings

The findings of this study offer vital insights into the predictive functions of school plant organization and lecturers' commitment on students' academic progress at public tertiary institutions located in a tough security environment. The high response rate (93.7%) and different experience levels of respondents lend confidence to the results. The survey indicated that school plant organization was viewed as moderately adequate (overall mean = 2.98). This conclusion is consistent with earlier research conducted in different locations of Nigeria. For example, Adeyemi (2010) and Monity and Abam (2024) identified similar patterns where essential academic facilities were sufficiently available although supporting amenities such as sanitation and security remained inadequate. The moderately positive correlation ($r = 0.412$, $p < 0.001$) between academic achievement and school plant organization is consistent with research by Barrett et al. (2015) and Adegbite and Lawal (2016), which found that better physical infrastructure significantly, but not significantly, improves student performance. A significant finding was the high degree of lecturers' commitment (overall



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mean = 3.18) despite prevailing challenges. This result confirms Ogunyemi and Ajayi (2022), who reported significant commitment among lecturers in Nigerian universities even under tough situations. In line with Sopiah (2020) and Uwaleke (2023), who found that lecturer commitment is frequently a more potent driver of student success than infrastructural factors alone, particularly in resource-constrained settings, the current study found a stronger relationship between lecturers' commitment and academic achievement ($r = 0.521, p 0.001$). When analyzed combined, school plant organization and lecturers' commitment accounted for 31.7% of the variance in students' academic achievement. This research corroborates Atolagbe (2019) and Adegbite and Lawal (2016), who showed that the combination of physical infrastructure and devoted teaching staff creates a stronger effect than either variable separately. The study also gives empirical support to Systems Theory, revealing how structural inputs and human processes interact to produce educational results. Generally speaking, the present study extends existing literature by providing evidence from an under-researched, insecurity-affected region in northern Nigeria. While the findings on individual relationships are essentially consistent with past studies conducted mostly in southern Nigeria, the substantially higher influence of lecturers' commitment emphasizes the durability of human variables in tough situations. This shows that in situations like Gusau Educational Zone, investment in both infrastructure and lecturer motivation is crucial for real improvement in academic output.

Conclusion

This study studied school plant organization and lecturers' commitment as determinants of students' academic progress in public tertiary institutions in Gusau Educational Zone, Zamfara State, Nigeria. The findings found that school plant organization was somewhat sufficient, while instructors demonstrated a high level of devotion despite the demanding operational environment. Both variables revealed significant positive connections with students' academic achievement, with lecturers' commitment appearing as the stronger individual predictor. Jointly, the two variables explained 31.7% of the variance in students' academic achievement. These results confirm that quality physical infrastructure and dedicated teachers are essential drivers of academic achievement. However, they also underline that human commitment plays a particularly essential role in resource-constrained and insecurity-affected environments. The study underscores the significance of Systems Theory, which highlights the interconnection of structural inputs and human processes in generating educational results. In conclusion, a balanced and integrated strategy is needed to raise students' academic performance in Gusau Educational Zone public postsecondary institutions. Sustained investment in school plant development must be supported by purposeful measures to boost lecturers' commitment through improved welfare, professional development, and a secure working environment. Such integrative approaches are vital for boosting educational quality in tough places like northern Nigeria.

Recommendation

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

1. School officials and the government should place greater emphasis on improving school plant organization. This includes regular maintenance of classrooms, laboratories, libraries, and utilities, as well as providing better security and sanitation facilities. Since the study found school plant organization to be only moderately adequate (overall mean = 2.98), creating a more favourable physical environment will enhance effective teaching and learning.
2. There is a need to improve lecturers' commitment through practical measures. The government and institutions should ensure regular payment of salaries, promote opportunities for professional development, and establish improved working conditions. Recognizing and rewarding dedicated lecturers can also help sustain their drive. This recommendation is based on the finding that lecturers demonstrated a high level of commitment (overall mean = 3.18), yet operate under challenging conditions.
3. Educational authorities should adopt an integrated approach that addresses both school plant organization and lecturers' commitment simultaneously. Improving infrastructure alone is not sufficient; it must be accompanied by motivated and committed teaching staff. Both elements should be viewed as equally essential in institutional planning and policy-making. This is informed by the finding that the two variables jointly explained 31.7% of the variance in students' academic achievement, with lecturers' commitment emerging as the stronger predictor.
4. Comparable studies should be conducted in other parts of northern Nigeria to provide greater insight and more generalizable conclusions. This will help policymakers develop more effective interventions for enhancing academic attainment in challenging environments.



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